

Short Stories and the Elements of Fiction

Grade Level or Special Area: 8th Grade Language Arts

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Length of Unit: Sixteen lessons (sixteen days, one day equals 50 minutes)

I. ABSTRACT

The concept of the short story will be taught in a “Say-See-Do” fashion. The class will orally review the elements of fiction and literary terms. The class will then read (silently and as a group) the short stories indicated in the *Core Knowledge Sequence*. Students will be able to write short stories of their own that include well-developed characters who drive the plot. (This unit makes use of teacher resource *What If?* By Anne Bernays and Pamela Painter.)

II. OVERVIEW

A. Concept Objectives

1. Understand what a story is and how it is structured.
2. Understand literary devices used in prose.
3. Understand the writing process.
4. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.

B. Content from the *Core Knowledge Sequence*

1. Fiction, Nonfiction and Drama
 - a. Short Stories, p. 184
 - i. “The Bet” (Anton Chekov)
 - ii. “Dr. Heidegger’s Experiment” (Nathaniel Hawthorne)
 - iii. “God Sees the Truth But Waits” (Leo Tolstoy)
 - iv. “An Honest Thief” (Fyodor Dostoyevsky)
 - v. “The Open Boat” (Stephen Crane)
 - b. Elements of Fiction, p. 184
 - i. Review:
 - a) Plot and setting
 - b) Theme
 - c) Point of view in narration
 - d) Conflict
 - e) Suspense and Climax
 - ii. Characterization
 - a) As delineated through a character’s thoughts, words, and deeds, through the narrator’s description, and through what other characters say
 - b) Flat and round, static and dynamic
 - c) Motivation
 - d) Protagonist and antagonist
 - iii. Tone and diction
 - c. Literary Terms, p. 185
 - i. Irony: verbal, situational, dramatic
 - ii. Flashbacks and foreshadowing
 - iii. Hyperbole, oxymoron, parody

C. Skill Objectives

1. Read, understand and analyze short stories. (Eighth Grade Power Standards Unwrapped 1.1)

2. Outline basic structure, structural elements and literary devices in stories read. Identify the antagonist and the protagonist. (Eighth Grade Power Standards Unwrapped 1.1)
3. Write a short story. Outline basic structure and structural elements. (Eighth Grade Power Standards Unwrapped 1.2)
4. Create and develop a believable, well-rounded protagonist. Create and implement an antagonist to propel the plot. (Eighth Grade Power Standards Unwrapped 1.2)
5. Identify literary devices used in prose: metaphor, dramatic irony, symbolism, coincidence, foreshadowing, flashback, irony, allusion, hyperbole, oxymoron, parody. (Eighth Grade Power Standards Unwrapped 3.1)
6. Use literary devices used in prose: metaphor, dramatic irony, symbolism, coincidence, foreshadowing, flashback, irony, allusion, hyperbole, oxymoron, parody. (Eighth Grade Power Standards Unwrapped 3.2)
7. Plan, draft, revise, and write a story. Identify literary devices used in prose: metaphor, dramatic irony, symbolism, coincidence, foreshadowing, flashback, irony, allusion, hyperbole, oxymoron, parody. (Eighth Grade Power Standards Unwrapped 6.2)
8. Use proper grammar and punctuation. (Eighth Grade Power Standards Unwrapped 7.1)
9. Write in parallel sentences. Use simple, compound, complex, and complex-compound sentences in writing. (Eighth Grade Power Standards Unwrapped 7.3)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Setting*, Bickham
 2. *Writing fiction: a guide to narrative craft*, Burroway
 3. *The creative writer's style guide: rules and advice for writing fiction and creative nonfiction*, Leland
 4. *Conflict, action, and suspense*, Noble
 5. *Voice and style*, Payne
- B. For Students
 1. Paragraph Writing—*Step Up to Writing*, Auman
 2. Expository Writing—*Core Knowledge Sequence*, Grade 8, p. 181
 3. Fiction and Nonfiction—*Core Knowledge Sequence*, Grade 7, p. 160

IV. RESOURCES

- A. Auman, M. *Step Up To Writing*. Longmont, Colorado: Sopris West, 1999. 1-57035-208-9. (Lessons One and Fourteen)
- B. Baker, Lyman. www.ksu.edu/english/baker/english320/cc-static_vs_dynamic_characterization.htm, 2000. (Lessons Two through Twelve)
- C. Bernays, Anne and Pamela Painter. *What If? Writing Exercises for Fiction Writers*. New York, New York: HarperCollins College Publishers, 1995. 0-673-39364-7. (Lessons Twelve and Thirteen)
- D. Marshall, Michael J. *Realms of Gold*. Charlottesville, Virginia: Core Knowledge Foundation, 2000. 1-89-0517-24-0. (Lessons Two through Eleven)
- E. www.etaf.org/langartsfiles/english/grades7-8/langart3/instruction3tutor.html, 2003. (Lessons Two through Twelve)

V. LESSONS

Lesson One: Watch Out, World!

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand the writing process.
 - b. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
2. Lesson Content
 - a. Elements of Fiction, p. 184
 - i. Review:
 - a) Plot and setting
 - b) Theme
 - c) Point of view in narration
 - d) Conflict
 - e) Suspense and Climax
3. Skill Objective(s)
 - a. Write a short story. Outline basic structure and structural elements. (Eighth Grade Power Standards Unwrapped 1.2)
 - b. Use proper grammar and punctuation. (Eighth Grade Power Standards Unwrapped 7.1)
 - c. Write in parallel sentences. Use simple, compound, complex, and complex-compound sentences in writing. (Eighth Grade Power Standards Unwrapped 7.3)

B. *Materials*

1. Copies for each student of Appendix A: Cover Letter
4. One copy of Appendix G: Short Story Rubric
5. Auman, M. *Step Up To Writing*

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Present and go over Cover Letter, as it appears in Appendix A. Talk about 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. Ask students to take out plenty of fresh notebook paper.
3. Write on the board: "Write a short story that involves a policeman with ten cats."
4. Remind students to plan before they write. Tell them they may use planning strategies from *Step Up to Writing* by Auman.
5. Check students' progress as they work. About ten minutes into the activity, tell them that they should be finished with planning and should by now be writing their stories.
6. Ten minutes before the end of the class period, alert students that they will want to wrap up their stories and double-check their work. Tell them to neatly make any changes directly on their first draft.
7. Collect short stories.

E. *Assessment/Evaluation*

1. Grade students' short stories using Appendix G: Short Story Rubric, but do not record in grade book. Modify lessons as needed if students knew more than was expected on the unit.

Lesson Two: “Dr. Heidegger’s Experiment”

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 184
 - i. “Dr. Heidegger’s Experiment” (Nathaniel Hawthorne)
 - b. Elements of Fiction, p. 184
 - i. Review:
 - a) Plot and setting
 - b) Theme
 3. Skill Objective(s)
 - a. Read, understand and analyze short stories. (Eighth Grade Power Standards Unwrapped 1.1)
 - b. Outline basic structure, structural elements and literary devices in stories read. Identify the antagonist and the protagonist. (Eighth Grade Power Standards Unwrapped 1.1)
- B. *Materials*
1. Marshall, Michael J. *Realms of Gold*
 2. Copies for each student of Appendix B: Elements of Fiction and Literary Terms
 3. One copy of Appendix C: Key: Elements of Fiction and Literary Terms
- 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. Hand out Appendix B: Elements of Fiction and Literary Terms.
 2. On Appendix B, have students work in partner pairs to use dictionaries to define plot, setting and theme.
 3. Discuss what they found.
 4. Give them the definitions as they appear in Appendix C: Key: Elements of Fiction and Literary Terms.
 5. On Appendix B, have students add these definitions to what they found.
 6. Have students complete silent sustained reading: “Dr. Heidegger’s Experiment” by Nathaniel Hawthorne in *Realms of Gold*.
 7. Homework: Finish the reading assignment.
- E. *Assessment/Evaluation*
1. Spot check for completion Appendix B: Elements of Fiction and Literary Terms

Lesson Three: Dr. H. and His Zany Friends

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.

2. Lesson Content
 - a. Short Stories, p. 184
 - i. “Dr. Heidegger’s Experiment” (Nathaniel Hawthorne)
 - b. Elements of Fiction, p. 184
 - i. Review:
 - a) Point of view in narration: first person, third person, omniscient
 3. Skill Objective(s)
 - a. Read, understand and analyze short stories. (Eighth Grade Power Standards Unwrapped 1.1)
 - b. Outline basic structure, structural elements and literary devices in stories read. Identify the antagonist and the protagonist. (Eighth Grade Power Standards Unwrapped 1.1)
- B. *Materials*
1. Marshall, Michael J. *Realms of Gold*
 2. (From Lesson Two) Copies for each student of Appendix B: Elements of Fiction and Literary Terms
 3. (From Lesson Two) One copy of Appendix C: Key: Elements of Fiction and Literary Terms
- C. *Key Vocabulary*
1. Narration—the perspective from which the story is told
 2. First person—narration from one character’s perspective, generally told using pronouns like “I” and “me”
 3. Third person—narration from someone other than the characters in the story, generally told using pronouns like “he,” “she,” and “they”
 4. Omniscient—narration from someone who can see and feel each one of the characters’ thoughts and emotions
- D. *Procedures/Activities*
1. Ask students to get out Appendix B: Elements of Fiction and Literary Terms.
 2. On Appendix B, have students work in partner pairs to use dictionaries to define narration, first person, third person and omniscient.
 3. Discuss what they found.
 4. Give them the definitions as they appear in Appendix C: Key: Elements of Fiction and Literary Terms.
 5. On Appendix B, have students add these definitions to what they found.
 6. Ask students to get out several sheets of clean notebook paper.
 7. Write these questions on the board:
 - a. “In ten words or less, describe the plot of ‘Dr. Heidegger’s Experiment’ by Nathaniel Hawthorne.”
 - b. “In ten words or less, describe the setting.”
 - c. “What do you think are three major themes in this story?”
 - d. “From what point of view do you think the story is told? What clues helped you figure this out?”
 8. Give students time to complete their answers on their own paper.
 9. Facilitate a class discussion about the story by asking them to share and discuss their answers.
 10. Remind students that in analyzing short stories, there is not necessarily any one correct answer.
 11. Answer any questions the students have about the short story.
 12. Collect the answers that they wrote on their own paper.
- E. *Assessment/Evaluation*

1. Check the answers that they wrote on their own paper for their understanding of the reading and of the elements of fiction.

Lesson Four: “The Open Boat”

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
2. Lesson Content
 - a. Short Stories, p. 184
 - i. “The Open Boat” (Stephen Crane)
 - b. Elements of Fiction, p. 184
 - i. Review:
 - a) Conflict
 - b) Suspense and Climax
3. Skill Objective(s)
 - a. Read, understand and analyze short stories. (Eighth Grade Power Standards Unwrapped 1.1)
 - b. Outline basic structure, structural elements and literary devices in stories read. Identify the antagonist and the protagonist. (Eighth Grade Power Standards Unwrapped 1.1)

B. Materials

1. Marshall, Michael J. *Realms of Gold*
2. (From Lesson Two) Copies for each student of Appendix B: Elements of Fiction and Literary Terms
3. (From Lesson Two) One copy of Appendix C: Key: Elements of Fiction and Literary Terms

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. Ask students to get out Appendix B: Elements of Fiction and Literary Terms.
2. On Appendix B, have students work in partner pairs to use dictionaries to define conflict, suspense and climax.
3. Discuss what they found.
4. Give them the definitions as they appear in Appendix C: Key: Elements of Fiction and Literary Terms.
5. On Appendix B, have students add these definitions to what they found.
6. Have students complete popcorn reading: “The Open Boat” by Stephen Crane in *Realms of Gold*. In popcorn reading, one student reads one section, then he or she calls on another student to read the next section, and so on.
7. Homework: Finish the reading assignment.

E. Assessment/Evaluation

1. Spot check for completion Appendix B: Elements of Fiction and Literary Terms

Lesson Five: Nautical Adventure of Four Fellows

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 184
 - i. “The Open Boat” (Stephen Crane)
 - b. Elements of Fiction, p. 184
 - i. Characterization
 - a) As delineated through a character’s thoughts, words, and deeds, through the narrator’s description, and through what other characters say
 - b) Flat and round, static and dynamic
 3. Skill Objective(s)
 - a. Read, understand and analyze short stories. (Eighth Grade Power Standards Unwrapped 1.1)
 - b. Outline basic structure, structural elements and literary devices in stories read. Identify the antagonist and the protagonist. (Eighth Grade Power Standards Unwrapped 1.1)
- B. *Materials*
1. Marshall, Michael J. *Realms of Gold*
 2. (From Lesson Two) Copies for each student of Appendix B: Elements of Fiction and Literary Terms
 3. (From Lesson Two) One copy of Appendix C: Key: Elements of Fiction and Literary Terms
- C. *Key Vocabulary*
1. Characterization—the artistic representation of human character and motives
 2. Flat—describes a character who is two-dimensional, or who we only get to see one way¹
 3. Round—describes and character that is fully developed three-dimensional with many character traits¹
 4. Static— describes a character that does not undergo important change in the course of the story²
 5. Dynamic— describes a character that does undergo an important change in the course of the story²
- D. *Procedures/Activities*
1. Ask students to get out Appendix B: Elements of Fiction and Literary Terms.
 2. On Appendix B, have students work in partner pairs to use dictionaries to define characterization, flat, round, static and dynamic.
 3. Discuss what they found.
 4. Give them the definitions as they appear in Appendix C: Key: Elements of Fiction and Literary Terms.

¹ www.etap.org/langartsfiles/english/grades7-8/langart3/instruction3tutor.html, 2003.

² Baker, Lyman. www.ksu.edu/english/baker/english320/cc-static_vs_dynamic_characterization.htm, 2000.

5. On Appendix B, have students add these definitions to what they found.
 6. Ask students to get out several sheets of clean notebook paper.
 7. Write these questions on the board:
 - a. “There are four main characters in ‘An Open Boat,’ by Stephen Crane. What is your opinion of Crane’s characterization of each of these characters?”
 - i. The cook
 - ii. The oiler
 - iii. The correspondent
 - iv. The captain
 - b. “For each of these characters, indicate whether you think they are flat or round and static or dynamic. What clues helped you figure this out?”
 8. Give students time to complete their answers on their own paper.
 9. Facilitate a class discussion about the story by asking them to share and discuss their answers.
 10. Remind students that in analyzing short stories, there is not necessarily any one correct answer.
 11. Answer any questions the students have about the short story.
 12. Collect the answers that they wrote on their own paper.
- E. *Assessment/Evaluation*
1. Check the answers that they wrote on their own paper for their understanding of the reading and of the elements of fiction.

Lesson Six: “The Bet”

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 184
 - i. “The Bet” (Anton Chekov)
 - b. Elements of Fiction, p. 184
 - i. Characterization
 - a) Motivation
 - b) Protagonist and antagonist
 3. Skill Objective(s)
 - a. Read, understand and analyze short stories. (Eighth Grade Power Standards Unwrapped 1.1)
 - b. Outline basic structure, structural elements and literary devices in stories read. Identify the antagonist and the protagonist. (Eighth Grade Power Standards Unwrapped 1.1)
- B. *Materials*
1. Marshall, Michael J. *Realms of Gold*
 2. (From Lesson Two) Copies for each student of Appendix B: Elements of Fiction and Literary Terms
 3. (From Lesson Two) One copy of Appendix C: Key: Elements of Fiction and Literary Terms
- C. *Key Vocabulary*

1. Motivation—the driving force, stimulus or influence that puts the characters into action
 2. Protagonist—the main character in the story
 3. Antagonist—the character or entity that opposes the main character¹
- D. *Procedures/Activities*
1. Ask students to get out Appendix B: Elements of Fiction and Literary Terms.
 2. On Appendix B, have students work in partner pairs to use dictionaries to define motivation, protagonist and antagonist.
 3. Discuss what they found.
 4. Give them the definitions as they appear in Appendix C: Key: Elements of Fiction and Literary Terms.
 5. On Appendix B, have students add these definitions to what they found.
 6. Have students complete silent sustained reading: “The Bet” by Anton Chekov in *Realms of Gold*.
 7. Homework: Finish the reading assignment.
- E. *Assessment/Evaluation*
1. Spot check for completion Appendix B: Elements of Fiction and Literary Terms

Lesson Seven: The Protagonist vs. The Antagonist

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 184
 - i. “The Bet” (Anton Chekov)
 - b. Elements of Fiction, p. 184
 - i. Characterization
 - ii. Tone and diction
 3. Skill Objective(s)
 - a. Read, understand and analyze short stories. (Eighth Grade Power Standards Unwrapped 1.1)
 - b. Outline basic structure, structural elements and literary devices in stories read. Identify the antagonist and the protagonist. (Eighth Grade Power Standards Unwrapped 1.1)
- B. *Materials*
1. Marshall, Michael J. *Realms of Gold*
 2. (From Lesson Two) Copies for each student of Appendix B: Elements of Fiction and Literary Terms
 3. (From Lesson Two) One copy of Appendix C: Key: Elements of Fiction and Literary Terms
- C. *Key Vocabulary*
1. Tone—the style of writing
 2. Diction—word choice or verbal description
- D. *Procedures/Activities*
1. Ask students to get out Appendix B: Elements of Fiction and Literary Terms.
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2. On Appendix B, have students work in partner pairs to use dictionaries to define tone and diction.
 3. Discuss what they found.
 4. Give them the definitions as they appear in Appendix C: Key: Elements of Fiction and Literary Terms.
 5. On Appendix B, have students add these definitions to what they found.
 6. Ask students to get out several sheets of clean notebook paper.
 7. Write these questions on the board:
 - a. “In ‘The Bet,’ who do you think the protagonist is? The antagonist? What is the motivation in this story?”
 - b. Describe the tone of this story. Describe the diction.
 8. Give students time to complete their answers on their own paper.
 9. Facilitate a class discussion about the story by asking them to share and discuss their answers.
 10. Remind students that in analyzing short stories, there is not necessarily any one correct answer.
 11. Answer any questions the students have about the short story.
 12. Collect the answers that they wrote on their own paper.
- E. *Assessment/Evaluation*
1. Check the answers that they wrote on their own paper for their understanding of the reading and of the elements of fiction.

Lesson Eight: “God Sees the Truth But Waits”

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 184
 - i. “God Sees the Truth But Waits” (Leo Tolstoy)
 - b. Literary Terms, p. 184
 - i. Irony: verbal, situational, dramatic
 3. Skill Objective(s)
 - a. Read, understand and analyze short stories. (Eighth Grade Power Standards Unwrapped 1.1)
 - b. Outline basic structure, structural elements and literary devices in stories read. Identify the antagonist and the protagonist. (Eighth Grade Power Standards Unwrapped 1.1)
- B. *Materials*
1. Marshall, Michael J. *Realms of Gold*
 2. (From Lesson Two) Copies for each student of Appendix B: Elements of Fiction and Literary Terms
 3. (From Lesson Two) One copy of Appendix C: Key: Elements of Fiction and Literary Terms
- 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
 2. Verbal—the use of words to express something other than and especially the opposite of the literal meaning

3. Situational—incongruity between the actual result of a sequence of events and the normal or expected result
 4. 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. Ask students to get out Appendix B: Elements of Fiction and Literary Terms.
 2. On Appendix B, have students work in partner pairs to use dictionaries to define irony, verbal, situational and dramatic.
 3. Discuss what they found.
 4. Give them the definitions as they appear in Appendix C: Key: Elements of Fiction and Literary Terms.
 5. On Appendix B, have students add these definitions to what they found.
 6. Have students complete popcorn reading: “God Sees the Truth But Waits” by Leo Tolstoy in *Realms of Gold*. In popcorn reading, one student reads one section, then he or she calls on another student to read the next section, and so on.
 7. Homework: Finish the reading assignment.
- E. *Assessment/Evaluation*
1. Spot check for completion Appendix B: Elements of Fiction and Literary Terms

Lesson Nine: Isn't That Ironic? Or is it Something Else?

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 184
 - i. “The Open Boat” (Stephen Crane)
 - b. Literary Terms, p. 184
 - i. Flashbacks and foreshadowing
 3. Skill Objective(s)
 - a. Read, understand and analyze short stories. (Eighth Grade Power Standards Unwrapped 1.1)
 - b. Outline basic structure, structural elements and literary devices in stories read. Identify the antagonist and the protagonist. (Eighth Grade Power Standards Unwrapped 1.1)
- B. *Materials*
1. Marshall, Michael J. *Realms of Gold*
 2. (From Lesson Two) Copies for each student of Appendix B: Elements of Fiction and Literary Terms
 3. (From Lesson Two) One copy of Appendix C: Key: Elements of Fiction and Literary Terms
- C. *Key Vocabulary*
1. Coincidence—the occurrence of events that happen at the same time by accident but seem to have some connection
 2. Symbolism—the art of expressing invisible or untouchable entities with visible or sensual representations

3. Flashback—interruption of the plot by interjection of events of an earlier occurrence
 4. Foreshadowing—representation or identification of what is to come later in the plot
- D. *Procedures/Activities*
1. Ask students to get out Appendix B: Elements of Fiction and Literary Terms.
 2. On Appendix B, have students work in partner pairs to use dictionaries to define coincidence, symbolism, flashback and foreshadowing.
 3. Discuss what they found.
 4. Give them the definitions as they appear in Appendix C: Key: Elements of Fiction and Literary Terms.
 5. On Appendix B, have students add these definitions to what they found.
 6. Ask students to get out several sheets of clean notebook paper.
 7. Write these questions on the board:
 - a. “What cases of irony do you think are present in ‘God Sees the Truth But Waits’ by Leo Tolstoy? Verbal irony? Situational irony? Dramatic irony? How do you know these examples are ironic and not simply coincidental or lucky?”
 - b. “What examples of flashback did you find in this story? What about in other stories we have read so far?”
 - c. “What examples of foreshadowing did you find in this story? What about in other stories we have read so far?”
 8. Give students time to complete their answers on their own paper.
 9. Facilitate a class discussion about the story by asking them to share and discuss their answers.
 10. Remind students that in analyzing short stories, there is not necessarily any one correct answer.
 11. Answer any questions the students have about the short story.
 12. Collect the answers that they wrote on their own paper.
- E. *Assessment/Evaluation*
1. Check the answers that they wrote on their own paper for their understanding of the reading and of the elements of fiction.

Lesson Ten: “An Honest Thief”

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 184
 - i. “An Honest Thief” (Fyodor Dostoyevsky)
 - b. Literary Terms, p. 184
 - i. Hyperbole, oxymoron, parody
 3. Skill Objective(s)
 - a. Read, understand and analyze short stories. (Eighth Grade Power Standards Unwrapped 1.1)
 - b. Outline basic structure, structural elements and literary devices in stories read. Identify the antagonist and the protagonist. (Eighth Grade Power Standards Unwrapped 1.1)

- B. *Materials*
1. Marshall, Michael J. *Realms of Gold*
 2. (From Lesson Two) Copies for each student of Appendix B: Elements of Fiction and Literary Terms
 3. (From Lesson Two) One copy of Appendix C: Key: Elements of Fiction and Literary Terms
- 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. Ask students to get out Appendix B: Elements of Fiction and Literary Terms.
 2. On Appendix B, have students work in partner pairs to use dictionaries to define hyperbole, oxymoron and parody.
 3. Discuss what they found.
 4. Give them the definitions as they appear in Appendix C: Key: Elements of Fiction and Literary Terms.
 5. On Appendix B, have students add these definitions to what they found.
 6. Read aloud to students: ‘An Honest Thief’ by Fyodor Dostoyevsky in *Realms of Gold*.
 7. Homework: Finish the reading assignment.
- E. *Assessment/Evaluation*
1. Spot check for completion Appendix B: Elements of Fiction and Literary Terms

Lesson Eleven: Honest Thief? What an Oxymoron!

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Short Stories, p. 184
 - i. “An Honest Thief” (Fyodor Dostoyevsky)
 3. Skill Objective(s)
 - a. Read, understand and analyze short stories. (Eighth Grade Power Standards Unwrapped 1.1)
 - b. Outline basic structure, structural elements and literary devices in stories read. Identify the antagonist and the protagonist. (Eighth Grade Power Standards Unwrapped 1.1)
- B. *Materials*
1. Marshall, Michael J. *Realms of Gold*
 2. (From Lesson Two) Copies for each student of Appendix B: Elements of Fiction and Literary Terms
 3. (From Lesson Two) One copy of Appendix C: Key: Elements of Fiction and Literary Terms
- 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. Ask students to get out Appendix B: Elements of Fiction and Literary Terms.
 2. On Appendix B, have students work in partner pairs to use dictionaries to define exposition, rising action, falling action and resolution.
 3. Discuss what they found.
 4. Give them the definitions as they appear in Appendix C: Key: Elements of Fiction and Literary Terms.
 5. On Appendix B, have students add these definitions to what they found.
 6. Ask students to get out several sheets of clean notebook paper.
 7. Write these questions on the board:
 - a. “Why is Fyodor Dostoyevsky’s title, ‘An Honest Thief,’ an oxymoron?”
 - b. “In five sentences, describe the exposition, rising action, climax, falling action and resolution of the story.”
 8. Give students time to complete their answers on their own paper.
 9. Facilitate a class discussion about the story by asking them to share and discuss their answers.
 10. Remind students that in analyzing short stories, there is not necessarily any one correct answer.
 11. Answer any questions the students have about the short story.
 12. Collect the answers that they wrote on their own paper.
- E. *Assessment/Evaluation*
1. Check the answers that they wrote on their own paper for their understanding of the reading and of the elements of fiction.

Lesson Twelve: Creating People

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Understand the writing process.
 - d. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Elements of Fiction, p. 184
 - i. Review:
 - a) Plot and setting
 - b) Theme
 - c) Point of view in narration
 - d) Conflict
 - e) Suspense and Climax
 - ii. Characterization
 - a) As delineated through a character’s thoughts, words, and deeds, through the narrator’s description, and through what other characters say
 - b) Flat and round, static and dynamic
 - c) Motivation
 - d) Protagonist and antagonist

- iii. Tone and diction
- 3. Skill Objective(s)
 - a. Write a short story. Outline basic structure and structural elements. (Eighth Grade Power Standards Unwrapped 1.2)
 - b. Create and develop a believable, well-rounded protagonist. Create and implement an antagonist to propel the plot. (Eighth Grade Power Standards Unwrapped 1.2)
 - c. Plan, draft, revise, and write a story. Identify literary devices used in prose: metaphor, dramatic irony, symbolism, coincidence, foreshadowing, flashback, irony, allusion, hyperbole, oxymoron, parody. (Eighth Grade Power Standards Unwrapped 6.2)
 - d. Use proper grammar and punctuation. (Eighth Grade Power Standards Unwrapped 7.1)
 - e. Write in parallel sentences. Use simple, compound, complex, and complex-compound sentences in writing. (Eighth Grade Power Standards Unwrapped 7.3)
- B. *Materials*
 - 1. Copies for each student of Appendix D: Student Example : Creating People and Place
 - 2. Copies for each student of Appendix E: Creating People
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Hand out Appendix D: Student Example : Creating People and Place.
 - 2. Read the passage that appears in Appendix D aloud to students.
 - 3. Ask students to answer the questions that appear under the passage in Appendix D.
 - 4. Discuss their answers.
 - 5. Ask students to think about how they will create a believable character in a life-like situation.
 - 6. Hand out Appendix E: Creating People.
 - 7. Tell students to take their time thinking about each question and carefully answering each.
 - 8. Assist individual students who need additional help.
 - 9. Homework: Finish Appendix E: Creating People.
- E. *Assessment/Evaluation*
 - 1. Spot check Appendix E: Creating People for understanding.

Lesson Thirteen: Creating Place

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Understand the writing process.
 - d. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
 - 2. Lesson Content
 - a. Elements of Fiction, p. 184
 - i. Review:
 - a) Plot and setting
 - b) Theme

- c) Point of view in narration
 - d) Conflict
 - e) Suspense and Climax
 - ii. Characterization
 - a) As delineated through a character’s thoughts, words, and deeds, through the narrator’s description, and through what other characters say
 - b) Flat and round, static and dynamic
 - c) Motivation
 - d) Protagonist and antagonist
 - e) Tone and diction
- 3. Skill Objective(s)
 - a. Write a short story. Outline basic structure and structural elements. (Eighth Grade Power Standards Unwrapped 1.2)
 - b. Create and develop a believable, well-rounded protagonist. Create and implement an antagonist to propel the plot. (Eighth Grade Power Standards Unwrapped 1.2)
 - c. Plan, draft, revise, and write a story. Identify literary devices used in prose: metaphor, dramatic irony, symbolism, coincidence, foreshadowing, flashback, irony, allusion, hyperbole, oxymoron, parody. (Eighth Grade Power Standards Unwrapped 6.2)
 - d. Use proper grammar and punctuation. (Eighth Grade Power Standards Unwrapped 7.1)
 - e. Write in parallel sentences. Use simple, compound, complex, and complex-compound sentences in writing. (Eighth Grade Power Standards Unwrapped 7.3)
- B. *Materials*
 - 1. (From Lesson Twelve) Copies for each student of Appendix D: Student Example : Creating People and Place
 - 2. Copies for each student of Appendix F: Creating Place
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Ask students to get out Appendix D: Student Example : Creating People and Place.
 - 2. Ask students to review their answers to the questions that appear under the passage in Appendix D.
 - 3. Tell students that they will now create a place for their characters’ actions.
 - 4. Hand out Appendix F: Creating Place.
 - 5. Tell students to take their time thinking about each question and carefully answering each.
 - 6. Assist individual students who need additional help.
 - 7. Homework: Finish Appendix F: Creating Place.
- E. *Assessment/Evaluation*
 - 1. Spot check Appendix F: Creating Place for understanding.

Lesson Fourteen: My Story Outline

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

- c. Understand the writing process.
 - d. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
2. Lesson Content
- a. Elements of Fiction, p. 184
 - i. Review:
 - a) Plot and setting
 - b) Theme
 - c) Point of view in narration
 - d) Conflict
 - e) Suspense and Climax
 - ii. Characterization
 - a) As delineated through a character's thoughts, words, and deeds, through the narrator's description, and through what other characters say
 - b) Flat and round, static and dynamic
 - c) Motivation
 - d) Protagonist and antagonist
 - e) Tone and diction
3. Skill Objective(s)
- a. Write a short story. Outline basic structure and structural elements. (Eighth Grade Power Standards Unwrapped 1.2)
 - b. Create and develop a believable, well-rounded protagonist. Create and implement an antagonist to propel the plot. (Eighth Grade Power Standards Unwrapped 1.2)
 - c. Plan, draft, revise, and write a story. Identify literary devices used in prose: metaphor, dramatic irony, symbolism, coincidence, foreshadowing, flashback, irony, allusion, hyperbole, oxymoron, parody. (Eighth Grade Power Standards Unwrapped 6.2)
 - d. Use proper grammar and punctuation. (Eighth Grade Power Standards Unwrapped 7.1)
 - e. Write in parallel sentences. Use simple, compound, complex, and complex-compound sentences in writing. (Eighth Grade Power Standards Unwrapped 7.3)

B. *Materials*

- 1. Copies for each student of Appendix G: Short Story Rubric
- 2. (From Lesson Twelve) Copies for each student of Appendix E: Creating People
- 3. (From Lesson Thirteen) Copies for each student of Appendix F: Creating Place
- 4. Auman, M. *Step Up To Writing*

C. *Key Vocabulary*

None

D. *Procedures/Activities*

- 1. Hand out copies for each student of Appendix G: Short Story Rubric.
- 2. Discuss the rubric with students and answer any questions. Remind students to write according to what is required on the rubric.
- 3. Remind students of the writing process: plan, draft, revise and write.
- 4. Students will be given the rest of the class period to work on planning their summary essays, which may include free writing, webbing and outlining.

Tell them they may use planning strategies from *Step Up to Writing* by Auman.

5. Homework: Write your first draft of your short story.

E. *Assessment/Evaluation*

1. Spot check students' planning strategies for understanding.

Lesson Fifteen: Short Story Circle

A. *Daily Objectives*

1. Concept Objective(s)

a. Understand what a story is and how it is structured.

b. Understand literary devices used in prose.

c. Understand the writing process.

d. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.

2. Lesson Content

a. Elements of Fiction, p. 184

i. Review:

a) Plot and setting

b) Theme

c) Point of view in narration

d) Conflict

e) Suspense and Climax

ii. Characterization

a) As delineated through a character's thoughts, words, and deeds, through the narrator's description, and through what other characters say

b) Flat and round, static and dynamic

c) Motivation

d) Protagonist and antagonist

e) Tone and diction

3. Skill Objective(s)

a. Write a short story. Outline basic structure and structural elements. (Eighth Grade Power Standards Unwrapped 1.2)

b. Create and develop a believable, well-rounded protagonist. Create and implement an antagonist to propel the plot. (Eighth Grade Power Standards Unwrapped 1.2)

c. Plan, draft, revise, and write a story. Identify literary devices used in prose: metaphor, dramatic irony, symbolism, coincidence, foreshadowing, flashback, irony, allusion, hyperbole, oxymoron, parody. (Eighth Grade Power Standards Unwrapped 6.2)

d. Use proper grammar and punctuation. (Eighth Grade Power Standards Unwrapped 7.1)

e. Write in parallel sentences. Use simple, compound, complex, and complex-compound sentences in writing. (Eighth Grade Power Standards Unwrapped 7.3)

B. *Materials*

1. Copies for each student of Appendix H: Short Story Circle

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Hand out copies for each student of Appendix H: Short Story Circle.

2. Have students exchange short story drafts in partner pairs.
 3. Students write answers to Short Story Circle questions for their partners' short story.
 4. Once finished, students discuss their answers in partner pairs.
 5. Circulate the classroom to prompt deeper levels of discussion on Short Story Circle answers.
 6. Homework: Revise short story according to what partner said in the Short Story Circle, write second draft.
- E. *Assessment/Evaluation*
1. Spot check students' Short Story Circle answers for completion.

Lesson Sixteen: Peer Review

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand what a story is and how it is structured.
 - b. Understand literary devices used in prose.
 - c. Understand the writing process.
 - d. Read literature and write stories to investigate common interests and similarities in issues, places, people and events.
 2. Lesson Content
 - a. Elements of Fiction, p. 184
 - i. Review:
 - a) Plot and setting
 - b) Theme
 - c) Point of view in narration
 - d) Conflict
 - e) Suspense and Climax
 - ii. Characterization
 - a) As delineated through a character's thoughts, words, and deeds, through the narrator's description, and through what other characters say
 - b) Flat and round, static and dynamic
 - c) Motivation
 - d) Protagonist and antagonist
 - e) Tone and diction
 3. Skill Objective(s)
 - a. Write a short story. Outline basic structure and structural elements. (Eighth Grade Power Standards Unwrapped 1.2)
 - b. Create and develop a believable, well-rounded protagonist. Create and implement an antagonist to propel the plot. (Eighth Grade Power Standards Unwrapped 1.2)
 - c. Plan, draft, revise, and write a story. Identify literary devices used in prose: metaphor, dramatic irony, symbolism, coincidence, foreshadowing, flashback, irony, allusion, hyperbole, oxymoron, parody. (Eighth Grade Power Standards Unwrapped 6.2)
 - d. Use proper grammar and punctuation. (Eighth Grade Power Standards Unwrapped 7.1)
 - e. Write in parallel sentences. Use simple, compound, complex, and complex-compound sentences in writing. (Eighth Grade Power Standards Unwrapped 7.3)
- B. *Materials*

1. (From Lesson Sixteen) Copies for each student of Appendix G: Short Story Rubric
 2. One copy of Appendix G: Short Story Rubric
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
1. Ask students to take out their copies of Appendix G: Short Story Rubric.
 2. Have students exchange second drafts of short stories in partner pairs.
 3. On their own paper, students score their partners' short stories according to the Short Story Rubric.
 4. Ask students to include in their score one thing they liked and one thing they would suggest for their partners' short stories.
 5. Once finished, students discuss their scores in partner pairs.
 6. Teacher circulates room to prompt deeper levels of discussion on Peer Review.
 7. Homework: Write final draft of short story.
- E. *Assessment/Evaluation*
1. Score final drafts of short stories on the Short Story Rubric, as it appears in Appendix G, and record grades in the grade book.

VI. CULMINATING ACTIVITY

- A. Students turn in final drafts of short stories.
- B. Make copies of each before grading. Be sure to white out students' names if necessary for confidentiality.
- C. Put all copies of short stories together as an anthology. Have students develop a title and cover page design for the anthology.
- D. Once the master copy is complete, make enough copies for each student to keep.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Cover Letter (Lesson One)
- B. Appendix B: Elements of Fiction and Literary Terms (Lessons Two through Eleven)
- C. Appendix C: Key: Elements of Fiction and Literary Terms (Lessons Two through Eleven)
- D. Appendix D: Student Example: Creating People and Place (Lesson Twelve)
- E. Appendix E: Creating People (Lesson Twelve)
- F. Appendix F: Creating Place (Lesson Thirteen)
- G. Appendix G: Short Story Rubric (Lesson Fourteen)
- H. Appendix H: Short Story Circle (Lesson Fifteen)

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- V. www.etap.org/langartsfiles/english/grades7-8/langart3/instruction3tutor.html, 2003.

Appendix A

Cover Letter

Dear Students,

Over the next sixteen days, you will have the opportunity to observe great fiction writing, thereby becoming master story-weavers yourselves.

First, we will read and study five short stories, each very different from the next:

“Dr. Heidegger’s Experiment,” by Nathaniel Hawthorne;

“The Open Boat,” by Stephen Crane;

“The Bet,” by Anton Chekov;

“God Sees the Truth But Waits,” by Leo Tolstoy; and,

“An Honest Thief,” by Fyodor Dostoyevsky.

Then, you will create people, or believable characters with human qualities and histories. You will invent a place, or setting, in which to drop these characters. Finally, you will hurl a problem, or conflict, at your characters to propel your very own brilliant short story.

Finally, we will compile all of our short stories into a class anthology, or a book of literature, that you can share with your friends and families.

Watch out, world! Here come our imaginations!

Sincerely,

Ms. O’Donovan
[Fill in your name.]

Elements of Fiction and Literary Terms

1) Plot—

2) Setting—

3) Theme—

4) Narration—

a. First person—

b. Third person—

c. Omniscient—

5) Conflict—

6) Suspense—

7) Climax—

8) Characterization—

a. Flat—

b. Round—

c. Static—

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d. Dynamic—

9) Motivation—

10) Protagonist—

11) Antagonist—

12) Tone—

13) Diction—

14) Irony—

a. Verbal—

b. Situational—

c. Dramatic—

15) Coincidence—

16) Symbolism—

17) Flashback—

18) Foreshadowing—

19) Hyperbole—

Appendix B, page 3

20) Oxymoron—

21) Parody—

22) Exposition—

23) Rising action—

24) Falling action—

25) Resolution—

Key: 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) Characterization—the artistic representation of human character and motives
 - a. Flat—describes a character who is two-dimensional, or who we only get to see one way¹
 - b. Round—describes a character that is fully developed three-dimensional with many character traits¹
 - c. Static— describes a character that does not undergo important change in the course of the story²
 - d. Dynamic— describes a character that does undergo an important change in the course of the story²
- 9) Motivation—the driving force, stimulus or influence that puts the characters into action
- 10) Protagonist—the main character in the story
- 11) Antagonist—the character or entity that opposes the main character¹
- 12) Tone—the style of writing
- 13) Diction—word choice or verbal description
- 14) 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

¹ www.etap.org/langartsfiles/english/grades7-8/langart3/instruction3tutor.html, 2003.

² www.ksu.edu/english/baker/english320/cc-static_vs_dynamic_characterization.htm, 2000.

Appendix C, page 2

- c. Dramatic—when the audience or readers understand something in a play or story that the actors or characters do not understand
- 15) Coincidence—the occurrence of events that happen at the same time by accident but seem to have some connection
 - 16) Symbolism—the art of expressing invisible or untouchable entities with visible or sensual representations
 - 17) Flashback—interruption of the plot by interjection of events of an earlier occurrence
 - 18) Foreshadowing—representation or identification of what is to come later in the plot
 - 19) Hyperbole—extravagant exaggeration
 - 20) Oxymoron—a combination of words that contradict one another; for example, cruel kindness
 - 21) Parody—a piece of writing in which the style of an author is mimicked for comic effect or to ridicule
 - 22) Exposition—the way in which a story is started, or introduced
 - 23) Rising action—the build-up of the conflict or action to the climax
 - 24) Falling action—the winding down of the conflict or action from the climax
 - 25) Resolution—the way in which a story is resolved, or concluded

Appendix D

Student Example: Creating People and Place

Carefully read the following excerpt:

“Jeremy told me that after the accident his mother set up his room like the face of a clock. As I stand in the doorway, at what must be six o’clock, I see what he means.

“Straight ahead, against the far wall is Jeremy’s bed—twelve o’clock. His mom made the bed with tight hospital corners and his pajamas, black and white striped like a prisoner’s uniform, are laid out for him.

“His desk is at three o’clock. Braille copies of *A Tale of Two Cities* and *Wuthering Heights* sit next to small cassette recordings of our Psych textbook. Tapes for American History, Econ., and Chemistry are stacked alongside.

“I move to five o’clock and touch his empty bookcase. On the third shelf up, his initials, J.M.—Jeremy Malone—are etched deep in the wood. I close my eyes and run my fingers over them. Jeremy made this bookcase a year ago—about two months before his motorcycle accident on Route 9. Jeremy told his parents to take his books away.

“The closet door, at nine o’clock, has been scrubbed with Murphy’s Oil Soap. His stereo sits at ten o’clock, power off, but the volume turned nearly to its maximum. His posters of *Easy Rider* and the Budweiser girl are gone.”

On your own paper, answer these questions:

- 1) What do you know about Jeremy? Write down everything you can think of!
- 2) What do you think about his mother?
- 3) What do you think the narrator’s relationship is like with Jeremy?
- 4) What would you like about having a room like Jeremy’s?
- 5) What would you dislike about having a room like Jeremy’s?

Creating People

Name _____ Date _____

A. Name the following characters:

1. A thief who robs his boss over several years:

2. A bitter women who makes other people miserable by making fun of them:

3. A sweet young man who is too shy to speak to an attractive girl he sees every day at school:

4. A grandmother who just won the lottery:

5. A teacher who is married to a millionaire that is about to lose all his money:

B. Write your own character's original, well-thought-out name here:

C. Now, finish the following sentence, about your character, five times:

He (or she) is the sort of person who . . .

Appendix E, page 2

For example, “Meyer Wolsheim is the sort of person who boasts of wearing human molars for cuff links.”

1. _____
2. _____
3. _____
4. _____
5. _____

D. Describe the inner life of your character.

1. What does he or she believe in? Religion, magic, a fairy tale, winning the lottery?
Make up an original idea.

2. What suspicions, guilt or regrets does your character have?

3. What lie would your character tell?

Appendix E, page 3

E. Complete the following sentences to *suggest* rather than *tell* the age of the characters:

1. I figured Carol was as old as my grandmother because . . .

2. Although Daphne wouldn't admit to being over thirty, she gave it away by . . .

3. You could tell that Jamie didn't need a fake ID because . . .

4. It wasn't clear at first, but Michael couldn't have been more than six. It became clear when he . . .

5. Betsy was a middle school student, which was obvious because . . .

F. Now, write a sentence that *suggests* rather than *tells* the age of your character:

Bernays, Anne and Pamela Painter. What If? New York: Harper Collins, 1995.

Creating Place

Name _____ Date _____

Create a setting, or place, for your character. Give clues to the character’s personality through your written observation of this place. You can use a house, a certain room in a house, a place outdoors, an office, a cell, even a desk. The description must help the reader visualize the character accurately. Avoid stereotypes!

A. Create a setting for each of these characters first:

1. The home of an unsuccessful painter:

2. The bedroom of a high school senior about to flunk out:

3. A fugitive’s jail cell:

Appendix F, page 2

4. The inside of a paranoid person’s car.

B. Now create a setting for the character you developed on your “Creating People” worksheet. Describe that setting, and what it tells us about your character, here:

C. Now, on your own paper, begin planning your story. Include a description of your character according to what you wrote on your “Creating People” worksheet. Include a description of the setting according to what you wrote above. In this story, your character is on a mission or quest for an important and specific object.

In your exposition:

1. Tell what the object is, but do not explain its importance.
2. Have your main character start his/her mission or quest right away.

In your rising action:

1. Have your main character meet a certain obstacle or problem.
2. Build the action, build the action, build the action!

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In your climax:

1. Have your main character overcome the obstacle/solve the problem by using magic or something supernatural (like Dorothy's red slippers in "The Wizard of Oz").
2. Make the action explode!

Finally:

1. Describe the falling action.
2. End the story in a clever, original way that may leave the reader thinking or asking questions.

Bernays, Anne and Pamela Painter. What If? New York: Harper Collins, 1995.

Appendix G

Short Story Rubric

	5	4	3	2	1
Characterization	The characters are so believable that they seem to be real people, complete with personalities and histories.	The characters are believable, complete with personalities and histories.	The characters are somewhat believable, but the reader is left with questions about their personalities and histories.	The characters would be much more believable if they had personalities and histories.	The characters need more development in order for them to be at all believable.
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.
Diction	The writer has used just the right words and phrases to describe the story elements. The writer “shows,” but does not “tell.”	The writer has used just the right words and phrases to describe the story elements.	The writer has used some good words and phrases to describe the story elements.	The writer has included a few words and phrases to describe the story elements.	The writer has is in the developing stages of choosing the right words and phrases to tell the story.
Originality	The story is clever and well thought-out. The reader will be surprised with all the twists the writer has included in the story.	The story has some clever aspects to it. The reader will be surprised with a few twists the writer has included in the story.	The story has a few clever aspects to it. The reader may find a few phrases and events in the story that have appeared in other stories.	The story has only one or two clever aspects to it. The reader may find quite a number of phrases and events in the story that have appeared in other stories.	The story needs more imaginative development. There are so many common phrases and events in it that it reads just like any story.
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 H

Short Story Circle

Answer the following questions on your own paper.

- 1) Explain what the writer's exposition tells you. Does it contain enough background information on characters? Does it describe the setting? What suggestions for improvement would you make?
- 2) About how much of the writer's story would you consider the rising action? Describe the conflict that the character(s) face. How much tension or interest did the rising action develop for you? What suggestions for improvement would you make?
- 3) Describe the climax, and how it made you feel as the reader. How much emotion did the climax drum up for you? What suggestions for improvement would you make?
- 4) About how much of the writer's story would you consider the falling action? What questions of yours were answered during the falling action? What conflict is beginning to get resolved? What suggestions for improvement would you make?
- 5) How did the story end? How believable was the ending? How original? What suggestions for improvement would you make?
- 6) What was the main character's name? About how old do you think the main character is? Name at least three things you learned about the main character. What suggestions for improvement would you make?
- 7) Finish this sentence in three different ways:
 - a) The main character is the sort of person who . . .
 - b) The main character is the sort of person who . . .
 - c) The main character is the sort of person who . . .