**CURRICULUM GUIDE**

**for the teaching of**

**7th Grade**

**Creative Writing**

**SUMMER 2017**

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**7th Grade Creative Writing**

This curriculum guide was created to enhance the existing Grade 7 Creative Writing course, a project-based enrichment course for students reading on or above grade level, to connect the class with 21st Century Learner Competencies by optimizing learning through the use of technology.

In order to support the enhancement of this course, 21 lessons have been created in the context of mini-units of instruction. They are, Poetry, Time/Pacing & Tense, Genre Study: Suspense, Genre Study: Survival and Theme Study: Giving. Each of these Common Core-aligned units incorporates 21st century digital literacies in some capacity while addressing the analysis of elements of storytelling, the examination of creative writing through genres and themes, and writing expressively with voice and style. Lesson activities are rooted in engaging students in writing process while supporting close reading and analysis of mentor texts. Assessments provide various formats for the creative publishing of student work, including (but not limited to) blogs, podcasts, graphic novels, and digital storytelling. Connected skills in grammar, usage and mechanics, are delineated in each lesson plan.

Teachers are encouraged to explore this curriculum guide, and to adopt, adapt or find inspiration to design their own lessons for Creative Writing 7.

|  |  |
| --- | --- |
| Suggested Yearly Overview – Mini Units of Instruction | |
| 1st Quarter | * Poetry * Time, Pacing & Tense |
| 2nd Quarter | * Email Writing * Advertising and Persuasive Writing |
| 3rd Quarter | * Genre Study: Suspense * Genre Study: Survival |
| 4th Quarter | * Theme Study: Giving |

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**Creative Writing 7**

**Unit of Instruction:** Poetry

**Lesson Topic:** Analyzing Poetic Language Using Written and Visual Texts

**Author:** J. TeNyenhuis

**Lesson 1** One Class Period

**Aim:** How can we identify the function of different types of language while analyzing a video clip and poem about Everglades National Park?

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY.RL.11 | Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. |
| CCSS.ELA-LITERACY. RL.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.W.3D | Use precise words and phrases, relevant descriptive details, and sensory language to capture the attention and convey experiences and events. |

**Motivation:**

Do Now: Have you ever heard of the Everglades? What do you know about the Everglades? If you have never heard of it before, what do you imagine the Everglades to be?

**Instructional Materials:**

* A SmartBoard is used for the projection of images and media during the lesson
* Map of Everglades National Park <http://www.evergladesfoundation.org/the-everglades/maps/>
* On the Trail: Everglades National Park video clip, courtesy of CBS Sunday Morning <https://www.youtube.com/watch?v=obxNcMR9Ozo>
* “The Everglades” by Campbell McGrathannotation handout **(Attachment 1)**
* Analysis and summary handout **(Attachment 2)**

**Lesson Development/Procedure:**

* Teacher will review the AIM and any upcoming assignments.
* Students are given time to quietly respond to the Do Now prompt in their classroom journals.
* Students will be asked to share their Do Now responses, which will then lead to a brief discussion on today’s focus and goals.
* Students will be encouraged to share out any information they know about the Everglades. Teacher will display a map, highlighting the location of the Everglades in the state of Florida. <http://www.evergladesfoundation.org/the-everglades/maps/>
* Students will be asked to respond to the following questions after viewing a brief video clip: *What did you learn about this video? After watching the video, how do you feel about the Everglades? What did you notice about the environment that left an impression with you?* <https://www.youtube.com/watch?v=obxNcMR9Ozo>
* Students will be given an annotation handout featuring the poem, “The Everglades” by Campbell McGrath **(Attachment 1)**. They will be asked to follow the instructions: *Read the poem quietly to yourself. Then, write down what you notice in the poem, including all the words, phrases and structures that ring out to you.*
* After students have been given a sufficient amount of time to read and annotate the poem, the instructor will read the poem aloud as a copy of it is also displayed on the SmartBoard.After hearing the poem, students will be asked to add to their lists any additional words, phrases and structures that ring out to them. Students will participate in a share out.
* Students will be given an analysis and summary handout **(Attachment 2)**. They will be given ample time to answer the questions featured on the handout, which will encourage careful analysis of the written and visual texts. Students will participate in a share out.
* At the culmination of the lesson, students will be asked to begin to craft their own versions of a poem inspired by the language and images discussed during today’s lesson. A share out will take place.

**Summary:**

* Students will draw from the images and language analyzed during the lesson and craft their own poems inspired by Everglades National Park.
* The analysis and summary handout **(Attachment 2)** will be collected.

**Extension Activity:**

* For our next class, please bring in a photo of nature. This can be an image found in a magazine, newspaper, the Internet, or it may be your own. The image should capture an inspirational scene where wildlife may be present, however, please do not include any actual people.

**Sources:**

*Evergladesfoundation.org*

*On the Trail: Everglades National Park, CBS Sunday Morning*

*“The Everglades” by Campbell McGrath, Poets.org*

***Lesson 1 Attachment 1***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Read the poem silently to yourself. Write down what you notice in the poem, including all the words, phrases and structures that ring out to you. Be sure to annotate.

The Everglades by Campbell McGrath

Annotations

Green and blue and white, it is a flag 1   
for Florida stitched by hungry ibises.

It is a paradise of flocks, a cornucopia  
of wind and grass and dark, slow waters.

Turtles bask in the last tatters of afternoon, 5  
frogs perfect their symphony at dusk—

in its solitude we remember ourselves,  
dimly, as creatures of mud and starlight.

Clouds and savannahs and horizons,  
its emptiness is an antidote, its ink 10

illuminates the manuscript of the heart.  
It is not ours though it is ours

to destroy or preserve, this the kingdom  
of otter, kingfisher, alligator, heron.

If the sacred is a river within us, let it flow 15   
like this, serene and magnificent, forever.

***Lesson 1 Attachment 2***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: After paying close attention to the video clip of Everglades National Park and studying the poem, “The Everglades” by Campbell McGrath, please respond to the following questions. Be sure to write in complete sentences and include as many details as possible.

* What do you remember from watching the video? What do you remember from the poem? Please list specific details from both the written and the visual texts.
* Video:
* Poem:
* How is the language in the poem different from that in the video?
* What do you think is the function of these different types of language?

Summary

Directions: Revisit your notes from today’s class, particularly your notes on the images, words, phrases and structures, which left an impression with you. Begin to craft your own poem inspired by Everglades National Park.

**Creative Writing 7**

**Unit of Instruction:** Poetry

**Lesson Topic:** Using Visual Images to Develop Plot in Poetry

**Author:** J. TeNyenhuis

**Lesson 2** One Class Period

**Aim:** As students, how can we utilize visual images to assist in the development of plot in our poetry?

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY.W.3D | Use precise words and phrases, relevant descriptive details, and sensory language to capture the attention and convey experiences and events. |
| CCSS.ELA-LITERACY. SL.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.W11b | Create poetry, stories, plays and other literary forms (e.g. videos, artwork). |

**Motivation:**

Do Now: Practice! Create a 3-5 sentences long “story” involving this photo. Look closely at the image and try to incorporate as many details as possible. **(Attachment 1)**

**Instructional Materials:**

* A SmartBoard is used for the projection of images and media during the lesson
* Image captured at Everglades National Park **(Attachment 1)**
* Image partner swap handout **(Attachment 2)**

**Lesson Development/Procedure:**

* Teacher will review the AIM and any upcoming assignments.
* Students are given time to quietly respond to the Do Now prompt in their classroom journals. Students will be shown a nature photo **(Attachment 1)** taken at Everglades National Park and will be given a few minutes to create a 3-5 sentences long story, incorporating as many details as possible, involving the photo.
* Students will be asked to share their Do Now responses, which will then lead to a brief discussion on yesterday’s lesson and today’s focus and goals.
* Students will be asked to place their image of nature on their desks. The image partner swap handout **(Attachment 2)** will be distributed to each student. After carefully reading the handout, students will be given sufficient time to ask any questions prior to beginning the activity. Teacher will walk around the room during the activity to monitor progress. Note: teacher should also have a few extra copies of images handy in the event that a student is unprepared.
* After completing the activity, students will be asked to participate in a share out. This will allow other students to listen to one another’s responses, while participating in the creative process.
* Students’ attention will be focused on the SmartBoard, where the following prompt will appear: *Carefully reread your responses for your own image on the handout recently distributed. Study the image and then make a list of 5-7 words which come to mind when you look at the picture. Begin crafting your own poem inspired by the image. Your poem must be at least 10-12 lines in length and should include at least half of the words appearing in your list. Be prepared to share!*Students will be given the remainder of class to work on their poetry.

**Summary:**

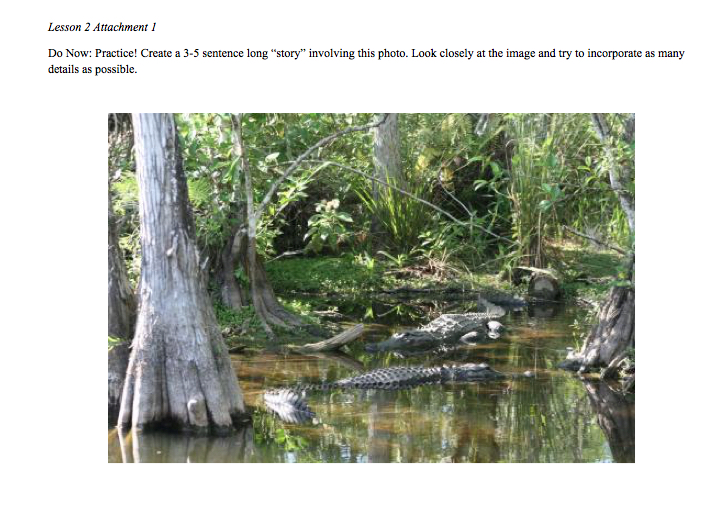
* Closure: Consider how the image you have chosen for your poem influenced the composition of your piece. Which specific details from the image did you opt to include in your poetry?

**Extension Activity:**

* Homework: finish the poem you have started in class today. Please be ready to share it during our next class meeting.

**Sources:**

*Ian Somerhalder Foundation, “Everglades: A Python Problem”* [*http://www.isfoundation.com/news/everglades-python-problem*](http://www.isfoundation.com/news/everglades-python-problem)

***Lesson 2 Attachment 1***

***Lesson 2 Attachment 2***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Image Partner Swap

Directions: Please describe your image of nature in your own words. Your response should be at least 3-5 sentences in length. Then, respond to the additional prompts. When you are finished, trade images with the student seated closest to you and describe your partner’s image in your own words. Remember you must write in complete sentences. Be prepared to share!

My Image: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify at least two questions that your image calls to mind:

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Choose one of the questions above and answer it below: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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My Partner’s Image: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify at least two questions that your partner’s image calls to mind:

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Choose one of the questions above and answer it below: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now, return each image to the proper owner. Compare and contrast responses while discussing one another’s responses. Did your partner “see” anything in your image that you did not?

**Creative Writing 7**

**Unit of Instruction:** Poetry

**Lesson Topic:** Using Classic Poetry to Influence CraftI

**Author:** J. TeNyenhuis

**Lesson 3** One Class Period

**Aim:** How can we examine classic poetry and develop our own writing style?

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY. SL.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| CCSS.ELA-LITERACY.W.7.3.B | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

**Motivation:**

Do Now: What comes to mind when you picture deep, dark woods?

**Instructional Materials:**

* A SmartBoard is used for the projection of images and media during the lesson
* “The Road Not Taken” by Robert Frostannotation handout **(Attachment 1)**
* “The Road Not Taken” link helper handout **(Attachment 2)**
* Apple iMac: “The Road Not Taken” commercial <https://www.youtube.com/watch?v=uZGiEGAa3c8>

**Lesson Development/Procedure:**

* Teacher will review the AIM and any upcoming assignments.
* Students are given time to quietly respond to the Do Now prompt in their classroom journals: What comes to mind when you picture deep, dark woods?
* Students will be asked to share their Do Now responses, which will then lead to a brief discussion on yesterday’s lesson and today’s focus and goals.
* Students will be given a copy of the classic Robert Frost poem, “The Road Not Taken” **(Attachment 1)**. We will do a share out of the poem and students will be encouraged to share their reactions to the poem.
* Students will then view a slide on the SmartBoard featuring the first stanza. Students will be asked questions such as: what does it mean?; what do you visualize?; what do you think of the poem? If students are experiencing trouble, they will be given a link helper **(Attachment 2)**.
* Students will then be shown a commercial advertisement for Apple’s iMac, featuring lines from the poem <https://www.youtube.com/watch?v=uZGiEGAa3c8> . They will be asked how this adaptation may or may not have changed their interpretation of the poem. Some questions the instructor can ask include: why do you feel Apple decided to use this particular poem to advertise their product?; what do you think is the message Apple was trying to convey about the iMac?; what do you think is meant by the following lines spoken in the commercial: “I took the faster, simpler, less expensive and far more colorful one. And that made all the difference”? The purpose of these questions is to facilitate a classroom-wide discussion on meaning, style and interpretation.
* These questions can be projected onto a SmartBoard and students can be encouraged to answer these questions during a pair share.
* Students will then be encouraged to rewrite a stanza of their choosing in their own words. They may choose to mirror their writing to Frost’s, or take a more creative approach. Students will then share out.
* Students will be given the remainder of class to work on their poetry. If time permits, they willwork on a closure activity.

**Summary:**

* Closure: In your own words, describe what it means to “take the road less traveled by”?

**Extension Activity:**

* Homework: finish the stanza you began crafting today in class.

**Sources:**

*Readwritethink.org “Robert Frost Prompts the Poet in You” Dori Maria Jones*

*Apple iMac, “Road Not Taken” commercial* [*https://www.youtube.com/watch?v=uZGiEGAa3c8*](https://www.youtube.com/watch?v=uZGiEGAa3c8)

***Lesson 3 Attachment 1***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_\_\_\_\_

The Road Not Taken by Robert Frost Annotations

Two roads diverged in a yellow wood, 1

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth; 5

Then took the other, as just as fair,

And having perhaps the better claim

Because it was grassy and wanted wear,

Though as for that the passing there

Had worn them really about the same, 10

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way

I doubted if I should ever come back. 15

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I,

I took the one less traveled by,

And that has made all the difference. 20

***Lesson 3 Attachment 2***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_\_\_

Link Helper

Directions: This sheet will help you make connections to the poem we are reading in class and it will also give you ideas for where you want to go with your own writing. Begin by examining your reactions and impressions of the poem by finishing *any or all* of the following statements:

The poem/verse made me feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What I can take from this poem and use in my own writing is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The part about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

can be shortened or lengthened to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

When listening to the poem, I heard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

I saw \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Other reflections:

**Creative Writing 7**

**Unit of Instruction:** Poetry

**Lesson Topic:**  Using Classic Poetry to Influence Craft II

**Author:** J. TeNyenhuis

**Lesson 4** One -Two Class Periods

**Aim:** In what ways does crafting collaborative poetry foster creativity in the writing classroom?

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY. SL.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. |
| CCSS.ELA-LITERACY. SL.1b  CCSS.ELA-LITERACY. W.11b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual goals as needed.  Create poetry, stories, plays, and other literary forms (e.g. videos, art work). |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.W.7.3.B | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |

**Motivation:**

Do Now: In the Robert Frost poem we have been studying, how are the two roads different? How are the two roads similar? Please find evidence from the poem to support your answer.

**Instructional Materials:**

* A SmartBoard is used for the projection of images and media during the lesson
* “The Road Not Taken” by Robert Frostannotation handout **(Attachment 1)**
* “The Road Not Taken” by Robert Frost idea generator **(Attachment 2)**

**Lesson Development/Procedure:**

* Teacher will review the AIM and any upcoming assignments.
* Students are given time to quietly respond to the Do Now prompt in their classroom journals: In the Robert Frost poem we have been studying, how are the two roads different? How are the two roads similar? Please find evidence from the poem to support your answer.
* Students will be asked to share their Do Now responses, which will then lead to a brief discussion on yesterday’s lesson and today’s focus and goals.
* Students will be asked to take out a copy of the classic Robert Frost poem, “The Road Not Taken” **(Attachment 1**), which was distributed during the previous lesson.
* A student will be chosen to recite the poem. Students will be encouraged to share out any of their work crafted during yesterday’s lesson.
* Prior to being placed in groups, students will be given a copy of “The Road Not Taken” by Robert Frost idea generator **(Attachment 2)**. The instructor will go carefully go over the directions listed on the handout. Students will be given time to read over the handout and ask any questions they may have regarding the assignments.
* In order to encourage creative thought prior to being placed into groups, students will be asked to come up with their own examples for the prompts listed on the top of the handout.
* Students will then be placed heterogeneously in groups no larger than 4 students.
* Together, students will choose from prompts listed on the handout **(Attachment 2),** encouraging them to apply their own creativity to a classic American poem.
* As students are working, the instructor will circulate the room to monitor progress. The instructor may also choose to sit in with each group for a few minutes to comment or further monitor progress.
* Students will be given the remainder of class to work on their poetry. If time permits, they willwork on a closure activity.
* *Students may need an additional period to continue collaborating.*

**Summary:**

* Closure: What are some of the specific strengths and challenges evident in your group’s ability to work together creatively?

**Extension Activity:**

* Homework: continue generating ideas you began crafting today in class.

**Sources:**

*Readwritethink.org “Robert Frost Prompts the Poet in You” Dori Maria Jones*

***Lesson 4 Attachment 1***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_\_\_\_\_

The Road Not Taken by Robert Frost Annotations

Two roads diverged in a yellow wood, 1

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth; 5

Then took the other, as just as fair,

And having perhaps the better claim

Because it was grassy and wanted wear,

Though as for that the passing there

Had worn them really about the same, 10

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way

I doubted if I should ever come back. 15

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I,

I took the one less traveled by,

And that has made all the difference. 20

***Lesson 4 Attachment 2***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_\_\_

“The Road Not Taken” Idea Generator

**Directions**: Listed below are writing prompts meant to help you further engage with Robert Frost’s poem, “The Road Not Taken.” This handout will allow your group to generate creative ideas for experimenting with different forms and styles, while reimagining this classic American poem. You will choose from the list below, or change a prompt to fit other ideas brainstormed in your group. Be sure to be respectful of everyone’s opinion within your group!

Remember: These writing prompts or ideas should serve as a possibility to help you get started; they do not need to be followed exactly.

***Content of the poem***

• Add a character to the poem (example: whilst in the woods the traveler meets a fellow journeyman on the road).

Come up with your own example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Focus on one of the senses, such as sight, sound, taste, smell, or touch (example: what do you suppose the woods *sounds* like when one is traveling through alone?).

Come up with your own example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Add a place or another setting (example: perhaps your traveler finds him or herself somewhere else entirely different where he or she is forced to make a decision).

Come up with your own example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Poetic devices*

• Add or create rhyme schemes for the poem.

• Add some alliteration.

• Create a haiku out of the poem.

• Make the poem into a sestet (a 6 line stanza).

• Add the repetition of a word or sound.

*Use of dialogue*

• Write about a conversation you heard or could have heard in the poem.

• Write about a real or made up conversation that would work within the poem.

**Creative Writing 7**

**Unit of Instruction:** Time/Pacing/Tense

**Lesson Topic:** Slowing Down Time in Writing

**Author:** J. TeNyenhuis

**Lesson 5** One Period

**Aim:** As writers, how can we slow down time or expand a scene in our writing, allowing for a more interesting experience for our audience?

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY. W.3b | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| CCSS.ELA-LITERACY. SL.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led), with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY. W.3d | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |

**Motivation:**

Do Now: Why are television and movie scenes sometimes shown in slow motion? If possible, can you recall an example?

**Instructional Materials:**

* A SmartBoard is used for the projection of images and media during the lesson
* Coin toss passage **(Attachment 1)**
* TED Talk video, “Slowing Down Time in Writing and Film” <http://ed.ted.com/lessons/slowing-down-time-in-writing-film-aaron-sitze>
* TED Talk, details worth knowing handout **(Attachment 2)**
* Closure Activity **(Attachment 3)**

**Lesson Development/Procedure:**

* Teacher will review the AIM and any upcoming assignments.
* Students are given time to quietly respond to the Do Now prompt in their classroom journals: Why are television and movie scenes sometimes shown in slow motion? If possible, can you recall an example?
* Students will be asked to share their Do Now responses, which will then lead to a brief discussion on yesterday’s lesson and today’s focus and goals.
* Students will be given a handout, detailing a coin toss. Students will be instructed to turn to the student seated closest to them and participate in a pair share, where each student works with a partner in order to complete the activity collaboratively **(Attachment 1**).
* Working with a partner, students will closely examine the passage noting strengths in language and description. Students will respond to instructor questions such as, what did you notice about the passage? How did the writer manage to create a sense of tension? What specific words or phrases were used to create a sense of tension? Students will be given sufficient time to share out their responses. After the instructor is sufficiently convinced that the students have closely recognized descriptive details and sensory images in the passage, the class will move on to an auditory and visual activity.
* Students will view a brief TED Talk video titled, “Slowing Down Time in Writing and Film” <http://ed.ted.com/lessons/slowing-down-time-in-writing-film-aaron-sitze>
* The instructor will distribute a handout related to the TED Talk, which will prompt students to identify three specific details worth knowing, as well as additional notes **(Attachment 2)**. Students will be given a sufficient amount of time to respond to the handout. Students will then participate in a share out, demonstrating understanding.
* Students will be given the remainder of class to work on their poetry. If time permits, they willwork on a closure activity **(Attachment 3).**

**Summary:**

* Closure: In what ways, does slowing down time or expanding a scene in our writing, allow for a more interesting experience for our readers? Why is it important to occasionally slow down time or expand a scene?

**Extension Activity:**

* Homework: Identify another example from television or a movie where time is purposely slowed down. What is the effect of using this method?

**Sources:**

*TED Ed, “Slowing Down Time (in writing and film),” Aaron Sitze*

***Lesson 5 Attachment 1***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period: \_\_\_\_\_\_\_



Directions: Read the passage below. Working with a partner, be sure to respond to the questions following the passage. Please also *underline* and *identify* examples of descriptive details and sensory images.

**Focus:** A coin has been flipped and the outcome if it comes up heads is important.

Jim searched his pocket for the perfect, new, shiny quarter to use in the coin toss. Once he found the perfect coin he handed it over to Sarah, so she could carefully inspect it. He pressed the coin into her sweaty palm and their eyes locked. “Ready?” she asked. Jim nervously nodded yes. He watched as Sarah tossed the coin into the air and it flipped once, twice and finally, three times. Sarah uncovered the coin to reveal that it was heads. “Hooray!” Jim exclaimed as a huge smile spread across his face.

Respond:

What details and images did you notice in the passage?

How did the writer manage to create a sense of tension using words and phrases?

***Lesson 5 Attachment 2***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period: \_\_\_\_\_\_\_



Directions: Listen carefully as we view the TED Talk, *Slowing Down Time in Writing and Film*. Be sure to respond to the appropriate prompts below.

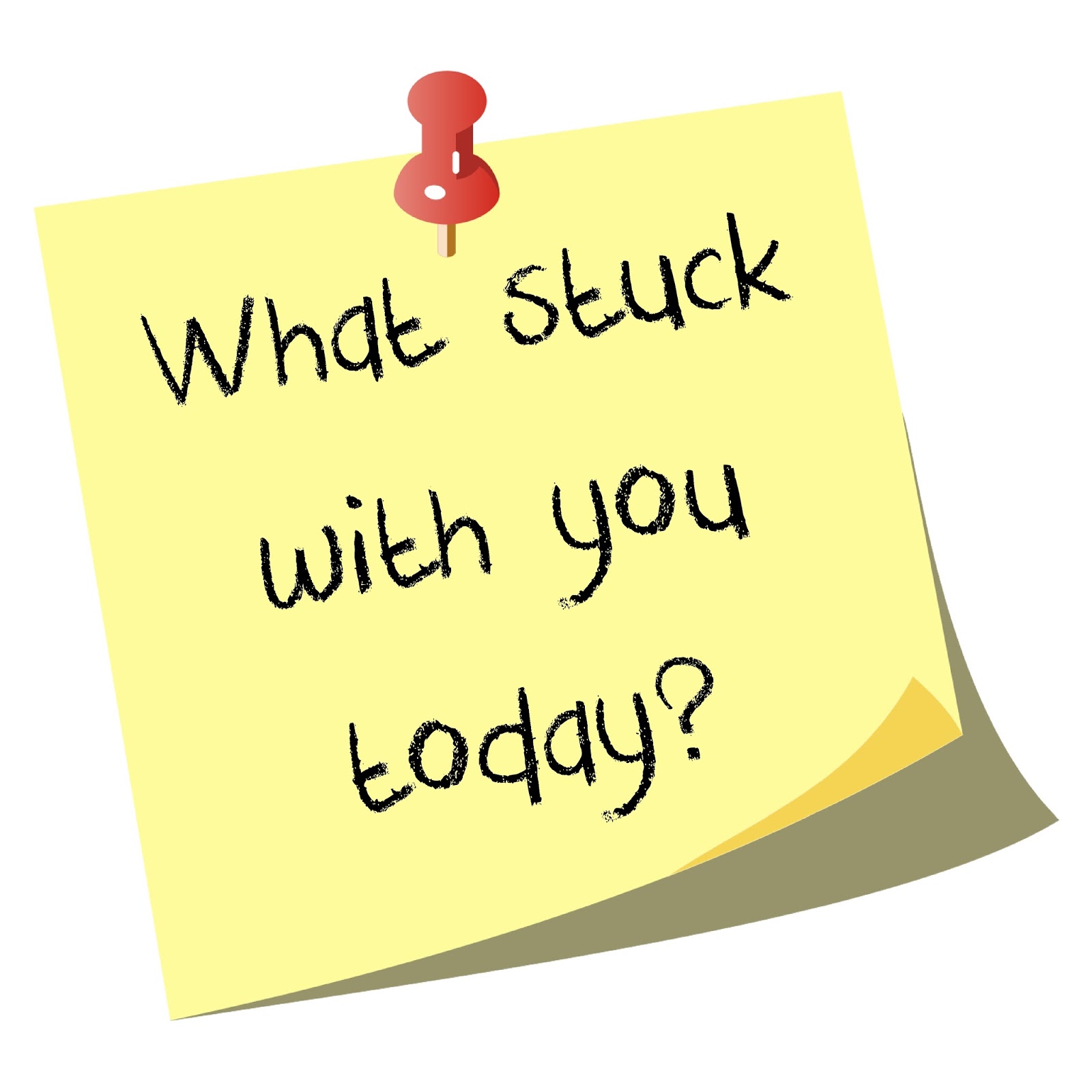
After watching the TED Talk, *Slowing Down Time in Writing and Film*, identify three specific details worth knowing.

1.

2.

3.

Additional Notes:



Exit Ticket:

* In what ways, does slowing down time or expanding a scene in our writing, allow for a more interesting experience for our readers? Why is it important to occasionally slow down time or expand a scene?

***Lesson 5 Attachment 3***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period: \_\_\_\_\_\_\_



**Directions**: Choose one prompt from the examples below. Try to incorporate some of the skills and suggestions from today’s lesson in order to slow down time in your scene.

•An anxious student watches a classroom clock click down its last fifteen minutes of the day.

•You accidentally drop an entire chocolate milkshake in the middle of the cafeteria.

•You miss your morning school bus by about three seconds.

**Creative Writing 7**

**Unit of Instruction:** Time/Pacing/Tense

**Lesson Topic:** Tense Consistency

**Author:** J. TeNyenhuis

**Lesson 6** One Period

**Aim:** As writers, how can we maintain consistency in tense usage?

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY. SL.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| CCSS.ELA-LITERACY. SL.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led), with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY. 7.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

**Motivation:**

Do Now: For today’s Do Now, you will rewrite the following paragraph in your journal, correcting any changes in verb tense that you find. Underline or highlight all errors in the examples. **(Attachment 1)**

**Instructional Materials:**

* A SmartBoard is used for the projection of images and media during the lesson
* Do Now paragraph **(Attachment 1)**
* Recognizing Shifts in Sentences handout **(Attachment 2)**
* Grammar Girl Podcast: “Using Present Tense in a Story About the Past” handout **(Attachment 3)**
* Grammar Girl podcast, “Using Present Tense in a Story About the Past,” Neal Whitman <http://www.quickanddirtytips.com/education/grammar/using-present-tense-in-a-story-about-the-past>

**Lesson Development/Procedure:**

* Teacher will review the AIM and any upcoming assignments.
* After distributing the Do Now handout, students are given time to quietly respond to the prompt in their classroom journals. The handout will encourage them to correct tense usage within a paragraph **(Attachment 1).**
* Students will be asked to share their Do Now responses, which will then lead to a brief discussion on yesterday’s lesson and today’s focus and goals.
* Students will then be assigned a partner and given the handout: Recognizing Shifts in Sentences **(Attachment 2)**. Students will be instructed to complete the handout with their partners. Teacher will walk around the room monitoring progress and answering any questions. When students have completed the handout, teacher will call on students to come up to the SmartBoard and model the correct answers for the rest of the class. If necessary, the teacher will explain the proper answers.
* Students will then be given a handout and asked to follow along to an episode of the podcast, *Grammar Girl*, which takes a look at the topic of tense usage in writing. The instructor will pull up the podcast on the SmartBoard for all to hear, Students will listen carefully and respond to the handout **(Attachment 3)**. By distributing the handout, it will encourage students to follow along closely while listening to the podcast. The podcast can be found at this website: <http://www.quickanddirtytips.com/education/grammar/using-present-tense-in-a-story-about-the-past>
* Students will then participate in a share out, demonstrating understanding of the topic and the podcast.
* Students will be given the remainder of class to work on the closure activity. If time permits, students will share out, demonstrating their understanding of the day’s topic and discussion.

**Summary:**

* Closure: Consider our discussion today on tense usage in writing. Please adjust the following sentence so that it reads in present and future tense: *In the beginning of class, we took out our books.*

**Extension Activity:**

* Homework: Continue exploring the *Grammar Girl* website on your own.

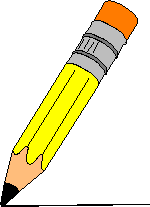
**Sources:**

* *Grammar Girl podcast, “Using Present Tense in a Story About the Past,” Neal Whitman* <http://www.quickanddirtytips.com/education/grammar/using-present-tense-in-a-story-about-the-past>
* *OWL, Purdue Online Writing Lab, “Tense Consistency Exercise,”* [*https://owl.english.purdue.edu/exercises/print/2/22/49/*](https://owl.english.purdue.edu/exercises/print/2/22/49/)

***Lesson 6 Attachment 1***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_



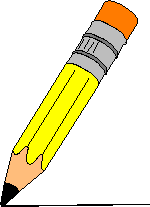
Directions: For today’s Do Now, you will rewrite the following paragraph, correcting any changes in verb tense that you find. Underline or highlight all errors in the examples.

1. Today started out like any other day. I got up, ate breakfast and sat down to read the newspaper. As I was reading my dog comes into the room and starts to bark. Not his usual “I’m hungry, please feed me” whine, but he is really upset about something! I run to the window to look out but I saw nothing.

***Lesson 6 Attachment 2***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period: \_\_\_\_\_\_\_

**

*Recognizing Shifts in Sentences*

Directions: Working with an assigned partner, check the following sentences for confusing shifts in tense. If the tense of each underlined verb expresses the time relationship accurately, write S (satisfactory). If a shift in tense is not appropriate, write U (unsatisfactory) and make necessary changes in the space under each sentence. In most cases, with an inappropriate shift, there is more than one way to correct the inconsistency. Reading the sentences aloud will help you recognize differences in time.

\_\_\_ 1. If the club limited its membership, it will have to raise its dues.

\_\_\_ 2. As Barbara puts in her contact lenses, the telephone rang.

\_\_\_ 3. Thousands of people will see the art exhibit by the time it closes.

\_\_\_ 4. By the time negotiations began, many pessimists have expressed doubt about them.

\_\_\_ 5. After Capt. James Cook visited Alaska on his third voyage, he is killed by Hawaiian islanders in 1779.

\_\_\_ 6. I was terribly disappointed with my grade because I studied very hard.

\_\_\_ 7. The moderator asks for questions as soon as the speaker has finished.

\_\_\_ 8. Everyone hopes the plan would work.

***Lesson 6 Attachment 3***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_ \_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_\_\_



*Grammar Girl Podcast: Using Present Tense in a Story About the Past*

Directions: As a class, we will listen carefully to a *Grammar Girl* podcast, which explores tense usage in writing. Please carefully respond to the prompts below.

1. “The girl who was next to me was named Stephanie,” or “The girl who was next to me is named Stephanie.”

According to the episode, which is correct and why?

1. Why did *Grammar Girl* call to mind an old milkshake commercial? How did she use it to prove her point?
2. When the podcast author read a novel and the narrator remarked about a woman, “I loved her,” how did the podcast author interpret this message?

**Creative Writing 7**

**Unit of Instruction:** Email Writing

**Lesson Topic:** Email Etiquette

**Author:** J. TeNyenhuis

**Lesson 7** One to Two Periods

**Aim:** Why is it necessary to understand and implement the rules of email etiquette?

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY. SL.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led), with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. |
| CCSS.ELA-LITERACY. SL.5  CCSS.ELA-LITERACY. W.6 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.  Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY. W.1d | Establish and maintain a formal style. |

**Motivation:**

Do Now: Please review the Email Etiquette For Students storyboarding handout distributed. Following the directions on the top of the handout, please storyboard your own example of one “do” and one “don’t” related to email etiquette. Be prepared to share! **(Attachment 1).**

**Instructional Materials:**

* A SmartBoard is used for the projection of images and media during the lesson
* Chromebooks are used for students to create their own free, professional email accounts (optional)
* Do Now Email Etiquette Storyboard handout **(Attachment 1)**
* Email Etiquette packet **(Attachment 2)**
* Signing up for Gmail **(Attachment 3)**

**Lesson Development/Procedure:**

* Teacher will review the AIM and any upcoming assignments.
* After distributing the Do Now handout, students are given time to quietly respond to the prompt. The handout will encourage them to review appropriate and inappropriate ways to craft an email, while coming up with their own examples **(Attachment 1).**
* Students will be asked to share their Do Now responses, which will then lead to a brief discussion on yesterday’s lesson and today’s focus and goals. The instructor will lead students in a conversation focusing on why it is important to demonstrate solid writing skills especially when sending or responding to email.
* Students will be given an email etiquette packet, complete with sections examining etiquette rules, as well as practice examples (**Attachment 2)**. Teacher will walk around the room monitoring progress and answering any questions.
* Students will be instructed to complete the first two tasks on their packet, which is to identify an appropriate email address. Students will be encouraged to decipher the proper, professional email address out of a given list. They will then have to list their own address. We will complete and go over the first task together.
* Note: if applicable, students can be given a Chromebook and create their own free, professional email addresses. Teacher can model on the SmartBoard how to create a free Gmail account and distribute instructions **(Attachment 3)**.
* Students will be instructed to move onto the other sections of the packet which examines the proper use of subject lines, content, purpose, closure and spellcheck. We will go over the examples together as a group, with instructor encouraging students to come to the SmartBoard to model their responses.
* Students will be instructed to complete an activity in which they edit and correct a series of emails to ensure professionalism. Students will also be encouraged to create their own professional email, abiding by the etiquette rules discussed during the day’s lesson. If the instructor chooses, students can complete the last exercise with a partner.
* Students will be given the remainder of class to work on the closure activity. If time permits, students will share out, demonstrating their understanding of the day’s topic and discussion.

**Summary:**

Closure: Consider our discussion today email etiquette. Please explain why it is necessary to practice appropriate email etiquette when sending or replying to email messages.

**Extension Activity:**

* Homework: Complete the last section of the packet if you were unable to do so during class time. Write down any additional questions you may have regarding the composition of emails.

**Sources:**

* *StoryboardThat, “Email Etiquette For High School Students,” Katherine Docimo* [*http://www.storyboardthat.com/articles/e/email-etiquette*](http://www.storyboardthat.com/articles/e/email-etiquette)

* *UCF: Integrity and Ethical Development, “Email Netiquette,”* [*http://ied.sdes.ucf.edu/docs/email%20netiquette.pdf*](http://ied.sdes.ucf.edu/docs/email%20netiquette.pdf)
* *Create a Gmail Email Account*  <https://support.google.com/mail/answer/56256?hl=en>

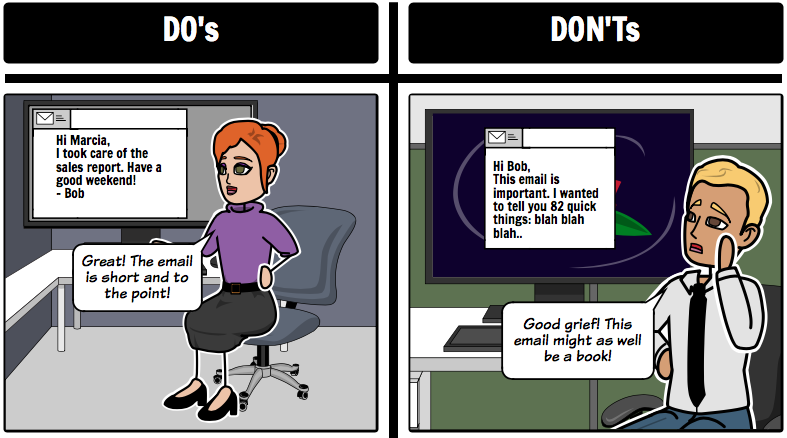
***Lesson 7 Attachment 1***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

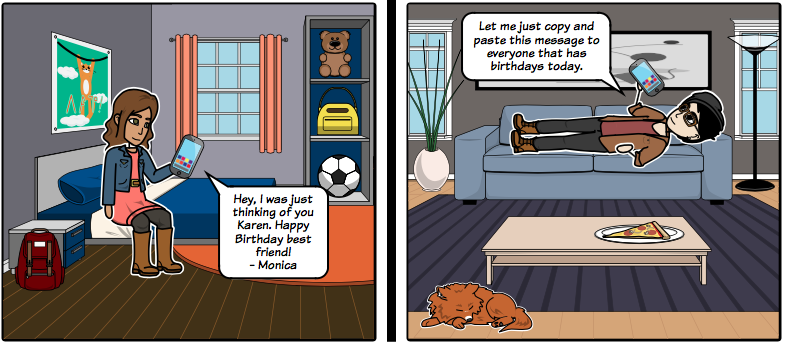
Email Etiquette For Students

Directions: See the do’s and don’ts related to email etiquette. Then, storyboard your own examples.









Now, come up with your own example of an email do and an email don’t:



***Lesson 7 Attachment 2***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7  Period:\_\_\_\_\_\_\_\_\_\_\_\_



Email Etiquette

Directions: Read each prompt and respond to it below.

1. When sending a professional email, it is important to be mindful of having an *appropriate* email address. From the list below, circle the most appropriate email address and explain why it is appropriate.

Cr8zyGirl55@gmail.com

YankeesFan@aol.com

SarahIsCool@yahoo.com

Michael.Stein@PineAcademy.edu

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note:

* Creativity can and should be appreciated, but what if one of your teachers took attendance by reciting email addresses and you had to raise your hand in front of other students in the class? Would you not acknowledge your presence in class and take the absence, or could you say with pride “here”?
* Would you feel comfortable saying your email address out loud in front of your mother, father, grandmother, etc. without being embarrassed or having a sense of shamefulness?
* Be remembered for the message you sent not your address.

List your appropriate email address here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Be mindful of what you list on your subject line. If sending an email to a teacher, identify yourself and the class you are in, when you are including information in your subject line.

Example: Jake Smith – English 110

Come up with your own example:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Always begin your email with a sense of respect. Circle which greeting you feel is the most appropriate. Then on the line below, practice your own greeting:

Hey teacher! What’s up?

Hello! I hope your day is going well.

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4. When writing the email, be specific and present it in an organized manner. After a polite greeting, be sure to clearly state the purpose of your email. Try to avoid long stories and presenting of scenarios or situations you find need paragraphs to explain. If the included information begins to become tedious, consider talking to the person face to face, rather than via e-mail.

Practice composing an email asking your teacher for the homework assignment from last class:

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5. When concluding the email, be sure to end on a note of appreciation.

Examples: “Thank you for your time and I look forward to hearing from you soon.” Or, “I appreciate you taking the time to consider my request.”

Avoid using the latest trends in signing off – LOL, TTFN, Peace, etc.

Just thank you will work every time.

Finally, rewrite both your first and last name, and the class name.

Practice:

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Note:

Before you send, it is a good idea to read the message out loud and hit spell check!

Rewrite the following emails, using the above-mentioned tips. Also, create your own topics for subject lines.

Example 1:

Dear professor

I’m John Smith from your Applied Nuclear Physics course.

Please check my homework.

I look forward to hearing from you soon.

Yours sincerely

John

Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Hey Dr. Tom,

Srry 2 both u, but i need 2 ask u a question. when can i come 2 ur xtra help? i also reeeeeaaaallllllly need u to give me xtra credit.

Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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hey, I left my pencil case in class. Did u find it? from, Mike

Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Lesson 7 Attachment 3***

Sign up for Gmail

It's free to create a Google Account. You can use the username and password for your Google Account to sign in to Gmail and other Google products like YouTube, Google Play, and Google Drive.

1. Visit the [Google Account creation page](https://accounts.google.com/SignUp).
2. Follow the steps on the screen to complete your account setup.
3. After you've created your Google Account, you can use it to [sign in to Gmail](https://support.google.com/mail/answer/8494) on your computer, phone, or tablet.

The Username I Want is Taken

You won't be able to get a certain Gmail address if:

1. The exact username you requested is already being used.
2. The username you requested is very similar to an existing username. For example, if example@gmail.com already exists, you can't use examp1e@gmail.com.
3. The username was used by someone in the past, and they deleted their account.
4. The username you want is reserved by Google to prevent spam or abuse.

Directions courtesy of support.google.com

**Creative Writing 7**

**Unit of Instruction:** Email Writing

**Lesson Topic:** Email Composition and Peer Editing

**Author:** J. TeNyenhuis

**Lesson 8** One to Two Periods

**Aim:** How can we, as students, understand and implement the rules of email etiquette?

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY. SL.1  CCSS.ELA-LITERACY. SL.1d | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led), with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  Acknowledge new information expressed by others and, when warranted, modify their own views. |
| CCSS.ELA-LITERACY. SL.5  CCSS.ELA-LITERACY. W.6 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.  Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY. L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

**Motivation:**

Do Now: Identify at least two reasons why a student might reach out via email to his or her teacher.

**Instructional Materials:**

* A SmartBoard is used for the projection of images and media during the lesson
* Chromebooks are distributed so that students may email the instructor, demonstrating aquired skills, at the completion of the unit
* “How to Email a Teacher” by Erica Dietz <https://www.youtube.com/watch?v=NuzKN7fO8Is>
* *E-tiquette! handout* **(Attachment 1)**
* *E-tiquette! Editing Worksheet* **(Attachment 2)**

**Lesson Development/Procedure:**

* Teacher will review the AIM and any upcoming assignments.
* After displaying the Do Now prompt on the SmartBoard, students are given time to quietly respond to the prompt in their journals: Identify at least two reasons why a student might reach out via email to his or her teacher.
* Students will be asked to share their Do Now responses, which will then lead to a brief discussion on yesterday’s lesson and today’s focus and goals.
* Students’ attention will be directed to the SmartBoard, where students will be shown a brief video titled, “How to Email a Teacher.” While students are watching the video, they will be instructed to make a list of at least three details worth knowing that they learned from the video. This video will reinforce many of the details discussed during our previous lesson. <https://www.youtube.com/watch?v=NuzKN7fO8Is>
* After the instructor is satisfied with students’ responses to the video and the subsequent discussion, students will be given a handout titled, *E-tiquette!* **(Attachment 1)**.
* This handout will present students with four different scenarios to consider when writing an email: Scenario 1: Your new puppy ate your homework last night and you didn’t have time to re-write it. Scenario 2: You just realized that your application for summer camp requires a letter of recommendation from a teacher, and it is due in less than a week. Scenario 3: You have a paper due in three days and would like some feedback before you submit your final draft. Scenario 4: You would like to share with your teacher your favorite activity from the year thus far, and your least favorite activity from the year thus far.
* After a brief class discussion, students will be instructed to choose one of the above-mentioned scenarios and compose a draft of an email. Students will be responsible for coming up with appropriate email addresses, the subject and the draft itself.
* Students will then be instructed to exchange their drafts with another student and complete the *E-tiquette! Editing Worksheet* **(Attachment 2***)*. Upon completion, students will compose their final drafts.
* Students will then be given a Chromebook and will sign into their Google BMCHSD.org email accounts. The instructor will share with students his or her email address on the SmartBoard.
* After a brief class discussion, students will be instructed to type and send their final drafts of their formal emails, incorporating the proper etiquette, discussed during the course of the unit.
* Teacher will circulate around the room to monitor progress and to ensure that students are following the directions.
* If time permits, students will share out, demonstrating their understanding of the day’s topic and discussion.

**Summary:**

Closure: What specific email etiquette rules must we keep in mind as we compose our final drafts?

**Extension Activity:**

* Homework: Complete your final draft if you were not able to do so during class time.

**Sources:**

* *“How to Email a Teacher,”Erica Dietz* [*https://www.youtube.com/watch?v=NuzKN7fO8Is*](https://www.youtube.com/watch?v=NuzKN7fO8Is)

***Lesson 8 Attachment 1***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*E-tiquette!*

Directions: you will choose a scenario from the list below and you will draft an email, which will eventually be sent to your teacher. Consider each topic carefully and review our etiquette rules.

* Scenario 1: Your new puppy ate your homework last night and you didn’t have time to re-write it.
* Scenario 2: You just realized that your application for summer camp requires a letter of recommendation from a teacher, and it is due in less than a week.
* Scenario 3: You have a paper due in three days and would like some feedback before you submit your final draft.
* Scenario 4: You would like to share with your teacher your favorite activity from the year thus far, and your least favorite activity from the year thus far.



To: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

From: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Notes:

***Lesson 8 Attachment 2***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*E-tiquette! – Editing Worksheet*

Directions: you will carefully and respectfully edit an email draft written by a peer. Please respond to the prompts below.

1. Which scenario below did your peer choose? Place a check on the line.

\_\_\_\_\_-Scenario 1: Your new puppy ate your homework last night and you didn’t have time to re-write it.

\_\_\_\_\_-Scenario 2: You just realized that your application for summer camp requires a letter of recommendation from a teacher, and it is due in less than a week.

\_\_\_\_\_-Scenario 3: You have a paper due in three days and would like some feedback before you submit your final draft.

\_\_\_\_\_-Scenario 4: You would like to share with your teacher your favorite activity from the year thus far, and your least favorite activity from the year thus far.

2. Did your partner appropriately list correct email addresses in the “to” and “from” sections?

3. Is the subject listed appropriate? If not, can you recommend an alternative?

4. Does the email begin with a friendly greeting? If not, recommend a friendly greeting?

5. Does the email appear to be written in a specific and organized manner? What are some recommendations you can offer?

6. In the conclusion of the email, does it end on a note of appreciation? Could you make a suggestion in order to enhance the conclusion?

7. List any grammatical errors or errors in punctuation:

8. Identify a strength of the email:

9. Identify a weakness in the email:

Notes:

**Creative Writing 7**

**Unit of Instruction:** Advertising and Persuasive Writing

**Lesson Topic:** Advertisement Techniques and Targeted Audiences

**Author:** J. TeNyenhuis

**Lesson 9** Two Periods

**Aim:** What are commonly used advertising techniques and how are they used to target specific audiences?

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY. SL.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led), with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. |
| CCSS.ELA-LITERACY. W.1b | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY. R.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

**Motivation:**

* Do Now: Think of a particularly memorable advertisement you recently viewed either on television, the Internet or in a magazine. What was the product featured in the ad? What made it so memorable?

**Instructional Materials:**

* A SmartBoard is used for the projection of images and media during the lesson
* *Ad Techniques handout* **(Attachment 1)**
* *Targeting Audiences handout* **(Attachment 2)**
* *Advertising* *handout* **(Attachment 3)**
* *Advertising Assessment* ***(Attachment 4)***

**Lesson Development/Procedure:**

* Teacher will review the AIM and any upcoming assignments.
* After displaying the Do Now prompt on the SmartBoard, students are given time to quietly respond to the prompt in their journals: Think of a particularly memorable advertisement you recently viewed either on television, the Internet or in a magazine. What was the product featured in the ad? What made it so memorable?
* Students will be asked to share their Do Now responses, which will then lead to a brief discussion on yesterday’s lesson and today’s focus and goals.
* The instructor will lead the class in a discussion on what it means to be a *consumer*. The instructor may ask students to volunteer their own definitions of the terms advertising and consumerism. The instructor will point out that as smart consumers it is important to understand the ads we see and hear.
* After the instructor is satisfied with students’ responses and the subsequent discussion, students will be given a handout titled, *Ad Techniques*  **(Attachment 1)**.
* This handout will list and define commonly used advertisement techniques such as: association, call to action, claim, games and activities, humor, hype, must-have, fear, prizes sweepstakes and gifts, repetition, sales and price, sense appeal, special ingredients, and testimonials and endorsements.
* After a being given sufficient time to complete the handout, students will participate in a share out, volunteering examples.
* Students will then be asked to consider ways in which different companies target audiences. If possible, the instructor can lead the discussion by offering up an example. One example which worked especially well, was the popularity of the unicorn frappucino, a dessert beverage, marketed by Starbucks using social media. Students can be asked to identify the targeted consumer, or audience.
* Students will then be given a handout titled *Targeting Audiences*. This handout is meant to reinforce certain ideas and concepts mentioned during the pre-activity discussion.
* After a being given sufficient time to complete the handout, students will participate in a share out, volunteering examples.
* Students will be given a packet illustrating ads put out by the companies Colgate, Gatorade and Starbucks **(Attachment 3**). They will placed in pairs and asked to respond to a series of questions, such as: which advertisement techniques are used in this ad? What audience is the ad targeting? What does the ad say or suggest about the product or service?
* Teacher will circulate around the room to monitor progress and to ensure that students are following the directions.
* After a being given sufficient time to complete the handout, students will participate in a share out, volunteering examples.
* Students will be asked to separate from their partners and complete an independent assignment, allowing the instructor to monitor students’ comprehension of the topics and skills discussed over the span of two class periods **(Attachment 4**).
* If time permits, students can work on a closure activity and share out.

**Summary:**

Closure: How can we analyze advertisements in order to be better informed consumers?

**Extension Activity:**

* Homework: Complete any assignments given if you were not able to do so during class time.

**Sources:**

* *“Ad Targeting and Techniques,”* [*https://www.admongo.gov/lesson-plan-2.aspx*](https://www.admongo.gov/lesson-plan-2.aspx)

***Lesson 9 Attachment 1***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_



Ad Techniques

Directions: Here are some of the most common techniques advertisers use to convince you to buy or do something. Think of an example for each—and remember that advertisers decide what to put in their ads.

* **Association:** Using images (like a cartoon character or the American flag), in the hope you’ll transfer your good feelings about the image to the product.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Call to action:** Telling you what to do— “Buy today!” or “Vote now”—removes all doubt about next steps.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Claim:** Informing you about how the product works or helps you.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Games and activities:** Putting a commercial into the form of a game can be a fun way for you to get to know more about a product and spend more time with it.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Humor:** Using ads that make you laugh can catch your attention and be memorable.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Hype:** Using words like amazing and incredible make products seem really exciting.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Must-have:** Suggesting that you must have the product to be happy, popular, or satisfied.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Fear:** Using a product to solve something you worry about, like bad breath.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Prizes, sweepstakes, and gifts:** Using a chance to win a prize to attract attention.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Repetition:** Repeating a message or idea so you remember it.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Sales and price:** Showing or announcing a discounted price can make a product look better.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Sense appeal:** Using images and sounds to appeal to your senses: sight, touch, taste, etc.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Special ingredients:** Promoting a special ingredient may make you think the product works better than others.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Testimonials and endorsements:** Featuring someone, like a celebrity, saying how the product worked for them can be convincing.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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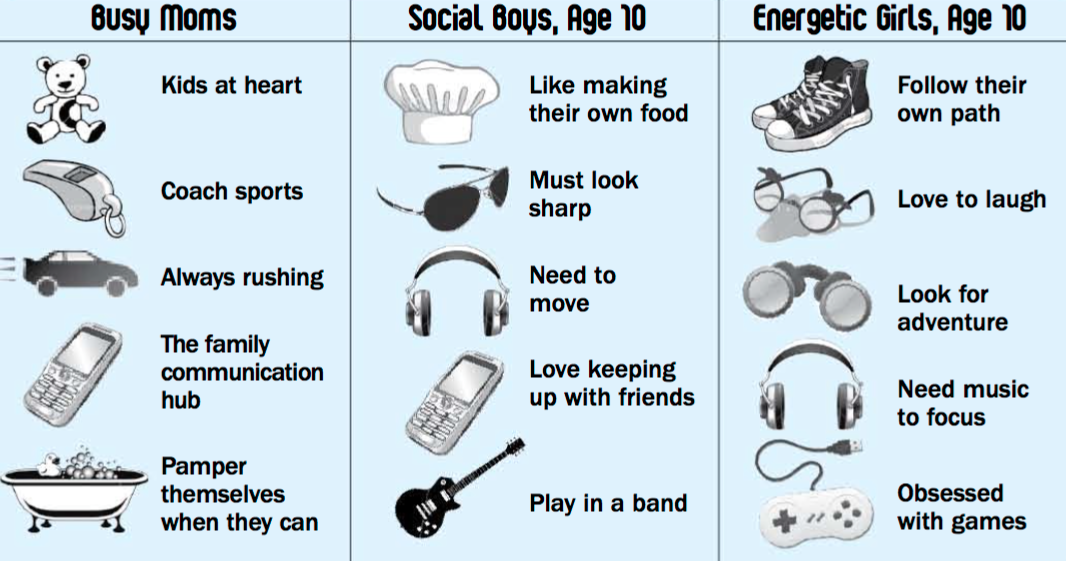
***Lesson 9 Attachment 2***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_\_\_

Targeting Audiences

Directions: The research below gives you profiles of three different types of people. Use the information to choose which type of audience might like your product.



1. Choose the techniques from the packet that you would use in your ad:

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1. List the product you intend to advertise. Describe the product as specifically as possible.

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1. Decide where you will place your ad and explain why:

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1. Describe how you intend to “target” your intended audience. What details would you include to “target” your intended audience?

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1. Describe what you would include in your advertisement. Include relevant information from the answers you provided on the previous page. Be sure to consult the research chart. Begin with a strong topic sentence which focuses your writing.

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***Lesson 9 Attachment 3***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_

Advertising

Directions: Please carefully review each advertisement with a partner and answer the corresponding questions.

Advertisement #1:



1. Which advertisement techniques are used in this ad?

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2. What audience is the ad targeting? What makes you think so?

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3. What does the ad say or suggest about the product or service?

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4. What does the ad say about the people who buy the product or service?

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Advertisement #2



1. Which advertisement techniques are used in this ad?

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2. What audience is the ad targeting? What makes you think so?

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3. What does the ad say or suggest about the product or service?

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4. What does the ad say about the people who buy the product or service?

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Advertisement #3



1. Which advertisement techniques are used in this ad?

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2. What audience is the ad targeting? What makes you think so?

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3. What does the ad say or suggest about the product or service?

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4. What does the ad say about the people who buy the product or service?

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***Lesson 9 Attachment 4***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_

Advertising Assessment

Directions: Please carefully review each advertisement featured in the Advertising handout and answer the corresponding questions. Be sure to flip over the handout for the second half of the exercise.

List the name of the company and product featured in the advertisement:

1. Which advertisement techniques are used in this ad?

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2. What audience is the ad targeting? What makes you think so?

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3. What does the ad say or suggest about the product or service?

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4. What does the ad say about the people who buy the product or service?

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**Directions:** In a well-developed paragraph of at least 5 sentences, you will explain which advertisement techniques the company featured in your ad utilized. Be sure to mention in the beginning of your response the name of the company, the product or service it is promoting and the function of the product or service. You should be able to specifically and clearly explain the company’s intention behind this ad campaign. Please see your responses and notes on the front side of the handout which will help you in your response. Standard written English rules apply.

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**Creative Writing 7**

**Unit of Instruction:** Advertising and Persuasive Writing

**Lesson Topic:** Advertisements and Persuasive Techniques: Ethos, Pathos and Logos

**Author:** J. TeNyenhuis

**Lesson 10** One Period

**Aim:** What role does ethos, pathos and logos play in convincing consumers to purchase products or services?

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY. R.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCSS.ELA-LITERACY. W.1b | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY. SL.2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study. |

**Motivation:**

* Do Now: Identify any commercial or advertisement you have recently seen for a product or service. What exactly was this company trying to convince you to purchase or do? *How* did the company accomplish this task?

**Instructional Materials:**

* A SmartBoard is used for the projection of images and media during the lesson
* *Persuasive Techniques in Advertising handout* **(Attachment 1)**
* Imagine the Possibilities: Barbie, Courtesy of Mattel [*https://www.youtube.com/watch?v=l1vnsqbnAkk*](https://www.youtube.com/watch?v=l1vnsqbnAkk)
* Taylor Swift Commercial, Courtesy of Cover Girl<https://www.youtube.com/watch?v=0YBAast9a9U>
* Zillow: Long Distance Returning Soldier, Courtesy of Zillow <https://www.youtube.com/watch?v=HHLoWctz8q4>

**Lesson Development/Procedure:**

* Teacher will review the AIM and any upcoming assignments.
* After displaying the Do Now prompt on the SmartBoard, students are given time to quietly respond to the prompt in their journals: Identify any commercial or advertisement you have recently seen for a product or service. What exactly was the company trying to convince you to purchase or do? *How* did the company accomplish this task?
* Students will be asked to share their Do Now responses, which will then lead to a brief discussion on yesterday’s lesson and today’s focus and goals.
* Students will be asked to copy definitions for the following terms which will be displayed on the SmartBoard: *Pathos* – an appeal to emotion; *Logos* – an appeal to logic or reason; *Ethos* – an appeal to credibility or character.
* Students will also be given the Persuasive Techniques in Advertising handout with explanations for each term. The instructor will lead the class in reading out over the handout out loud, allowing students to volunteer to read each section (**Attachment 1**).
* Students will then be instructed to read a series of examples featured on the handout and using their knowledge, label each as ethos, pathos or logos.
* After a being given sufficient time to complete the handout, students will participate in a share out, volunteering their answers. Students will be informed that some may illustrate more than one technique.
* Students will then be asked to consider ways in which different companies utilize ethos, pathos and logos. This discussion will prepare them for viewing a series of different commercials aimed at persuading consumers to purchase products.
* Students will be shown a series of commercials for products created by companies such as *Mattel* [*https://www.youtube.com/watch?v=l1vnsqbnAkk*](https://www.youtube.com/watch?v=l1vnsqbnAkk) *, Cover Girl* [*https://www.youtube.com/watch?v=0YBAast9a9U*](https://www.youtube.com/watch?v=0YBAast9a9U) *,*  *Zillow* <https://www.youtube.com/watch?v=HHLoWctz8q4> ,

and *Campbell’s Soups* [*https://www.youtube.com/watch?v=PplMjgh\_QlM*](https://www.youtube.com/watch?v=PplMjgh_QlM) *.*

* They will again be asked to associate ethos, pathos or logos with each advertisement.
* Students will then create a paragraph summary explaining how the commercial of their choosing illustrated the appropriate technique(s).
* Teacher will circulate around the room to monitor progress and to ensure that students are following the directions.
* After a being given sufficient time to complete the handout, students will participate in a share out, volunteering examples.
* If time permits, students can work on a closure activity.

**Summary:**

Closure: Try defining ethos, pathos and logos in your own words.

**Extension Activity:**

Homework: Complete any assignments given if you were not able to do so during class time.

**Sources:**

* *“Argument and Persuasion: Ethos, Pathos, Logos Practice,”* Quizlet <https://quizlet.com/4141100/argument-and-persuasion-ela-7-flash-cards/>

***Lesson 10 Attachment 1***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_

Persuasive Techniques in Advertising

Directions: The persuasive strategies used by advertisers who want you to buy their product can be divided into three categories: **pathos**, **logos**, and **ethos**. Read the prompts and then practice labeling each example below. Next, you will be shown a series of commercials. Please be prepared to label and explain how each commercial utilizes either pathos, logos or ethos.

* **Pathos**: an appeal to emotion.

An advertisement using pathos will attempt to evoke an emotional response in the consumer. Sometimes, it is a positive emotion such as happiness: an image of people enjoying themselves while drinking Pepsi. Other times,

advertisers will use negative emotions such as pain: a person having back problems after buying the “wrong” mattress. Pathos can also include emotions such as fear and guilt: images of a starving child persuade you to send money.

* **Logos**: an appeal to logic or reason.

An advertisement using logos will give you the evidence and statistics you need to fully understand what the product does. The logos of an advertisement will be the "straight facts" about the product: One glass of

Florida orange juice contains 75% of your daily Vitamin C needs.

* **Ethos**: an appeal to credibility or character.

An advertisement using ethos will try to convince you that the company is more reliable, honest, and credible; therefore, you should buy its product. Ethos often involves statistics from reliable experts, such as *nine out of ten dentists agree that Crest is the better than any other brand* or *Americas dieters choose Lean Cuisine*. Often, a celebrity endorses a product to lend it more credibility: Catherine Zeta-Jones makes us want to switch to T-Mobile.

Practice labeling pathos, logos, and ethos by placing a P, L, or E in the blank :

\_\_\_\_\_ A child is shown covered in bug bites after using an inferior bug spray.

\_\_\_\_\_ Tiger Woods endorses Nike.

\_\_\_\_\_ Sprite Zero is 100% sugar-free.

\_\_\_\_\_ A 32-oz. bottle of Tide holds enough to wash 32 loads.

\_\_\_\_\_ A commercial shows an image of a happy couple riding in a Corvette.

\_\_\_\_\_ Cardiologists recommend Ecotrin more than any other brand of aspirin.

\_\_\_\_\_ Advil Liqui-Gels provide up to 8 hours of continuous pain relief.

\_\_\_\_\_ Miley Cyrus appears in Oreo advertisements.

\_\_\_\_\_ People who need more energy drink Red Bull Energy Drink.

\_\_\_\_\_ A magazine ad shows people smiling while smoking cigarettes.

Choose one of the examples given above and explain how the example would fall under the category of ethos, pathos or logos.

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You will be shown a series of commercials. Please label each commercial ethos, pathos or logos:

Commercial #1 Product: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E, P, or L: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Commercial #2 Product: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E, P, or L: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Commercial #3 Product: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E, P, or L: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Commercial #4 Product: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E, P, or L: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary: Choose any of the commercials we viewed and discussed today in class. Then, explain the role ethos, pathos and/or logos plays in convincing consumers to purchase the company’s product or service. Your response should be one paragraph in length.

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**Creative Writing 7**

**Unit of Instruction:** Advertising and Persuasive Writing

**Lesson Topic:** Advertisement Creation

**Author:** J. TeNyenhuis

**Lesson 11** Three to Four Periods

**Aim:** How can we utilize persuasive advertising techniques in order to create our ownmarketing campaigns?

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY. S.L.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. |
| CCSS.ELA-LITERACY. R.1.9a | Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY. SL.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |

**Motivation:**

* Do Now: Make a list of 3 of your favorite products or services. List the targeted audience for each product or service. Try to explain *how* you know this type of audience is being targeted by the company.

**Instructional Materials:**

* A SmartBoard is used for the projection of images and media during the lesson
* Chromebooks will be distributed
* *Persuasive Advertisement Project Planning* handout **(Attachment 1)**
* *Storyboarding* handout **(Attachment 2)**
* *Persuasive Techniques in Advertising* handout **(Attachment 3)**

**Lesson Development/Procedure:**

* Teacher will review the AIM and any upcoming assignments.
* After displaying the Do Now prompt on the SmartBoard, students are given time to quietly respond to the prompt in their journals: Do Now: Make a list of 3 of your favorite products or services. List the targeted audience for each product or service. Try to explain *how* you know this type of audience is being targeted by the company.
* Students will be asked to share their Do Now responses, which will then lead to a brief discussion on yesterday’s lesson and today’s focus and goals.
* Students will be distributed the Persuasive Advertisement Project Planning handout (**Attachment 1**). As a group, the instructor will go over the handout together and explain the purpose behind the culminating project. Students will be given ample time to read over the planning handout and to ask questions.
* Students will then be placed in pre-determined heterogeneous groups of no larger than four students. Each group will be given Chromebooks.
* They will then be instructed to take advantage of the time given and create their own advertisement campaigns, including the details featured on the Persuasive Advertisement Project Planning handout (**Attachment 1**). Students can be encouraged to create their own products from scratch, or to simply advertise a favorite product or service. Considering going around the room and allowing other groups to hear about the unique products and/or services other groups intend to market or advertise.
* Once students have mastered this part of the assignment (1-2 periods), students will then be given a practice Storyboarding handout (**Attachment 2**). Students will decide amongst themselves if they would like to try their hand at using *Powtoon*, a program designed to assist students in creating animated presentations, or *Google Slides*, a program designed to assist students in creating and editing presentations. Instructor will model each program for students and they will be given time to experiment in each program.
* Students will then be given a series of classes to work in their groups completing their handouts as well as presentations.
* Each group will be called to the front of the room and their respective projects will be projected on the SmartBoard. Students will be encouraged to discuss their campaigns and the audience will be encouraged to ask questions. Note: the instructor can ask students seated in the audience which product they are the most interested in purchasing after each presentation has completed.
* Once each group has presented, each student will be responsible for completing and handing in an individual reflection. This will allow the instructor to gain deeper insight into each students’ opinions, thoughts, challenges and strengths while collaborating.
* Teacher will circulate around the room to monitor progress and to ensure that students are following the directions.
* After a being given sufficient time to complete the reflection, students will participate in a share out, volunteering examples.
* If time permits, students can work on a closure activity.

**Summary:**

Closure: Complete the individual reflection.

**Extension Activity:**

* Homework: Identify different advertisement techniques found on television, the Internet or in print ads. Which techniques seem to be the most common?

***Lesson 11 Attachment 1***

Name (s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7

Persuasive Advertisement Project - Planning



Your task is to make an advertisement for a product or service, utilizing the information we have learned in class on marketing and persuasive techniques. You will also be responsible for targeting a specific kind of audience.

As part of the project, we will be using the animated video and presentation program *PowToon*. However, you are also welcome to use Google Slides. Lastly, each member of the group will complete a reflection, detailing the process and decisions that went into creating this project.

*Today’s Task:*

You will meet with your group members and choose a specific product or service that you intend to market in commercial form.

Directions: Please follow the prompts below and begin to discuss, as a group, the details necessary for creating the most interesting, eye-catching and creative advertisement.

Product or Service:

Our product or service will be about the following product or service: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain or describe this product or service: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Demographic you are trying to reach (please circle):

Age: 0-12 Gender: Male

13-17 Female

18-24

25-35

36-50

50 +

*You are now ready to start brainstorming about your topic!*

Target Audience:

Please describe your targeted audience. Be sure to consider age and gender: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will be your headline or tagline, which should appeal or “speak to” your targeted audience?

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What techniques do you intend to use in your ad? Be sure to review the advertisement techniques handout as well as the persuasive techniques handout (ethos, pathos and logos) for ideas and information. You must list at least three:

Techniques: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Explain how you intend to use each technique:

Technique #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Technique #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Technique #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Technique #4 (optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What images or graphics do you believe might help you to sell your product or service?

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To consider:

What advantages are there for advertising on television, in print ads or on the Internet?

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Which format do you think will work best for your project? Explain.

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Inspiration!

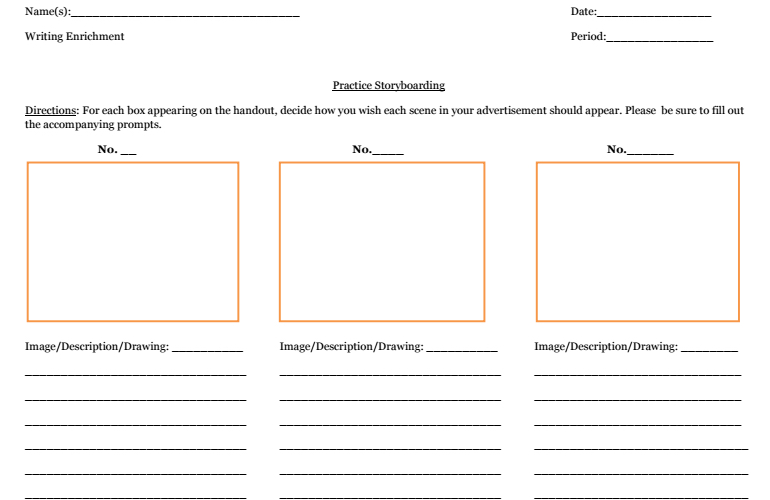
As a group, think about advertisements that have left an impression. Discuss a few examples, paying close attention to the techniques used, the targeted audience, and the medium (television, print, Internet) in which they appear. Describe your discussion:

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***Lesson 11 Attachment 2***

<https://drive.google.com/file/d/0B7tbaFp7xgagemlPVVl3dW9wcVE/view?usp=sharing>

Preview:



***Lesson 11 Attachment 3***

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period:\_\_\_\_\_\_\_\_\_

Persuasive Techniques in Advertising Reflection

Directions: In full, complete sentences and paragraphs, please respond to the prompts below. Write as neatly as you can and make all efforts to comply with standard written English rules.

1. What do you feel is the most important information you learned from this study of advertising? Why is this important? How might it change your attitudes or behaviors in the future?

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2. What surprised you most about this unit? Why did this surprise you?

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3. What questions do you still have about the way advertisers persuade consumers to purchase or learn more about their products?

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4. Of what aspect in your own advertisement are you the most proud? What aspect do you feel could still use some additional work?

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**Creative Writing 7**

**Unit of Instruction:** Suspense Story

**Lesson Topic:** What makes a good suspense story?

**Author:** C. Miolla

**Lesson 12** Two Class Periods

**Aim:**

Students will identify the elements that contribute to a great suspense story.

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| [CCSS.ELA-LITERACY.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/) | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CCSS.ELA-LITERACY.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.CCRA.R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

**Motivation:**

Do Now Activity: Write about the scariest story or movie you have ever seen/read. Share your ideas with a partner. Teacher will then lead an all class discussion based on the topic.

**Instructional Materials:**

* A copy of the short story “*The Caller*” by Robert D. San Souci, from the book [Best Shorts: Favorite Short Stories for Sharing](https://www.goodreads.com/book/show/24301.Best_Shorts), selected by Avi and Carolyn Shute.
* Question #1-8 review sheet based on “The Caller” **(Attachment 1)**

**Lesson Development/Procedure:**

* Students will complete the Do Now.
* Students will share their writing with a classmate.
* Volunteers will be asked to share with the class as a whole.
* A discussion should ensue based on what qualities the students feel makes a story “scary” or suspenseful.
* Students will be given a copy of the short story “The Caller” and the class will read the story together. Students will be instructed to pay attention to the elements of the story that create suspense.
* Students will be encouraged to highlight or annotate in the text the areas they feel contribute to the “suspenseful” aspects of the story.
* Teacher will stop every page or so to check student understanding and encourage students to share with the group what they have highlighted/annotated.
* At the end of the story, the teacher will lead a discussion based on the questions “*What really happened at the end of this story*?” and “*Are you satisfied with the ending of this story*?” Student answers will vary.
* Students will then work with a partner to complete the review sheet based on the story “The Caller”.
* Teacher will go over the answers with the class, clarifying any misconceptions.

**Summary:**

Exit Slip: Students will create a list of 3-5 ways Robert D. San Souci creates suspense in his story.

Students will be asked to keep this list in their notes so they may refer to it when they write their own suspenseful short story.

**Extension Activity:**

For extra credit, students may rewrite the ending of the short story “The Caller”. Their ending may include an *answer* to the mystery of who has been calling Lindsay Walters throughout the story.

***Lesson 12 Attachment 1***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period \_\_\_\_\_\_\_\_\_\_

**“The Caller”**

***Directions****: Answer each question as a complete sentence.*

1. Give 3 details we learn about Lindsay Walters on page 17 and 18.

|  |  |  |
| --- | --- | --- |
| ***1.*** | ***2.*** | ***3.*** |

2. Describe what we learn about Aunt Margaret from what Mr. Walters says on page 19.

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3. Give an adjective to describe Lindsay’s brothers and an example from the story.

|  |  |
| --- | --- |
| *Adjective* | *Example from text* |
|  |  |

4. List 2 cruel things Lindsay says about Aunt Margaret on pg. 21 and pg. 22

|  |  |
| --- | --- |
| ***1.*** | ***2.*** |

5. Describe how the author builds suspense to keep the reader on edge on page 23.

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6. Look carefully at page 25. Who are the different voices Lindsay hears on the phone and what are they saying to her?

|  |  |
| --- | --- |
| *Voice:* | *What the Voice Says:* |
| 1. |  |
| 2. |  |
| 3. |  |

7. Do you think Lindsay gets what she deserves? Explain.

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8. Solve the mystery - when Lindsay opens the door, **WHO** is standing there??

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Give evidence for your answer:

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**Creative Writing 7**

**Unit of Instruction:** Suspense Story

**Lesson Topic:** How can the theme good vs. evil contribute to a suspense story?

**Author:** C. Miolla

**Lesson 13** Two Class Periods

**Aim:**

Students will identify how the theme good vs. evil contributes to a suspense story.

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| [CCSS.ELA-LITERACY.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/) | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CCSS.ELA-LITERACY.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.CCRA.R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CCSS.ELA-LITERACY.CCRA.R.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

**Motivation:**

Watch the following video clips on [discoveryeducation.com](file:///C:\Users\kfurka\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\JDM0D1RA\discoveryeducation.com):

* *Mary Shelley* (3:21)
* *Frankenstein: Monsters* (3:03)
* *Frankenstein: Narrative Techniques* (3:18)

After the video clips, the teacher will lead a discussion with the students about the life of Mary Shelley and her reasons for creating this suspenseful story (with emphasis placed on the young age of this female author!)The teacher will also lead a discussion regarding the video clips portrayal of the monster as both good and evil.

**Instructional Materials:**

* A copy of the play “Frankenstein”, from the October 22, 2012 edition of Scholastic Scope magazine.
* Question #1-10 review sheet based on “Frankenstein” **(Attachment 1)**

**Lesson Development/Procedure:**

* Watch discoveryeducation.com video clips and conduct class discussion (see “Motivation”)
* Students will be given a copy of the play “Frankenstein” in Scholastic Scope magazine.
* Teacher will discuss the format of the play, explaining such things as “acts”, “scenes”, and “flashbacks”.
* Students will choose roles to read in the play.
* Before reading, students will be asked to look at the photos, maps and captions that accompany the play. These pre-reading techniques will assist in student understanding of the setting and plot of the story.
* The class will read the play together.
* Students will be reminded to pay attention to the areas of the story that demonstrate the theme of good vs. evil.
* At the end of page 17 students will be asked to write a list of one character they feel is “good” and one they feel is “bad”, and explain their choice in writing.
* At the end of page 18 students will be asked to again write a list of one character they feel is “good” and one they feel is “bad”, and explain their choice in writing. Afterward, teacher will lead a discussion asking students to share their observations and inquire if any characters changed from their “good” list to their “bad” list and why.
* At the end of the play, the teacher will lead a discussion based on the following question: “*There is no doubt that Dr. Frankenstein’s creature commits some atrocious acts. But who is really responsible for the creature’s crimes? Who is the real monster?”*Student answers will vary.
* Students will then work with a partner to complete questions #1-10 on the review sheet based on the play “Frankenstein”.
* Teacher will go over the answers with the class, clarifying any misconceptions.

**Summary:**

Exit Slip: Students will create a list of 2-4 ways the theme good vs. evil can contribute to a suspenseful story. Students will be asked to keep this list in their notes so they may refer to it when they write their own suspenseful short story.

**Extension Activity:**

For extra credit, students may watch the 2015 film *Victor Frankenstein*, and write a one page comparison of the film and the play we read in class, with emphasis on how the creators use the theme good vs. evil.

***Lesson 13 Attachment 1***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

**FRANKENSTEIN**

1. Where does the story begin? How is a “flashback” used to shift from scene 1 to scene 2?

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2. What are Victor’s goals in creating the creature? What does the creature really look like?

|  |  |
| --- | --- |
| *What Victor Hopes:* | *What Really Happens:* |
|  |  |

3. In scene 3, why does Victor think he is responsible for the deaths of 2 innocent people?

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4. In scene 4 Victor and the creature meet in the mountains of Switzerland. The creature says “*only misery made me a fiend (monster)*”. What does the creature mean?

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5. Why does the creature want Victor to make him a companion?

(Choose a quote from scene 6 as your answer)

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6. Victor starts to create a companion for the creature. Why does he then rip her up?

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7. How does the creature get revenge on Victor for destroying his companion?

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8. In scene 9 we return back to where the story started, on a ship in the middle of the Arctic Ocean. Victor dies, and we realize the creature has been listening to his story the entire time.

What does the creature do? Why?

|  |  |
| --- | --- |
| *What Creature Does?* | *Why?* |
|  |  |

9. This story is about good vs. evil.

Choose a character you believe is evil and give text evidence to support your choice.

|  |  |
| --- | --- |
| **Character** | **Text Evidence** |
|  |  |

10. The creature claims that if he was given love, he would not have done the evil things he did. Do you agree/disagree with him? Explain.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Creative Writing 7**

**Unit of Instruction:** Suspense Story

**Lesson Topic:** How can setting and mood contribute to a suspense story?

**Author:** C. Miolla

**Lesson 14** Two Class Periods

**Aim:**

Students will identify how setting and mood can contribute to a suspense story.

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| [CCSS.ELA-LITERACY.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/) | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CCSS.ELA-LITERACY.CCRA.R.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |

**Motivation:**

Watch the following video clips on the [discoveryeducation.com](http://www.discoveryeducation.com) website:

* *Washington Irving and the Legend of Sleepy Hollow* (4:43)
* *The Legacy of the Legend of Sleepy Hollow* (2:38)

After the video clips, the teacher will lead a discussion with students about the setting of this story, emphasizing the violent history of this area of the New York Hudson River Valley following the events of the American Revolution.

**Instructional Materials:**

* A copy of the play “The Legend of Sleepy Hollow”, from the September 2015 edition of Scholastic Scope magazine.
* Question #1-8 review sheet based on “The Legend of Sleepy Hollow” **(Attachment 1)**

**Lesson Development/Procedure**

* Watch discoveryeducation.com video clips and conduct class discussion (see “Motivation”)
* Students will be given a copy of the play “The Legend of Sleepy Hollow” in Scholastic Scope magazine.
* Teacher will review with the class the format of a play, reminding students of such structural elements as “acts” and “scenes”.
* Students will choose roles to read in the play.
* Before reading, students will be asked to look at and discuss the photos, maps and captions that accompany the play. Teacher will review with the class the historical significance of this location following the bloody battles of the American Revolution. Such pre-reading techniques can greatly assist in student understanding of the setting and plot of the story.
* Students will also be asked to read the essay on page 16 entitled “If You Lived in Sleepy Hollow”. This essay portrays what life was like in the Hudson River Valley in 1790.
* The class will read the play together.
* Students will be reminded to pay attention to the areas of the story that demonstrate the theme of good vs. evil.
* At the end of each page of the play, students will be asked to pause and write one word that describes the “mood” of that page. Students will then be required to defend their “mood” word choice by providing an example of text evidence.
* At the end of the play, students will be encouraged to share their “mood lists” with a classmate or the class at large. Students will be asked to discuss which word/phrase choices they felt contributed most to the suspenseful nature of the story.
* Students will then work with a partner to complete questions #1-8 on the review sheet based on the play “The Legend of Sleepy Hollow”.
* Teacher will go over the answers with the class, clarifying any misconceptions.

**Summary:**

Exit Slip: Students will create a list of 3-5 ways setting and mood can contribute to a suspenseful story. Students will be asked to keep this list in their notes so they may refer to it when they write their own suspenseful short story.

**Extension Activity:**

For extra credit, students may write a short essay answering the question: “*What do you think happened to Ichabod Crane*?”

***Lesson 14 Attachment 1***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_

**“The Legend of Sleepy Hollow”**

1. Describe the mood of Scene 1. Copy a detail from the text that helps create that mood.

|  |  |
| --- | --- |
| **Mood** | **Detail** |
|  |  |

2. Consider the main conflictbetween Ichabod and Brom. Summarize this conflict. What does each side want?

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3. Where and when does the story take place?

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4. Copy an example of imagerythe author uses to help you picture the setting.

|  |  |
| --- | --- |
| **Page #** | **Image** |
|  |  |

Explain how this image helps you imagine what the setting is like.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. A **simile** compares two unlike things using “like” or “as.” Find a simile used in the play. What two things does it compare? What does the simile add to the scene?

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6. In Scene 2, Ichabod turns red when he tells Katrina: “*My wages are hardly enough for a loaf of bread. But I am quite rich in the mind. I’ve read so many books*.” Why does he turn red? What can you infer about how Ichabod is feeling?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Is Ichabod a sympathetic character? That is, do you care about him? Do you like him? Explain.

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8. How do you think Katrina feels about Ichabod and Brom? Use a detail from the text to support your opinion.

|  |  |  |
| --- | --- | --- |
|  | **Katrina’s Feelings:** | **Detail From Text:** |
| **BROM** |  |  |
| **ICHABOD** |  |  |



**Creative Writing 7**

**Unit of Instruction:** Suspense Story

**Lesson Topic:** Can you incorporate the elements of mood, setting, surprise ending and good vs. evil in order to create your own suspenseful story?

**Author:** C. Miolla

**Lesson 15** Four Class Periods

**Aim:** Students will create their own suspense story.

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY.W.7.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| CCSS.ELA-LITERACY.WHST.6-8.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

**Motivation:**

* Share with students a copy of the story “The Unknown” by Lauren Brochhagen. This is a suspense story written by a former student in Creative Writing class. This story will serve as a model and inspiration of what 7th grade writers are capable of.
* Students will conduct a shared reading of the story, and a discussion of which elements of suspense made Lauren’s story so successful.

**Instructional Materials:**

* Laptop computer
* Teacher handout: “How to Write Scary Ghost Stories that Terrify Your Readers” **(Attachment 1)**
* Teacher handout: “Suspense Story Outline” **(Attachment 2)**

**Lesson Development/Procedure:**

* Read the short story “The Unknown” by Lauren Brochhagen (see Motivation).
* Discuss with students the elements of suspense which make Lauren’s story so successful.
* Students will be given a copy of the handout “How to Write Scary Ghost Stories that Terrify Your Readers”.
* Teacher will read the handout with the class, calling on different children to read different sections. For each of the 5 “suggestions” on the handout, the teacher will ask the class to provide an example of how this suggestion was demonstrated in one of the stories we read in class: *The Caller*, *Frankenstein*, and *The Legend of Sleepy Hollow*.
* Students will be given a copy of the handout “Suspense Story Outline”. With help from classmates and teacher, students will be asked to complete the outline as best they can, filling in ideas for their plot, setting, characters, conflict, and suspenseful elements.
* Particular emphasis and assistance will be provided for assuring that students create a believable motive for their character’s more sinister actions. For example, in the play *Frankenstein*, the creature murders Dr. Frankenstein’s brother and fiancé because he has been so violently rejected by Dr. Frankenstein, his creator.
* Once outlines have been completed and shared with the teacher and a classmate, students may begin typing their suspense story.
* The writing process can take anywhere from 3-5 class periods. The teacher’s role during this time is to circulate the classroom, checking in with students, reading excerpts of their stories, and offering advice when needed.
* Students who need additional time to complete their stories may do so at home or after school.
* At the end of the writing process, students will put their completed work on the Smart Board and share their stories with the class!!

**Summary:**

After each writer shares his/her story with the group, students are encouraged to give feedback to the writer. For the first few stories, the teacher can model the types of responses that are appropriate and helpful to the writer. Students are encouraged to share positive comments first, and then provide gentle, helpful critique if necessary.

**Extension Activity:**

For extra credit, students may submit their stories to an on line publication.

(We will cover this in more detail in future lessons)

***Lesson 15 Attachment 1***

**How to Write Scary Ghost Stories that**

**Terrify Your Readers**

*Fear is one of the hardest things to provoke in writing. Just flip through the pages of any ghost story anthology; how many of them are genuinely scary? It takes more than tortured groans and rattling chains; anyone can throw gore at the reader and call it a day, but the art of raising goose bumps is an elusive one indeed. If you can write a scary ghost story, you can write anything.*

*Are you ready to inspire nightmares? Then follow me…*

**1. Fear of the Unknown**

Everyone fears the unknown.

People don’t know what comes after death, so they get scared. They don’t know what’s making that noise in the other room, so they call it a ghost and get scared. Darkness could be hiding anything—what exactly, we don’t know—so we get scared.

We fear what we cannot understand. That’s why feeling a touch on your shoulder when you’re all alone is so frightening: it should be impossible. The best ghost stories take full advantage of this. You won’t *see* the ghost; you’ll only hear it, smell it, feel it.

**2. A Dreadful Descent**

Fear must be built up gradually. Think of it like you’re taking the reader on a journey from the safety of their world to the nightmare of yours. Like any journey, it is a *transition* from point A to point B. If you skip that transition by presenting your scariest scene right up front, it won’t have any effect.

Build your story to a climax. Dragggggg the action out. Create suspense!

Here are some hints to help you in the right direction:

* Describe the setting. This builds up atmosphere—a vital component of any good ghost story.
* Avoid ridiculous places and events. Not only is it more believable, but it’s scarier if it’s something that could happen to anyone.

**3. It Was a Dark and Stormy Night**

Do you want to write a great, memorable ghost story? Come up with something unique. A plot that relies on overdone clichés won’t hold your readers in suspense; they know what to expect. Of course, clichés exist for a reason. If you must use one, use it well. Do it in a way no one else has and make it your own.

**4. Once More, with Feeling**

Emotion is vital in any form of literature, but especially ghost stories. Remember, the end goal is to make your reader *feel* what the protagonist is feeling: pure, unbridled terror.

When conveying emotion, it’s all in the words you choose. The basic rule is “show, don’t tell.” For example, here’s one way of saying your character is frightened:

*I was scared as the footsteps approached my bed, but I refused to look.*

*I wrapped the blankets tighter around me and let out a sick whimper. My chest was tight, my stomach rotten. I would not look. No matter how close those shuffling footsteps came…*

Flesh out your characters. Give them personalities, quirks, and struggles—give them a life beyond the story. Make your reader CARE about your characters!

**5. The End…Or Is It?**

If you want to make your ghost story truly memorable, give it a killer ending sentence. As the last thing your audience reads, it will leave a lasting impression, and may even define the entire story in their minds. An unexpected plot twist or a spooky revelation are great ways to accomplish this, and often they are the catalyst for producing goose bumps.

***Your Turn:***

Writing a good ghost story can be a challenging venture, but when your readers tell you they can no longer walk down dark hallways or complain of trouble sleeping—that feeling is totally worth it! To sum up, here are the main things to keep in mind when writing a ghost story:

* *1. People fear the unknown—use your reader’s imagination against them!*
* *2. Use details to make your story and setting believeable.*
* *3. Make your reader feel what the main character feels—utter terror!*
* *4. Use an original concept and avoid clichés.*
* *5. Make a lasting impression with a haunting revelation at the end.*

***Lesson 15 Attachment 2***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period \_\_\_\_\_\_\_\_\_\_\_\_\_

Suspense Story Outline

1. Possible title for your story:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What is the setting of your story?

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3. Who are the main characters in the story?

|  |  |
| --- | --- |
| **Character:** | **Description:** |
| 1. |  |
| 2. |  |
| 3. |  |

4. Who is the “bad guy” in the story?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4a. What is his/her MOTIVE (*why* does this character want to do bad things?)

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5. What is the main problem (conflict) in the story?

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6. What are some events that will happen to build suspense in the story?

|  |
| --- |
| ***1.*** |
| ***2.*** |
| ***3.*** |
| ***4.*** |

7. How will the story end?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Creative Writing 7**

**Unit of Instruction:** Survival Story

**Lesson Topic:** What makes a good survival story set in the hot, scorching desert?

**Author:** C. Miolla

**Lesson 16** Two Class Periods

**Aim:** Students will identify the dangerous elements that could inhibit survival in the desert.

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| [CCSS.ELA-LITERACY.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/) | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CCSS.ELA-LITERACY.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.CCRA.R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CCSS.ELA-LITERACY.W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

**Motivation:**

* Students will be asked to create a list of items they think would be necessary to survive in the desert.
* Students will share their list with a classmate and some responses will be shared with the class as a whole.
* A discussion will follow: Could we survive in the desert???

**Instructional Materials:**

* A copy of the essay “*Lost in Death Valley*” by Kristin Lewis, from the May 2015 issue of Scholastic Scope magazine.
* Video clip on [discoveryeducation.com](http://www.discoveryeducation.com): *Desert Walk* (5:34)
* Video clip from Scope Magazine: <http://scope.scholastic.com/issues/05_01_15/narrative-nonfiction>
* Text evidence activity based on “*Lost in Death Valley*” **(Attachment 1)**
* Paragraph question based on “*Lost in Death Valley*” **(Attachment 2)**

**Lesson Development/Procedure:**

* Students will complete the Motivation.
* Students will be asked to think about the list they created during the motivation as they watch the video clip.
* After watching the video, the teacher will lead a discussion with students about the challenges Leo faced as he attempted to walk across the desert with only one quart of water to drink. Students will be asked to compare Leo’s experience with that of the other man in the video, Antonio, who is a member of the Chilean army and trained in desert survival skills.
* Students will be given a copy of the essay “*Lost in Death Valley*” in Scholastic Scope magazine.
* Before reading, students will be asked to look at the photos, maps and captions that accompany the essay. The teacher will lead a discussion focusing on the remote, dangerous location of Death Valley. These pre-reading techniques will assist in student understanding of the plot and remote setting of the story.
* Students will then watch the short video clip from Scope magazine, which shows the author, Kristin Lewis, traveling to Death Valley and includes information about the vivid history of the area, and also shows students the exact location they will be reading about, therefore assisting in the visualization process during reading.
* The teacher will conduct a shared reading with the class of “*Lost in Death Valley*”.
* At the end of page 7, students will be asked to create a text evidence list of 2 phrases they feel best represent the dangerous nature of Death Valley.
* At the end of page 8, students will be asked to add another piece of text evidence to their list. Again, a phrase that they feel best depicts how dangerous it is in Death Valley.
* At the end of page 9, students will create a list of 3 choices the women made that helped them to “survive”.
* At the end of the essay, the teacher will lead a discussion based on the following questions: “*What makes Death Valley so fascinating? What makes it so dangerous?”* Student answers will vary.
* Students will then work on a paragraph in which they discuss in writing the survival skills demonstrated by Jenny, Gina and Donna in order to come out of their ordeal in Death Valley alive!

**Summary:**

Exit Slip: Students will create a list of 3-5 dangers a human being faces in the desert.



Students will be asked to keep this list in their notes so they may refer to it when they write their own survival short story.



**Extension Activity:**

For extra credit, students may research any dangerous location in the world.



They need to create a list of at least 5 reasons why this location is so dangerous, include pictures of this location, and share their research with the class.



***Lesson 16 Attachment 1***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

“*Lost in Death Valley*” by Kristin Lewis Period \_\_\_\_\_\_\_\_\_\_\_\_

**Directions**: Use TEXT EVIDENCE in all your responses.

**What makes Death Valley so Dangerous?**

|  |  |
| --- | --- |
| Page 7 | Detail #1 |
| Page 7 | Detail #2 |

**What makes Death Valley so Dangerous?**

|  |  |
| --- | --- |
| Page 8 | Detail #1 |

**How do Gina, Jenny and Donna Survive?**

|  |  |
| --- | --- |
| Page 9 | Detail #1 |
| Page 9 | Detail #2 |

***Lesson 16 Attachment 2***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

**Directions**: Write a paragraph discussing the how Gina, Donna and Jenny survived being lost in Death Valley.

Use examples from the text. Complete the graphic organizer before writing.

***Topic Sentence:*** *Three women travelers were lucky to survive the extreme heat and isolation of Death Valley National Park in California.*

*Survival Detail #1*

*Survival Detail #2*

*Survival Detail #3*

**Creative Writing 7**

**Unit of Instruction:** Survival Story

**Lesson Topic:** What makes a good survival story set in the ocean?

**Author:** C. Miolla

**Lesson 17** Two Class Periods

**Aim:** Students will identify the dangerous elements that could inhibit survival on the ocean, specifically the danger of a “rogue wave”.

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CCSS.ELA-LITERACY.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.CCRA.R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CCSS.ELA-LITERACY.W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

**Motivation:**

Watch the following video clip:

<http://abcnews.go.com/Nightline/video/rogue-waves-11650285>

After the video, the teacher will lead a discussion with the class regarding the abcnews.com video. Specific emphasis will be placed on the unpredictable nature of a rogue wave. Eyewitness accounts in the video describe in detail how a rogue wave can seemingly come from nowhere.

**Instructional Materials:**

* A copy of the short story “*Rogue Wave*” by Theodore Taylor, from the book [Best Shorts: Favorite Short Stories for Sharing](https://www.goodreads.com/book/show/24301.Best_Shorts), selected by Avi and Carolyn Shute.
* Question #1-10 review sheet based on “*Rogue Wave*” **(Attachment 1)**

**Lesson Development/Procedure:**

* Students will complete the Motivation aspect of the lesson.
* The teacher will review the facts we learned in the motivation. Rogue waves, also known as freak waves, monster waves, and killer waves, are large, unexpected and appear without warning. These waves can be extremely dangerous, even to large [ships](https://en.wikipedia.org/wiki/Ship) such as [ocean liners](https://en.wikipedia.org/wiki/Ocean_liner). Rogue waves present considerable danger for several reasons: they are rare, unpredictable, may appear suddenly or without warning, and can impact sailing vessels with tremendous force.
* Students will be given a copy of the short story “*Rogue Wave*” and the class will read the story together.
* Before reading, students will be instructed to pay attention to the elements of the story where the characters Melissa and Scully demonstrate survival skills.
* Students will be encouraged to highlight or annotate in the text the areas they feel contribute to the “survival” aspects of the story.
* After reading page 4, the teacher will ask a student to come to the Smart Board and create an illustration of what exactly happens to the sailboat when it is hit by the rogue wave. The student will also be asked to draw in where Melissa and Scully are both left after the rogue wave has flipped the boat. This illustration should help aid the visualization process for students who are weaker readers.
* The teacher will stop every page or so to check student understanding and encourage students to share with the group what they have highlighted/annotated in respect to the survival skills of Melissa and Scully.
* At the end of the story, the teacher will lead the class in a discussion based on the question *“How did the survival skills of Melissa and Scully help save their lives?”*
* Students will then work with a partner to complete questions #1-10 on the review sheet based on the story “*Rogue Wave*”.
* Teacher will go over the answers with the class, clarifying any misconceptions.

**Summary:**

Exit Slip: Students will create a list of 4-7 ways Melissa and Scully demonstrated survival skills on the ocean. Students will be asked to keep this list in their notes so they may refer to it when they write their own suspenseful short story.

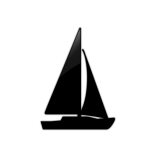
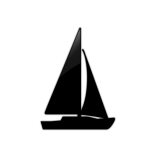
**Extension Activity:**

For extra credit, students may research any incident of a rogue wave occurrence on the ocean. Students should create a list of at least 5-10 facts regarding this incident, include pictures relevant to the occurrence, and share their research with the class.



***Lesson 17 Attachment 1***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=PFFgG3UQ4ubKvM&tbnid=SJzN2BV_YxbyLM:&ved=0CAUQjRw&url=http://icons.mysitemyway.com/legacy-icon-tags/sailing/page/6/&ei=27PiUvG7JMmjsQSl2IGoAQ&bvm=bv.59930103,d.eW0&psig=AFQjCNFHYidvWnL0Iqnyf0C7oNq-snPncw&ust=1390675222555986) **“Rogue Wave”** [](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=PFFgG3UQ4ubKvM&tbnid=SJzN2BV_YxbyLM:&ved=0CAUQjRw&url=http://icons.mysitemyway.com/legacy-icon-tags/sailing/page/6/&ei=27PiUvG7JMmjsQSl2IGoAQ&bvm=bv.59930103,d.eW0&psig=AFQjCNFHYidvWnL0Iqnyf0C7oNq-snPncw&ust=1390675222555986) **By Theodore Taylor**

**Directions:** *Answer each question as 1-2 complete sentences. Use text evidence when possible.*

1. List 3 details about the rogue wave approaching Baja, CA.

|  |  |  |
| --- | --- | --- |
|  |  |  |

2. List 3 details about Melissa “Scoot” Atkins from page 3.

|  |  |  |
| --- | --- | --- |
|  |  |  |

3. Which sentence from page 3 best shows Scully’s sailing experience?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Draw a picture of what happens to the *Sea Dog* when it is hit by the rogue wave.

5. Explain how the details on page 7 build suspense for the reader.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. What information is the narrator trying to give the reader by including the details on page 8?

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7. What line from page 11 is the strongest evidence of Scoot’s determination to survive?

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8. Why is it important for Scoot to escape before nightfall?

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9. Discuss the importance of the two tools Scoot finds and uses on pages 14-15.

**TOOL IMPORTANCE**

|  |  |
| --- | --- |
|  |  |
|  |  |

10. What can be inferred about the author’s attitude toward the *Sea Dog* by the final sentence of the story?

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**Creative Writing 7**

**Unit of Instruction:** Survival Story

**Lesson Topic:** How to write a good survival story

**Author:** C. Miolla

**Lesson 18** Four Class Periods

**Aim:** Students will use models of real life survival stories in order to create their own original survival short story.

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY.W.7.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| CCSS.ELA-LITERACY.WHST.6-8.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

**Motivation:**

* Share with students a copy of the story “*Pompeii*” by Jami DeLuca. This is a survival story written by a former student in Creative Writing class.
* Students will conduct a shared reading of the story, and a discussion of which elements of survival made Jami’s story so successful and interesting.
* This story will serve as a model and inspiration of the quality of writing that 7th grade students are capable of.

**Instructional Materials:**

1. Laptop computer

2. Teacher handout: “Survival Story Outline” **(Attachment 1)**

**Lesson Development/Procedure:**

* Read the short story “*Pompeii*” by Jami DeLuca (see Motivation)
* Discuss with students the elements of survival which make Jami’s story so successful.
* Students will be given a laptop computer and asked to work with a partner. Partners will log on to the laptops and access the following website: <https://www.backpacker.com/survival/survival-stories> This website is called “Backpacker”, and it is the on line sister to the popular outdoor enthusiast magazine of the same name. In addition to having information about products and locations of interest to “backpackers”, the site also contains a wide variety of exciting realistic fiction survival stories.
* Students and their partners will go through the backpacker website and choose a few realistic stories to read. Some examples of popular stories are:
  + *Mauled by a Grizzly. Twice.*
  + *Trapped on a Cliff Side*
  + *Swept Out to Sea*
* Students will be asked to rate the stories 1-10 and explain the qualities of the survival stories that received the higher ratings.
* Students will then separate from their partners and be given a copy of the handout “Survival Story Outline”. Students will complete the outline as best they can, filling in details for their plot, location, characters, conflict, and survival elements.
* Particular emphasis will be placed on assuring that students create a detailed, specific location for their story. They will be required to choose a real location in the world, and provide details about the weather, topography, animals, natives, and any other details that could contribute to the dangerous nature of this location.
* Once outlines have been completed and shared with the teacher and a classmate, students may begin typing their survival story.
* This writing process may take anywhere from 3-5 class periods. The teacher’s role during this time is to circulate the classroom, checking in with students, reading excerpts of their stories, and offering advice when needed.
* Students who need additional time to complete their stories may do so at home or after school.
* At the end of the writing process, students will put their completed work on the Smart Board and share their stories with the class.

**Summary:**

After each writer shares their story with the group, students are encouraged to give feedback to the writer. For the first few stories, the teacher will model the types of responses that are appropriate and helpful to the writer. The students are always encouraged to share positive comments first, and then provide gentle, helpful critique if necessary.

**Extension Activity:**

For extra credit, students may submit their stories to an on line publication.

(We will cover this in more detail in the next lesson)

***Lesson 18 Attachment 1***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

**CREATIVE WRITING**

***Survival Story Outline***

1. Where is your location?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. List 5 specific details about this place:

|  |
| --- |
| *1.* |
| *2.* |
| *3.* |
| *4.* |
| *5.* |

3. What elements of nature can become ***dangerous*** in this location? (temperature, animals, etc.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. In the story you write, *why* will your characters be in this location?

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5. List some characters in your story and describe each.

|  |  |
| --- | --- |
| **Character Name** | **Description** |
|  |  |
|  |  |
|  |  |
|  |  |

6. What will be the main *conflict* in your story?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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7. Do you plan to give your story a happy or sad ending? Explain.

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8. How were you inspired by the stories we read in class? Explain.

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**Creative Writing 7**

**Unit of Instruction:** Giving Theme Story

**Lesson Topic:** How can theme and imagery contribute to the mood of a story?

**Author:** C. Miolla

**Lesson 19** Two Class Periods

**Aim:** Students will identify how theme and imagery can affect a story.

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting detail and ideas. |
| CCSS.ELA-LITERACY.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CCSS.ELA-LITERACY.CCRA.R.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |

**Motivation:**

* Students will be asked to consider the following statements:
  + *“Change is an inevitable part of life”*
  + *“It is better to give than to receive.”*
* Students will be asked to choose one of these statements and write about their feelings (about 1 page).
* Students can share with a classmate if they would like, or with the class as a whole. Since responses may be personal, students can choose not to share.

**Instructional Materials:**

* A copy of the short story “*Freddie in the Shade*”, by Pam Munoz Ryan, from the March 2014 edition of Scholastic Scope magazine.
* Question #1-5 review sheet based on “*Freddie in the Shade*” **(Attachment 1)**
* Imagery review sheet based on “*Freddie in the Shade*” **(Attachment 2)**
* Thematic review sheet based on “*Freddie in the Shade*” **(Attachment 3)**
* “Nothing Gold Can Stay” poetry connection to the short story “*Freddie in the Shade*” **(Attachment 13)**

**Lesson Development/Procedure:**

* Motivation activity.
* Students will be given a copy of the short story “*Freddie in the Shade*” from Scholastic Scope magazine.
* The students will be given a photocopy of the story, so they can highlight and annotate the text.
* The class will begin a shared reading of the short story “*Freddie in the Shade*”.
* Students will be asked to pay particular attention to themes of kindness and giving on pages 22 and 23, as well as to highlight where they see these themes in the text and annotate which theme (kindness or giving).
* At the end of page 23, students will share with the class what they have highlighted.
* Reading will continue, with students now highlighting themes of giving, kindness and sacrifice that they see on pages 24 and 25. Students will then work with a partner to fill in the themes on the “Theme” handout (**Attachment 3**).
* The class will go over the theme sheet together.
* Students will be asked to discuss how theme affected the story. For example: *How did Amy’s kindness help Freddie to open up?* *What sacrifices has Freddie made for his family? What sacrifices did Amy make for hers?* *Did the “giving” nature of Mr. Fieldstone have an effect on Freddie and Amy?*
* Students will then be asked to discuss how the author, Pam Munoz Ryan, uses imagery to effectively convey the settings and emotions in her story.
* Students will work with a partner to complete the imagery sheet, where they locate specific examples of sight, touch, taste, and smell throughout the story. **(Attachment 2)**
* Finally, students will work with a partner to complete questions #1-5 on the review sheet based on the short story “*Freddie in the Shade*” (**Attachment 1**).
* The teacher will go over the answers with the class, clarifying any misconceptions.

**Summary:**

Exit Slip: Students will create a list of 3-5 ways imagery and theme can contribute to a short story. Students will be asked to keep this list in their notes so they may refer to it when they write their own giving theme short story.

**Extension Activity:**

For extra credit, students may write a short essay connecting the themes of the story “*Freddie in the Shade*” to the themes of the poem “*Nothing Gold Can Stay*” (**Attachment 4**)

***Lesson 19 Attachment 1***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

***Freddie in the Shade***

1.Why does Freddie wear sunglasses? What do they symbolize or represent?

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2. Is Freddie able to hide from Amy behind his sunglasses? Explain using text evidence.

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| --- | --- |
| *Can he hide?* | *Text Evidence:* |
|  |  |

3. What does Freddie like about working at the bakery?

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4. What is Amy’s attitude toward *change*? Use a quote to support your opinion.

|  |  |
| --- | --- |
| *How Amy feels about “change”* | *Quotation:* |
|  |  |

5. What is a theme or lesson learned from this story?

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***Lesson 19 Attachment 2***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Reading/Writing Period \_\_\_\_\_\_\_\_

***“FREDDIE IN THE SHADE”***

***Imagery*** *– Creating a picture for the reader using the 5 senses.*

**Directions**: Copy a line of text evidence from the story that demonstrates each of the senses below.

1. Sight \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Sound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. Touch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. Taste \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. Smell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Directions**: Write a sentence that demonstrates an image using each of the senses below.

1. Sight \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Sound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. Touch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. Taste \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. Smell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Lesson 19 Attachment 3***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

***Freddie in the Shade***

Three themes in the story are sacrifice, giving (kindness), and isolation (loneliness).

Using examples from the text, complete the chart below about theme.

|  |  |  |
| --- | --- | --- |
| **Page #** | **Theme** | **Example from Text** |
| Page 22 | *Sacrifice* |  |
| Page 22 | *Loneliness* |  |
| Page 22 | *Kindness* |  |
| Page 23 | *Kindness* |  |
| Page 24 | *Sacrifice* |  |
| Page 24 |  |  |
| Page 25 |  |  |

***Lesson 19 Attachment 4***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

**[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&docid=huwDLUzWSYWBkM&tbnid=zSUtXEh5NRicGM:&ved=0CAUQjRw&url=http://www.highgraphic.com/green-leaf/&ei=bRUzU-CALvPlsASj_IHgBA&bvm=bv.63738703,d.aWc&psig=AFQjCNG7KyNfmUJH7ndn9TIDt7B0qmu2pA&ust=1395943132582598)

Nothing Gold Can Stay

[Robert Frost](https://www.poets.org/node/45684), 1874 - 1963

Nature’s first green is gold,

Her hardest hue to hold.

Her early leaf’s a flower;

But only so an hour.

Then leaf subsides to leaf.

So Eden sank to grief,

So dawn goes down to day.

Nothing gold can stay

***Short Response Question:***

***“Nothing Gold Can Stay”***

Explain what you think Robert Frost means in the last line of the poem, “*nothing gold can stay*”. Describe something in Freddie’s life that was “gold”, but did not stay. Describe something new in Freddie’s life that is “gold”.

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**Creative Writing 7**

**Unit of Instruction:** Giving Theme Story

**Lesson Topic:** How can symbolism contribute to the theme of a story?

**Author:** C. Miolla

**Lesson 20** Three Class Periods

**Aim:** Students will identify how symbolism can affect the theme of a short story.

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting detail and ideas. |
| CCSS.ELA-LITERACY.CCRA.R.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CCSS.ELA-LITERACY.CCRA.R.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |

**Motivation:**

* Students will be asked to write about either the best gift they have ever given or the best gift they have ever received.
* Students will share their responses with a classmate. Some students may share with the entire class if they wish.
* The teacher will lead a discussion focusing on the question: “*Is it better to give or to receive?”*

**Instructional Materials:**

* A copy of the short story “*The Gift of the Magi*”, by O. Henry **(Attachment 1)**
* Quotation review sheet based on “*The Gift of the Magi*” **(Attachment 2)**
* Vocabulary review sheet based on “*The Gift of the Magi*” **(Attachment 3)**
* “The Power of Three” review sheet based on “*The Gift of the Magi*” **(Attachment 4)**
* Link to audio and video versions of “*The Gift of the Magi*” **(Attachment 5)**

**Lesson Development/Procedure:**

* Motivation activity and discussion.
* The teacher will preview some of the difficult vocabulary in the story by giving students a copy of the “*The Gift of the Magi”* Vocabulary sheet **(Attachment 3)**.
* Students will use a dictionary to define difficult words, and then work with a partner on activities to help them better understand the meaning of the vocabulary words.
* Students will be given a photocopy of the short story “*The gift of the Magi*” by O. Henry **(Attachment 1)**so they may highlight and annotate the text as they wish.
* The class will begin a shared reading of the short story “*The Gift of the Magi”.*
* Students will be asked to pay particular attention to the use of the symbol of the number “3” throughout the story. Students will be instructed to highlight where they see examples of the symbol “3”.
* Students will be given assistance in their search for symbols. The teacher may share with the class these symbols of “3” from page 1:

*1. Three times Della counted it. One dollar and eighty- seven cents. And the next day would be Christmas.*

*2. Which indicates that life is made up of sobs, sniffles, and smiles, with sniffles predominating.*

* Reading will continue, with students highlighting other examples of symbolism throughout the text. After the class has finished reading the story, students will then work with a partner to fill in the symbolism on the “Power of Three” handout (**Attachment 4**).
* The class will go over the symbolism sheet together.
* Students will be asked to discuss how symbolism affected the giving theme of the story. For example:
  + *How did Della’s lack of money affect her emotional state?*
  + *What sacrifices did each character make for the other?*
  + *How does the title of the story connect to the symbol “3”?*
  + *Why does O. Henry refer to Della and Jim as "unwise" and then as “the wisest"?*
  + *What do you think are his true feelings about Della and Jim?*
* Specific quotes will be pointed out to the class by the teacher. For example:

*"Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling--something just a little bit near to being worthy of the honor of being owned by Jim."* How do we see the theme of “giving” in this quote? How do we see the symbol “3” in this quote?

* Students will then work with a partner to complete the quotations sheet, where they use specific quotations from the story and see the effects the quotes have on the theme of giving (**Attachment 2**).
* The teacher will go over the quotation sheet with the class, clarifying any misconceptions.

**Summary:**

Exit Slip: Students will create a list of 2-4 ways symbolism can contribute to the theme of a short story. Students will be asked to keep this list in their notes so they may refer to it when they write their own giving theme short story.

**Extension Activity:**

For extra credit, students may watch the black and white video version of the short story “*The Gift of the Magi*” and write a one page comparison of the film and the story. Their observations will be shared with the class.

***Lesson 20 Attachment 1***

**“The Gift of the Magi”**



**by O. Henry**

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent **imputation** of **parsimony** that such close dealing implied. Three times Della counted it. One dollar and eighty- seven cents. And the next day would be Christmas.  
  
There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which indicates that life is made up of sobs, sniffles, and smiles, with sniffles predominating.  
  
While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at $8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the **mendicancy** squad.  
  
In the **vestibule** below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."  
  
The "Dillingham" had been flung to the breeze during a former period of **prosperity** when its possessor was being paid $30 per week. Now, when the income was shrunk to $20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.  
  
Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only $1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only $1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling--something just a little bit near to being worthy of the honor of being owned by Jim.  
  
There was a pier-glass between the windows of the room. Perhaps you have seen a pierglass in an $8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art. Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.  
  
Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to **depreciate** Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.  
So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.  
  
On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.  
  
Where she stopped the sign read: "Mne. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."  
  
"Will you buy my hair?" asked Della.  
  
"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."  
  
Down rippled the brown cascade.  
  
"Twenty dollars," said Madame, lifting the mass with a practised hand.  
  
"Give it to me quick," said Della.  
  
Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.  
  
She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum **fob** chain simple and chaste in design, properly proclaiming its value by substance alone and not by **meretricious** ornamentation--as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value--the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.  
  
When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the **ravages** made by generosity added to love. Which is always a tremendous task, dear friends--a mammoth task.  
  
Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.  
  
"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do--oh! what could I do with a dollar and eighty- seven cents?"  
  
At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.  
Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit for saying little silent prayer about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."  
  
The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two--and to be burdened with a family! He needed a new overcoat and he was without gloves.  
  
Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.  
  
Della wriggled off the table and went for him.  
  
"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say `Merry Christmas!' Jim, and let's be happy. You don't know what a nice-- what a beautiful, nice gift I've got for you."  
  
"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor.  
  
"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"  
  
Jim looked about the room curiously.  
  
"You say your hair is gone?" he said, with an air almost of idiocy.  
  
"You needn't look for it," said Della. "It's sold, I tell you--sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on?”

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with **discreet** scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year--what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.  
  
Jim drew a package from his overcoat pocket and threw it upon the table.  
  
"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."  
White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.  
  
For there lay The Combs--the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jewelled rims--just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone.  
  
But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!" And them Della leaped up like a little singed cat and cried, "Oh, oh!"  
  
Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.  
  
"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."  
  
Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled. "Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."  
  
The magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. O all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the Magi.





***Lesson 20 Attachment 2***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

“The Gift of the Magi” Quotations

**Directions:** **Use your knowledge of the short story “The Gift of the Magi” to explain the significance of the following quotations.**

**Quote #1:**

*"Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling--something just a little bit near to being worthy of the honor of being owned by Jim."*

1. What does this quote reveal about Della's feelings for her husband?

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2. In Della's mind, what does her gift to Jim symbolize?

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**Quote #2:**

*"Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet."*

1. What sad thought does Della have at this moment that causes her to cry?

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**Quote #3:**

*"She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love."*

1. What was ravaged that Della needs to repair?

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2. Why is she so anxious to do this?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Quote #4:**

*"For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction."*

1. O'Henry is showing a sense of humor here. What is he asking instructing his readers to do? **Why**? (Hint: What are Jim and Della doing at this moment?)

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**Quote #5:**

*"And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house."*

1. What treasure did each person sacrifice? **Why**?

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2. Do you think Della and Jim are “two foolish children”? Explain.

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**Quote #6:**

*"But in a last word to the wise of these days, let it be said that of all who give gifts, these two were the wisest."*

1. Why does O'Henry refer to Della and Jim as "unwise" in quote #5 and then as “the wisest" in quote #6? What do you think are his true feelings about Della and Jim?

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***Lesson 20 Attachment 3***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

“The Gift of the Magi” Vocabulary

***Part 1:*** *Go to the text of “The Gift of the Magi”. Find each vocabulary word and annotate onto the text the definition of each word.*

1. **Imputation** - a statement insinuating something dishonest
2. **Parsimony** - extreme unwillingness to spend money
3. **Mendicancy** - being a beggar
4. **Vestibule** - a hallway or lobby
5. **Prosperity** - success, wealth
6. **Depreciate** - to belittle or lower the worth of something
7. **Fob** - a chain attached to a watch
8. **Meretricious** - something that looks attractive but has no value
9. **Ravages** - something severely damaged or destructed
10. **Discreet** - careful, quiet or restrained in ones actions

***Part 2:***  *Using the list of vocabulary words, complete each sentence.*

1. The grandness of the apartment on Park Avenue indicated the owners benefited from great \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. After the bomb explosion, the city was left in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The children didn’t want mom to know about the gift, so they were very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about their shopping.
4. The guests waited in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the butler to escort them into the parlor.
5. The gentleman carried his grandfather’s watch on a beautiful gold \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. After losing their home, the family was reduced to the condition of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to survive.
7. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that the class cheated on the test in order to receive such high scores was very insulting.
8. Be careful when shopping in pawn shops, as some items may be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
9. Every year when I open my Uncle Bradley’s Christmas gift I am unhappily reminded of his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
10. People say the value of a new car will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the minute you drive it off the lot.

***Part 3:*** *Choose 5 of the vocabulary words and use each in a sentence.*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Lesson 20 Attachment 4***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

“The Gift of the Magi” Period \_\_\_\_\_\_\_\_\_\_

***THREE: A MAGIC NUMBER***

|  |  |  |  |
| --- | --- | --- | --- |
| **MOMENT IN THE TEXT** | **EXAMPLE #1** | **EXAMPLE #2** | **EXAMPLE #3** |
| The vendors Della haggles with |  |  |  |
| Life is made up of… |  |  |  |
| Della looks out the window and sees… |  |  |  |
| Della wants Jim’s gift to be… |  |  |  |
| Madame Sofronie |  |  |  |
| Jim tells Della none of these could make him love her any less |  |  |  |
| The Combs. |  |  |  |

\*\*\*\*\****Extra Credit***: Describe another example of the magic number 3 in the story.

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***Lesson 20 Attachment 5***

**The Gift of the Magi**

Audio Version:

<https://www.youtube.com/watch?v=STQvDUg6gqM>

Black and white video:

(21 minutes)

<http://www.dailymotion.com/video/xw0swd_the-gift-of-the-magi_shortfilms>

Or:

<https://www.youtube.com/watch?v=eEYKlV0vkIs>

**Creative Writing 7**

**Unit of Instruction:** Survival Story

**Lesson Topic:** How can students publish their original fiction writing?

**Author:** C. Miolla

**Lesson 21** Five Class Periods

**Aim:** Students will write their own original giving theme short story and then be given an opportunity to publish their work.

**Common Core Learning Standards:**

|  |  |
| --- | --- |
| Addressed Standard(s) | |
| CCSS.ELA-LITERACY.W.7.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| CCSS.ELA-LITERACY.WHST.6-8.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| Assessed Standard(s) | |
| CCSS.ELA-LITERACY.W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCSS.ELA-LITERACY.W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |

**Motivation:**

Students will be given random copies of Teen Ink magazine and Scholastic Scope magazine. Students will work with a partner, or alone if they choose, and read through the magazines. Students will choose their favorite piece of teen fiction and then share their choice with the class. The teacher will ask the class to think about the following question: “*What qualities make the story you chose a* ***good*** *story*??”

**Instructional Materials:**

* Laptop computers
* Copies of *Teen Ink* magazines.
* Copies of *Scholastic Scope* magazines.
* Teacher handout: “Giving Story Outline” **(Attachment 1)**

**Lesson Development/Procedure:**

* Students will be given a copy of the handout “Giving Story Outline”. With help from classmates and teacher, students will be asked to complete the outline as best they can, filling in ideas for their plot, setting, characters, conflict, and giving theme elements.
* Particular emphasis and assistance will be provided for assuring that students include symbolism and giving in their story.
* Once student outlines have been completed and shared with the teacher and a classmate, students may begin typing their giving story.
* The writing process can take anywhere from 3-5 class periods.
* The teacher’s role during this time is to circulate the classroom, checking in with students, reading excerpts of their stories, and offering advice when needed.
* Students who need additional time to complete their stories may do so at home or after school.
* At the end of the writing process, students will be instructed in ways they can publish their work to a wider audience. The teacher will remind the class of the stories they read in Teen Ink magazine and Scholastic Scope magazine.
* On the Smart Board, the teacher will display the websites for Teen Ink magazine and Scholastic Scope magazine. The teacher will show students the submission forms where teen author can submit their work to be published.

**Links to Submission forms:**

1. Teen Ink Submission form:

[**http://www.teenink.com/submit\_work.php**](http://www.teenink.com/submit_work.php)

2. Scholastic Scope “Write a Story” contest:

[**http://scope.scholastic.com/write-story-contest**](http://scope.scholastic.com/write-story-contest)

* The teacher will then display on the Smart Board the website The Telling Room (<http://www.tellingroom.org/>) which provides additional information about publishing student writing - both fiction, non-fiction and poetry.

*Note:* Below are some examples of online publishing publications available for teens:

**Examples of Online Publications available for teens:**

**1.** [**Skipping Stones**](http://www.skippingstones.org/)  
 **(all ages)  
 Submission Window: Year Round  
 Accepts Online Submissions**  
 A magazine that celebrates ecological and cultural diversity. Published 5 times a year, they accept essays, stories, letters to the editor, riddles and proverbs, and other creative writing up to 750 words or 30 lines for a poem.

**2.** [**Stone Soup**](http://stonesoup.com/)  
 **(ages 8-13)  
 Submission Window: Year Round  
 Accepts Online Submissions, with fee**  
 This magazine is printed six times a year and is entirely made up of stories, poems, book reviews, and artwork by children. Submissions can be up to 2500 words.

**3.** [**The Telling Room**](http://www.tellingroom.org/submit)  
 **(ages 6-18)  
 Submission Window: Year Round  
 Accepts Online Submissions**  
 We publish kids work in a variety of ways: in our annual anthologies, in small chapbooks for workshops and small writing groups, on our website. Email [writers@tellingroom.org](mailto:writers@tellingroom.org), to learn more or [submit your story or poem](http://www.tellingroom.org/submit)!

Finally, the teacher will share with students that in addition to the possibility of online publishing, there are also contests available to teens, where winners can earn anything from cash, to college scholarships, to admissions to private writer’s workshops where teens can be personally mentored by published adult authors!

**Links to Contests available to Teen Writers:**

**1.** [**Foyle Young Poets**](http://foyleyoungpoets.org/)  
 **(ages 11-17)  
 Submission Deadline: July 31**  
 Each year 100 winners (85 Commendations and 15 Overall Winners) are selected by a team of high profile judges, and will receive their awards at an annual prize-giving event on National Poetry Day. Overall Winners will have their poems published in the annual Foyle Anthology. Additionally, winners attend a week-long intensive residential Arvon course where they develop their creative writing skills alongside fellow poets or benefit from long distance mentoring.

**2.** [**Scholastic Art and Writing Awards**](http://www.artandwriting.org/)  
 **(grades 7-12)  
 Submission Window: Beginning September 2016, deadlines vary by region.  
 Accepts Online Submissions  
 Cost: $5 per submission**  
 This is the oldest, largest, and most prestigious writing contest in the world. The window is in January each year. Submissions are accepted in all genres. See details on their website for submission requirements.

**3.** [**Young Arts**](https://www.youngarts.org/)  
 **(15–18 or in grades 10–12)  
 Submission Deadline: October 15th, 2016  
 Accepts Online Submissions  
 Cost: $25 per submission**  
 The National Young Arts Foundation (Young Arts) signature program is an application-based award for emerging artists ages from across the United States. Winners receive valuable support, including financial awards of up to $10,000, professional development and educational experiences working with renowned mentor. It is the nation's only path to becoming a Presidential Scholar in the Arts.

**Summary:**

Students will be asked to go through the portfolio of work they have created thus far this year (in school or at home), and choose what they feel is their most quality piece, one they believe could be published.

**Extension Activity:**

Students may earn extra credit, by actually submitting one of their stories to an on line publication or contest!

***Lesson 21 Attachment 1***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Creative Writing 7 Period \_\_\_\_\_\_\_\_\_\_\_\_\_

**Giving Story Outline**

1. Possible title for your story:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What is the setting of your story?

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3. Who are the main characters in the story?

|  |  |
| --- | --- |
| **Character:** | **Description:** |
| 1. |  |
| 2. |  |
| 3. |  |

4. What is the main problem (conflict) in the story?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What is the symbol in your story? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe some ways you will use this symbol.

|  |  |  |
| --- | --- | --- |
|  |  |  |

6. Describe some ways you will demonstrate the theme of *giving* in your story:

|  |
| --- |
| ***1.*** |
| ***2.*** |
| ***3.*** |
| ***4.*** |

7. Do you plan to give your story a happy or sad ending? Explain.

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8. How was your giving story inspired by other stories/movies you have read or seen?

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