T-Shirting Literature Stylistically

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Goals and Objectives

T-Shirting Literature Stylistically, incorporates teaching strategies that includes the following:

- Build visual creativity
- Provide students with a wide variety of novels and authors
- Master comprehension on a broader scale
- Obtain a sagacity of team workmanship
- Reward Creativity and comprehension cultured
- Craft oral and written communication
- Cross-culture Language Arts, Reading Comprehension and Creative Arts for students to obtain a sense of style and learning

- Involve students in working hands-on while delving into the discovery of erudition

Sunshine State Standards

This project has magnified the learning process of Reading and Comprehension and intensified the understanding of how students build, interpret and process reading. The GOAL is to continue to mainstream learning while cross-culturing reading comprehension and Art with the Language Arts strand and creating an atmosphere that students will be able to have hands on fun and an environment that is conducive to learning.

Standard 1:
The student uses the reading process effectively.

LA.A.1.4.1 Selects and uses pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.

LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.1.4.4 Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

Standard 2:
The student constructs meaning from a wide range of texts.

LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text.

LA.A.2.4.3 Describes and evaluates personal preferences regarding fiction and nonfiction. Locates, gathers, analyzes, and evaluates written information for a variety of purposes, Identifies devices of persuasion and methods of appeal and their effectiveness.

LA.A.2.4.4 Selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs,

Standard 2:
The student responds critically to fiction, nonfiction, poetry, and drama.

LA.E.2.4.1 **A**nalyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

LA.E.2.4.2 Understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

LA.E.2.4.6 Recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 Examines a literary selection from several critical perspectives.

LA.E.2.4.8 Knows that people respond differently to texts based on their background knowledge, purpose, and point of view.

Standard 2:
The student understands the power of language.

LA.D.2.4.1 **U**nderstands the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.3. Recognizes production elements that contribute to the effectiveness of a specific medium.

LA.D.2.4.4 Effectively integrates multimedia and technology into presentations.

Literature/Standard 1:
The student understands the common features of a variety of literary forms.

(LA.E.1.4.1 **I**dentifies the characteristics that distinguish literary forms.

Writing/Standard 1:
The student uses writing processes effectively.

LA.B.1.4.1 **S**elects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.

LA.B.1.4.2 **D**rafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

Standard 2:
The student writes to communicate ideas and information effectively.

LA.B.2.4.1 Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

LA.B.2.4.2 Organizes information using appropriate systems.

LA.B.2.4.3 Writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

Course Outline/Overview
(The Project)

Style is what is known. Creating a style while learning is what is feared. By giving students the ability to be creative while teaching literary skills is magnificent and rewarding. The purpose of this project is to have students read selected novels. Once complete, students creatively design t-shirts of the components of Reading/Comprehension and Literature.

The first skill mastered is reading. Students will work together, as a team in competitions throughout the Language Arts Department. After students participate in whole group learning, they will then be introduced to the components of T-Shirting Literature Stylistically. Students must comprehend what they read by plotting specifics that had to include the protagonist, antagonist, author's purpose, main idea, setting, rising/falling action, climax, cause and effect, etc. on the back of their shirts. On the front, students had to analyze the title and create a drawing from the title. The mastery level of the students has just improved triple fold. Students then present the knowledge learned/gained to the class. Since the inception of this project, test scores has increased along with student awareness

During the month of September, students will be introduced to selected novels per grade level. For example, for 11th graders, American authors will be discussed and students will begin to start building background knowledge. Students will also be given chunked text from specific novels. This allows students to get an idea of elected novels.

1. Students were allowed to participate in the afternoon announcements by reading excerpts from select novels and providing fellow students the opportunity to guess what the story was about and who the author was that wrote it.

2. All Language Arts teachers participated in this event. Students reported to their Language Arts teacher with the correct answer and teachers gave students a grade for participation. Other prizes awarded were pens, paper, dividers, movie passes, notebooks and novels.

3. Decorations (Language Arts Department) To get the entire department involved, teachers allowed students to decorate the classroom doors with pictures, literary genre and authors names. Students had to choose authors that represented their grade levels. If students were in the 12th grade, they had to decorate their classroom doors with authors from British Literature and if students were in the 11th grade, American literature. This gave all students the opportunity to be creative during whole group participation. Students who were not avid readers, were given the opportunity to explore different novels and authors using creativity while learning.

Introduction of Project

4. Students analyzed resources such as their language arts textbook, anthology and short stories from varied authors. Student had to study the author's background information and build knowledge and understanding of the author. Students were also taught the developmental process of cause and effect, FCAT Reciprocal Strategies, Rising/Falling Action, Authors Purpose, Tone and Point of View, Main Idea, Plot, Antagonist, Protagonist, Setting and etc. Students were given webs, text and questions, played literary games, created short stories included the above criteria, given cause and effect scenarios and created some of their own. By providing students with the hands on knowledge and concepts, these activities gave them an understanding of each device.

5. To begin the implementation of the project, students were divided into groups. Each group was given easel chart paper and a short

story. On group tables supplies such as glue, glitter, scissors, crayons, markers and etc. Also groups had a designated computer to research information and pictures for their projects. Students had to read, analyze and apply reciprocal strategies first. In doing so, students divided sheets of paper into six sections. Each section was labeled with Predict, Clarify, Visualize, Re-visit Prediction, Teacher Like Questions and Summarize. This allowed each student to delve into the content of the text before starting the basic components of the project. Once complete, students begin to have a group discussion of the text and apply all specified details to the project. Once group conversations were complete, students started to chart content on easel paper. Students were able to download pictures that related to stories from the computer and print them. Students in each group used their creativity to complete assignment.

6. Once easel papers were plotted, students began to use the remaining supplies to titivate their projects. The creativity that was used on this assignment was astounding. Students as a group were able to work together to complete remarkable projects that entailed leadership, focus, dexterity, content knowledge and supplication. Now students were ready to present their work.

7. Presentations – Each group presented their completed project to the class. One by one, students explain each component that is on the easel paper. Papers were then used to decorate the language arts department hallways and showcase. Students and faculty whom walked through the hallways were able to obtain a learning experience that ranged from authors, novels and language arts strategies. The learning experience was amazing for the entire school.

8. Individual Projects – Students now where ready to complete T-Shirting Literature Stylistically. Students had to pick selected short stories out of a box. This process was used to eliminate discrepancies and allowing students to experience authors and stories that they have not had the opportunity to read. As a homelearning assignment, students were given two weeks to read their novels and during silent reading in class. Students were instructed on how to graph their t-shirts and given details on

purchasing iron on (t-shirt transfer and given a mini lesson on how to flip the content for their t-shirt to print mirror image) and shown examples of t-shirts. This allowed students to obtain visual stimuli of what was expected.

Lesson Plans (For project)

Monday	1. Place selected titles of short stories with authors name in a box. All titles should be typed on a sheet of paper with authors name. Once typed, titles must be cut into strips, folded and placed in a box. Titles are taken from the literature books that are adopted by the school. 2. Students will pick, one by one a strip from the box. This element limits discrepancies from students while given students an opportunity to explore other genres of literature and not picking selected pieces that they are use to reading. 3. Students are to then retrieve literature books from teacher area location to begin reading the background information of the author.

Tuesday	1. Once students have completed reading the background information on the author. Students will evaluate the author's purpose and compare the author that they selected with a well-known author that they're familiar with. This allows students to understand the reasons why an author writes or make specific points in their writing before even reading the selected piece. (***Activity Chart attached***)
Wednesday	Students will read their individual stories. Times may vary. Some stories are longer in length than others. Please have activities for students who may finish early. (***Attached are some literary puzzles and short stories with questions that students will be allowed to work on once reading is complete.)***
Thursday	Students will be given a t-shirt chart. (attached) On the chart, students will begin to add in specific points from their story. Remember, students were already taught the literary components. Students are instructed to begin plotting information that will be arranged on their t-shirts.
Friday	Continue-Students will continue plotting information for project. Instructor will use this time to individually work with students who need the extra help on the components of the literary content.
Projects are due:	Teachers will select a due date for projects. Time recommended with the above activities – 2 Weeks.

Miami Norland Senior High School

Instructor: Mrs. L. McArthur

Project: T-Shirting Literature Stylistically

Due Date: August 24 and 25, 2006

Grades: (5) Including activities and presentation

Subject: English/Language Arts II-Period 2, 3, 6, 7 and 8

Students will read selected stories and complete the following"

- Students must purchase a t-shirt. It may be any color, style or size.

- Students must be creative. Students may use glitter, paint, adhesive letters, etc.

- Teacher Recommendation: T-Shirt Transfer – T-shirt transfer is an iron on computer paper that is used in the printer. Students who elect to use the T-Shirt transfer option will type information using computer technology such as Microsoft Word, Print Artist, Print Shop, Word Pad, WordPerfect, etc. Once complete, students will place paper in the printer and print. Students will then follow the instructions for transferring the information from the paper onto the shirt. (Students must use an iron to transfer information)

Some computers require that the document be flipped using mirror image. Please adhere to the instructions. Also, there are two types of t-shirt transfer, one is in a blue cover and the other is red. Students who have completed this project in the past recommended the blue pack. The instructions are easier. You may purchase from Wal-Mart, Office Max or Office Depot. Maker of this product is Avery.

- On the front of the t-shirt, the title of the story that you are reading, a picture that represents the title of the story and the authors name at the bottom of the t-shirt.

- On the back of the t-shirt, the following information must be included:

    1. Authors Purpose
    2. Point of View
    3. Tone
    4. Antagonist
    5. Protagonist
    6. Setting
    7. Climax
    8. Rising/Falling Action
    9. Plot
    10. Main Idea
    11. and two Causes and Effects

- Information may be in any order, as long as all information is completed. Also, when completing the components, make sure you explain your choice. Example-If the protagonist is Mrs. McArthur explain why. Also, students may add pictures and designs to make t-shirts creative.

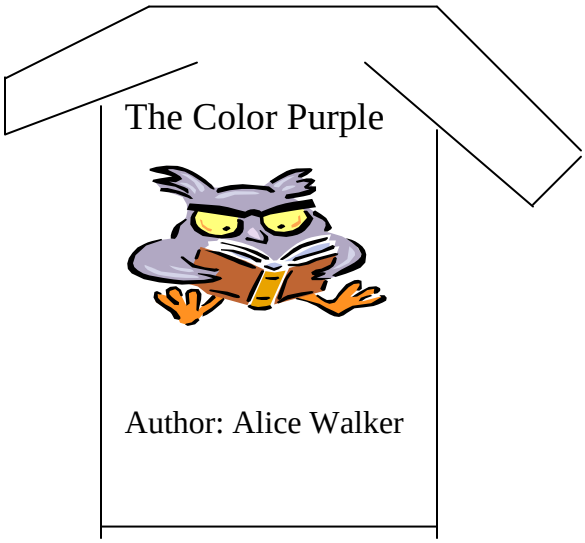
- Students will be graded on originality, focus, completeness and creativity. Students will also be responsible for presenting information to the class for a presentation grade.

- Project Due Date – Students must wear t-shirts to school. If students do not have on t-shirts, their grade will be dropped one letter grade. So students, you are going to be wearing a product of your creation.

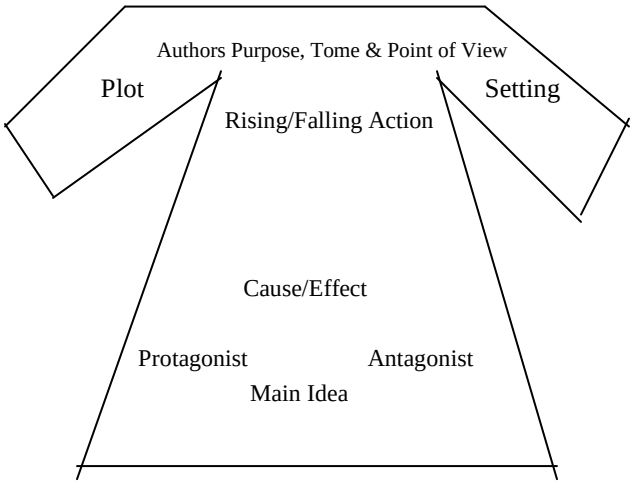
Attached, you will find a template on how you may create your t-shirt.

T-Shirt Template – Students, this is just an example.
T-shirts must be creative.

Front of T-Shirt



Back of T-Shirt



Activities

Literary terms to know before incorporating activities for the "T-Shirting Literature Stylistically Project." The tool is great for teachers. It entails examples for instructional usage.

Falling Action

The falling action in a work of literature is the sequence of events that follow the climax and end in the resolution. This is in contrast to the rising action, which leads up to the plot's climax. Examples: In "Harry Potter and the Sorcerer's Stone," by J.K. Rowling, the falling action occurs after the climax of Professor Snape's apparent hex upon Harry during the Quidditch match: Harry, Ron, and Hermione learn about the Sorcerer's Stone; Voldemort attacks Harry in the Forbidden Forest; and Harry faces Professor Quirrell and Voldemort.

Rising Action

Rising action is the series of events that lead to the climax of the story, usually the conflicts or struggles of the protagonist.

Plot

The structure of a story; or the sequence in which the author arranges events in a story. The structure of a five-act play often includes the rising action, the climax, the falling action, and the resolution. The plot may have a protagonist who is opposed by antagonist, creating what is called, conflict. A plot may include flashback or it may include a subplot, which is a mirror image of the main plot. For example, in Shakespeare's, "King Lear," the relation ship between the Earl of Gloucester and his sons mirrors the relationship between Lear and his daughters.

Point of View

A piece of literature contains a speaker who is speaking either in the first person, telling things from his or her own perspective, or in the third person, telling things from the perspective of an onlooker. The perspective used is called the Point of View, and is referred to either as first person or third person. If the speaker knows everything including the actions, motives, and thoughts of all the characters, the speaker is referred to as omniscient (all-knowing). If the speaker is unable to know what is in any character's mind but his or her own, this is called limited omniscience.

Protagonist

The hero or central character of a literary work; In accomplishing his or her objective, the protagonist is hindered by some opposing force either human (one of Batman's antagonists is The Joker), animal (Moby Dick is Captain Ahab's antagonist in Herman Melville's "Moby Dick"), or natural (the sea is the antagonist which must be overcome by Captain Bligh in Nordhoff and Hall's "Men Against the Sea," the second book in the trilogy which includes "Mutiny on the Bounty").

Antagonist

A person or force, which opposes the protagonist in a literary work; In Stephen Vincent Benet's "The Devil and Daniel Webster," Mr. Scratch is Daniel Webster's antagonist at the trial of Jabez Stone. The cold, in Jack London's "To Build a Fire" is the antagonist, which defeats the man on the trail.

Climax

The decisive moment in a drama, the climax is the turning point of the play to which the rising action leads. This is the crucial part of the drama, the part that determines the outcome of the conflict. In Shakespeare's "Julius Caesar" the climax occurs at the end of Marc Antony's speech to the Roman public. In the climax to the film "Star Wars," the empire's death star is ready to destroy the rebel base. Luke Skywalker and rebel pilots attack the base, and after the deaths of some rebel pilots, Skywalker successfully fires his missile into the death star's vulnerable spot and destroys the death star, saving the rebel forces.

Setting

The time and place in which a story unfolds; the setting in Act 1, scene 1 of Shakespeare's "Romeo and Juliet," for example, is a public square in Verona, Italy. A drama may contain a single setting, or the setting may change from scene to scene.

Tone

Tone expresses the author's attitude toward his or her subject. Since there are as many tones in literature as there are tones of voice in real relationships, the tone of a literary work may be one of anger or approval, pride or piety-the entire gamut of attitudes toward life's phenomena. Here is one literary example: The tone of John Steinbeck's short novel "Cannery Row" is nonjudgmental. Mr. Steinbeck never expresses disapproval of the antics of Mack and his band of bums. Rather, he treats them with unflagging kindness.

Main Idea

The gist of a passage; central thought; the chief topic of a passage expressed or implied in a word or phrase; the topic sentence of a paragraph; a statement that gives the explicit or implied major topic of a passage and the specific way in which the passage is limited in content or reference; the central thought of the passage

FCAT Reciprocal Strategies-Students will complete the following activity in a whole group exercise. This activity may be utilized with any short story. This activity is used to build background and understanding of an authors work.

Example Story-Grandma Jewel

Predict-Educated Guess This story is about an old lady who later died.	Clarify-Clear up any confusing words or phrases you doesn't know. Sagacious – Clever, wise	Visual-Develop a mental image. (Draw and explain) This is a picture of grandma Jewel sitting in her front yard talking to all of the neighbors that walks by.
Re-visit Prediction-If your prediction was incorrect, make changes My prediction was incorrect. Grandma Jewel was a friendly lady who loved to communicate to everyone, even the birds and animals. She loved to be around people.	Teacher-Like Questions-Create questions using content of a teacher. 1. What is the author's purpose for writing this text? 2. How does the author convey Grandma Jewel's personality to others? 3. What is the Main Idea of the text?	Summary-Summing up story in your own words. This story was about an old lady that loved to talk to her neighbors. She fixed lemonade and had a party on her porch just to be surrounded by people. She loved to talk and she was a nice woman. Everyone loved Grandma Jewel.

Template for teacher use

Predict-Educated Guess	Clarify-Clear up any confusing words or phrases you doesn't know.	Visual-Develop a mental image. (Draw and explain)
Re-visit Prediction-If your prediction was incorrect, make changes	Teacher-Like Questions-Create questions using content of a teacher.	Summary-Summing up story in your own words.

Cause and Effect Chart – This chart is used in conjunction to reading a selected text, (Jump in reading) as whole group instruction and having students to complete chart after reading. Students should at least list five items for each box.

Cause	Effect
1. _____	1. _____
2._____	2. _____
3._____	3. _____
4._____	4. _____
5._____	5. _____

<table>
<tr><td colspan="2"></td><td></td></tr>
<tr><td><u>Course:</u>
Language Arts</td><td rowspan="2"><u>Title of Unit:</u>

Author's Purpose</td><td>Title of Lesson:
Why do author's choose to write the way they do.</td></tr>
<tr><td><u>Grade Level:</u>
6-10</td><td><u>Time Frame:</u>
1 or 2:45 minute class</td></tr>
<tr><td colspan="3">Description</td></tr>
<tr><td colspan="3">Students will be able to distinguish an author's purpose (inform, entertain, persuade).
Students will be able to list characteristics of each type of writing.
Students will be able to explore magazine/newspaper layout.
Students will be able to paraphrase author's purpose.</td></tr>
</table>

Materials	Resources & Technology
• Cut out ads and articles from newspapers and magazines that show examples of persuasion, entertainment, and information. • Author's Purpose worksheet and pencils (attached) • Periodicals (articles, ads) • Newspapers (comics, movie schedules, articles, ads) • Pages from nonfiction books • Pages from fiction books	• *Norton's Anthology* • *Several copies of The Miami Herald,* etc. • Any nonfiction book • Any fiction book

Procedures/Activities

- Ask students for reasons as to why they write.
- Elicit reasons authors write.
- Define terms: inform, persuade, and entertain.
- Ask for general examples of each. (What does each type of writing look like? How do you differentiate them?)
- Show an informative newspaper article. Explain the 5 W's as a means of identifying an informative piece of writing.
- Show an ad. Point out words that are exaggeration (i.e. "the preeminence," "most immense," etc.) or phrases that tell you to do something (i.e. "Don't miss," "Hurry," etc.) as examples of persuasion.
- Show a panel from a comic strip as an example of entertainment.
- Give each student a newspaper section or a magazine and the worksheet. They are to find three examples of each type of writing. Record on the worksheet the page number and title of the article, including their reasoning for their choice.

Assessment(s)

- Worksheet
- Oral explanations of choices

Instructional Alternatives

- Choose easier newspapers (*Neighbor's Section of the Miami Herald)* and magazines
- Use more book passages

Interdisciplinary Connections

- Critical thinking, evaluation
- Language Arts (see above standards)
- Library Science

Name _____

Author's Purpose

An author writes to inform, to entertain and to persuade the readers. Using a magazine, find examples of articles or advertisements that inform, entertain or persuade. Write the titles, page numbers, and reasons for your answers on the chart that follows.

To Inform

Title and Page	Reasons
1. _____	1. _____
_____	_____
2. _____	2. _____
_____	_____
3. _____	3. _____
_____	_____

To Entertain

Title and Page	Reasons
1. _____	1. _____
_____	_____
2. _____	2. _____
_____	_____
3. _____	3. _____
_____	_____

To Persuade

Title and Page	Reasons
1. _____	1. _____
_____	_____
2. _____	2. _____
_____	_____
3. _____	3. _____
_____	_____

Plot Structure through Short Stories

There's more to plot than identifying the series of events in a story. After viewing a PowerPoint presentation on plot structure, students identify the significant events that shape the structure of a familiar fairy tale, "Jack and the Beanstalk," using an online graphic organizer. Students then read short stories as a whole class, in small groups, and, finally, individually, analyzing the plot of three different short stories using an online graphic organizer to diagram the structures.

From Theory to Practice

As Carol Jago explains, "It's easy to 'teach' literary terminology and devise quizzes on the terms, but to make the language of literature useful to readers, students need to practice using academic vocabulary in ways that deepen their understanding of how stories work" (51). Emphasizing the connection between reading and writing, this lesson combines collaborative, small-group, and individual learning activities using literature circles and group investigations, as suggested by Harvey Daniels and Marilyn Bizar, to give students the opportunity to apply the literary terminology related to plot structures to short stories that they read together and individually.

Student Objectives

Students will

- review the characteristics of plot.
- work in whole class, cooperative groups, and individually to read short stories.
- demonstrate an understanding of plot structure by analyzing a several short stories.
- use Plot Diagram interactive as prewriting activity for essay tracing plot structure in a short story.

Resources

- Copies of short stories either on paper or online
- Computers for students with Internet access
- Projector for PowerPoint, and first uses of Plot Diagram interactive
- Reader's Guide to Understanding Plot Development

Preparation

- Arrange for computers and projector.
- Preview the PowerPoint presentation and download a copy to your machine if desired to share with your class.
- Make copies or overhead transparencies of the Reader's Guide to Understanding Plot Development, the Reflective Journal Instructions, and the Writing Rubric.
- Choose short stories for your students. This lesson plan uses "The Flowers" by Alice Walker and "Marigolds" by Eugenia Collier as examples; however, any stories that you're reading will work for this lesson plan. If desired, groups in Session Two can all read different short stories, or they can all read the same story.
- Review the Web Resources and choose any that can be used to supplement or reinforce the lesson plan. Decide when and how to use these sites.
- Test the Plot Diagram Interactive and "Jack in the Beanstalk" interactive on your computers to familiarize yourself with the tools and ensure that you have the Flash plug-in installed. You can download the plug-in from the technical support page.

Instruction and Activities

Session One

1. Introduce students to plot structure, using the Elements of Plot PowerPoint Presentation (see notes on the slides).
2. Work as class to create plot pyramid for "Jack in the BeanStalk." While this may seem elementary, fairy tales are frequently used at the secondary level to help students more easily see plot structure. Students can also work in small groups in the computer lab. If Internet access is limited, the teacher can read aloud the tale, students can brainstorm events, and the class can diagram the plot on the board or on paper.
3. As a class, read "The Flowers" by Alice Walker (or short story of choice).
4. Ask students to brainstorm the significant events in the story. As students make suggestions, write the events on the board.
5. When students finish making suggestions, review the list. Ask students to look for any items, which have been omitted, or items, which should be combined.
6. Discuss the difference between significant events and the other events in the story. Remind students of the information from the Elements of Plot PowerPoint Presentation, particularly the connections between the plot and the conflict in the story.
7. Display the Reader's Guide to Understanding Plot Development and work as a group to structure the events into the specific plot structures.
8. As a class, arrange the events of the plot, using the Plot Diagram Student Interactive, and discussing the literary terms of exposition, rising action, climax, falling action, and resolution.

Session Two

1. Review the literary terms from the previous session, including plot, exposition, rising action, climax, falling action, and resolution.
2. Answer any questions that students have regarding the elements.
3. Divide students into groups of three each. In small groups ask students to read "Marigolds" by Eugenia Collier.
4. When groups have finished exploring the stories, ask them to work through the story, identifying the significant events using the Reader's Guide to Understanding Plot Development.
5. Next, have groups arrange the significant events as they relate to the plot structures of exposition and so forth by completing the Plot Diagram Student Interactive.
6. Ask groups to print the plot diagram and share with class.
7. Compare the diagrams completed by the groups, looking for similarities and differences. Ask students to explain the decisions that they made as they completed the diagram.
8. If there are significant differences among groups' diagrams, ask students to account for the differences—are the differences supportable? can the story have more than one climax, depending upon the reader's perspective?
9. For homework or in the time remaining, ask students to assess and reflect upon their group work by completing a reflective journal entry in response to the Reflective Journal Instructions**.**

Session Three

1. Ask students to refer to their Reflective Journal responses and share any observations or questions that they recorded as they reflected on their group exploration.
2. Review the literary terms from the previous session, including plot, exposition, rising action, climax, falling action, and resolution.
3. Answer any questions that students have regarding the elements.
4. Individually, ask students to each choose and read a short story.
5. After they finish reading, ask students to work through the story, identifying the significant events using the Reader's Guide to Understanding Plot Development.
6. Next, have students arrange the significant events of the plot structures by completing the Plot Diagram Student Interactive.
7. Students print plot diagram, share with class, and post on bulletin boards.
8. Again, compare the diagrams completed by the groups, looking for similarities and differences.
9. Look for plots that show significant differences. For instance, some stories have a long rising action and then a very short, fast falling action after the climax. Other plots may follow Aristotle's unified structure with rising and falling actions of similar length.
10. Discuss the differences among the structures, asking students to consider how the differences in the structure relate to the kind of story and its theme.

Session Four

1. Using the printouts from the Plot Diagram Student Interactive created in the previous session, ask students to write a paper that analyzes the plot of the story that they chose and read.
2. Share the Writing Rubric with students and discuss the requirements for the paper.
3. Discuss the difference between a paper that analyzes plot and one that summarizes the story. The plot is composed of the cause-and-effect events that explain why the story happens. Summary includes all the events without any attention to how the story events lead to the story's conclusion or support the story's theme.
4. If students need reinforcement of the difference, remind students that plot focuses on the *significant* events in the story.
5. During the remainder of the session, students can begin work on their essays, sharing with peers as desired. Circulate among students providing support as they work.
6. Collect assignments at the end of the session, or if desired, allow students additional time to work on the papers and collect them during a later session.

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Graphic Organizer

Book Title:_____

Name: _____

Author: _____

Questions	Plot Summary	Main Idea / Personal Response

Certificate of Appreciation

This certificate is awarded to

Mrs. Lena McArthur

For your dedication and support during the "T-Shirting Literature Stylistically" activities, on August 10-24, 2006. It takes an entire village to educate and preserve the educational process of our students; in doing so, individuals like you are to be commended for sagaciously becoming a connoisseur of the dreams and hopes of our future generation.

Mrs. Lena McArthur

Signature

Date

Resources

Web Resources

Types of Plot in Modern Literature
http://nosferatu.cas.usf.edu/lis/lis6585/class/modplots.html

This Web site shows different types of plot structures often found in children's books. Secondary students, especially 9th and 10th graders, can connect quickly to literary elements by reviewing their use in children's literature.

Genre Study: The Short Story
http://www.glencoe.com/sec/literature/course/course1/unit/shortstory.shtml

Glencoe's interactive exercise invites students to arrange plot elements in "Jack and the Beanstalk.""

The Elements of Plot Development
http://www.learner.org/exhibits/literature/read/plot1.html

This site explains basic types of literary plot.

Kathy Loper/Commonwealth School
http://www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=401

Additional Resources

McDougal Littel Literature Book-10th Grade

Personal Made Activities (Above)