

# The Five Elements of a Story

Grade Levels 7-8





# Unit Overview

## Materials

Materials needed for this unit are construction paper (variety of sizes and colors), cloth to make puppets, glue, scissors, markers and colored pens and crayons, large butcher block paper sheets, notebooks, pen and pencils, blank page books (one per student), classroom computers (one per three students), access to a media center and reference materials, lined and unlined paper, and access to a copier for the teacher to make the necessary handouts.

## Extension Ideas

- This unit leads right into a unit for examining literary genres like romance, adventure, coming of age and science fiction.
- A lesson or two of how to critique a literary work or art work could be done and then students could write critiques of each others' books and art work.
- Students could be given three additional days to rehearse and present their projects to the class thus practicing oral presentation, reading, acting, and performing.

## ELL Modifications

- ELL learners can be paired with other non-ELL students to create assistance opportunities while completing the projects and examining the note sheets.
- The opportunities to present the material or project in many non-verbal ways allow ELL students to be successful in completing the assignment.
- ELL students working in groups with non-ELL students allow those students to be in a less threatening situation and provide opportunities for added assistance.

## Pre/Post Assessment

There are five pre-tests that are noted and spelled out in the "Procedures" section of the lesson. The post-test will always be the same as the pre-test in order for valid comparisons to be made. There are also numerous opportunities for teachers to check understanding by circulating in the class to ask students questions, to check notebooks and determine understanding.

Post-assessments are stated in the lessons and there are five to mirror the pre-tests. In addition, the students will, at the end of the ten lessons, present a completed book, works of art, or a play that will be assessed to determine if students understand the five elements of a story.

## Standards

Unit Content Standards	Unit Youth Development Standards
<ul style="list-style-type: none"> <li>• LA7.2.1.2, LA8.2.1.2, and LA9.2.1.2: Analyze the five elements of a story.</li> <li>• LA8.1.5.1: Student will utilize new vocabulary.</li> <li>• LA8.1.6.2: Student will read and discuss texts.</li> <li>• LA8.1.6.9: Student will determine the correct meaning of words.</li> <li>• VA.E.1.3: Student makes connections between visual arts, other disciplines, and the real world.</li> <li>• VA.A.1.3: The student understands and applies media, techniques, and processes.</li> <li>• TH.A.3.3: Student designs interpret formal and informal productions related to the subject of symbols.</li> <li>• SS8.A.1.7: View historic events through the eyes of those who were there as shown in their art, literature and music. View historic examples of symbolism.</li> <li>• SS8.A.2.7: Describe the contributions of key groups to societies and cultures.</li> <li>• MU.E.1.3: Student understands relationship between disciplines.</li> <li>• DA.D.1.3: Student makes connections between dance and other disciplines.</li> <li>• DA.D.1.3: Student applies and demonstrates critical and creative thinking skills in dance.</li> <li>• VA.B.1.3: Student creates and communicates a range of subject matter, symbols, and ideas using visual arts.</li> <li>• LA.E.2.3.1: Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line (includes LA.E.1.3.2: Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions).</li> <li>• LA.A.2.3.5: Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real-world task (includes LA.A.2.3.6: Uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research projects and LA.A.2.3.7: Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines).</li> </ul>	<ol style="list-style-type: none"> <li>17. Creative activities-student spends three or more hours a week engage in arts and music.</li> <li>12. School boundaries-school provides clear rules for work expectation and behavior.</li> <li>5. Caring climate-school provides a caring and encouraging environment.</li> <li>22. School engagement-student is actively engaged in learning.</li> <li>25. Reading for Pleasure-student is encouraged to read three or more hours a week.</li> <li>30. Responsibility-student takes personal responsibility for learning projects.</li> <li>37. Personal power-student takes control of their learning.</li> <li>38. Self-esteem-projects foster high student self-esteem.</li> <li>39+40. Sense of Purpose and Positive View of their Future-Students projects provide a positive self image and confidence as well as confidence.</li> <li>7. Community values children.</li> <li>17. Creative activities: art, posters and dioramas.</li> <li>20. Time at home: parents can assist student with the project.</li> <li>21. Assignment encourages and fosters achievement and motivation as the project is within the ability range of all students, differentiated.</li> <li>24. Cooperative work encourages bonding between students and students and teacher.</li> <li>32. Planning and decision making needed to complete the project.</li> <li>34. Cultural competence: Setting project involves drawing various characters from different cultures.</li> <li>2. Positive family communication.</li> <li>3. Other adult relationships.</li> <li>14. Adult role models.</li> <li>15. Positive peer influence.</li> </ol>

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# Lesson 1: Discovering the Five Elements of a Story

## Essential Question:

What are the Five Elements of a Story?

## Content Standards:

- VA. A. 1.3: Student creates two dimensional and three dimensional works of art that reflect competency and craftsmanship.
- VA. B. 1.3: Student creates and communicates a range of subject matter, symbols and ideas using visual arts.
- VA.E.1.3: Student makes connections between visual arts and other disciplines and the real world.
- LA.A.2.3.1: Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
- LA8.2.1.2: The student will locate and analyze elements of characterization, setting, and plot as well as other literary elements in a variety of fiction.

## Vocabulary

- Element
- Character
- Plot
- Setting
- Point of View
- Symbolism

## Youth Development Standards:

- 7 – Community values children
- 17 – Creative activities: art, posters and dioramas
- 20 – Time at home, parents can assist student with the project
- 21 – Assignment encourages and fosters achievement and motivation as the project is within the ability range of all students, differentiated
- 24 – Cooperative work encourages bonding between students and students and teacher
- 32 – Planning and decision making needed to complete the project
- 34 – Cultural competence: setting project involves drawing various characters from different cultures

## Teacher Background Knowledge:

- The following websites provide information regarding the elements of a story:
  - [http://users.aber.ac.uk/jpm/ellsa/ellsa\\_elements.html](http://users.aber.ac.uk/jpm/ellsa/ellsa_elements.html)
  - <http://www.docstoc.com/search/five-elements-of-a-short-story/>
  - <http://www.kvhigh.com/documents/notes/urquhart/elements.html>
  - [http://www.google.com/search?q=five+elements+short+story&rls=com.microsoft:en-us:IE-SearchBox&ie=UTF-8&oe=UTF-8&sourceid=ie7&rlz=117ADBR\\_en](http://www.google.com/search?q=five+elements+short+story&rls=com.microsoft:en-us:IE-SearchBox&ie=UTF-8&oe=UTF-8&sourceid=ie7&rlz=117ADBR_en)
  - <http://www.oppapers.com/essays/Five-Elements-Short-Story/147763>
  - [alex.k12.in.us/highschool/Teachers/AMcCullo/ElementsofFiction.doc](http://alex.k12.in.us/highschool/Teachers/AMcCullo/ElementsofFiction.doc)

**Materials:**

- Construction paper, markers and colored pens/pencils and crayons, butcher block paper, notebooks and pens/pencils, a bag of candy (one treat per student), graphic organizer, five elements (one organizer per student), classroom computers (one per group of six or the media center computers), and encyclopedia.

**Procedure:**

1. Pre-test: What are the five elements of a story? How can the five elements help you to understand the meaning or message of the story?
2. The teacher has the class get into groups of three students at four tables. The empty table contains all art materials that will be used during the next ten days. In addition to the art materials the teacher can place books like “Holes” and “The Cay” for reference.
3. The class begins with the teacher asking the class: “What are the Five Elements of a Story?” Explain to the class the objective of this lesson and the Essential Question that they must answer at the conclusion of this lesson and unit. Now allow the class time to think and discuss the question among themselves. Students are encouraged to use the art supplies to answer the question and their answers can be in the form of song, poetry, dance, mime, or other art form.
4. The teacher and the class engage in class discussion of what they think the five elements may be based on their discussion. We are exploring prior knowledge; do not allow students to consult computers or other references yet. The teacher puts all possible answers on the whiteboard. Students are now allowed to vote on the best answers for the five elements. Each student must give their or the groups rationale as to why they picked their answer.
5. Once all the possible answers are on the board the students are now allowed to go to the classroom computers or the media center computers to conduct research about the five elements of a story. If no computers are available then students can be shown the encyclopedias and how to use them to find their answers.
6. The class comes back to their group seats and the teacher and students review their previous answers on the whiteboard. Celebrate (candy treat) how many correct answers they found without the reference work. Discuss their detective reference work and the importance of each story element to help the reader comprehend/understand a story.
7. The teacher passes out the graphic organizer: “Five Elements of a Story”. The teacher and students discuss the sheet, note taking on the sheet.
8. Students take the formative test.

**Formative Assessment:**

- The formative test is the same as the pre-test in order to have a valid comparison of student learning.

## THE FIVE ELEMENTS OF A STORY

1. **SETTING:** Where and when a story takes place. There may be more than one setting.
2. **POINT OF VIEW:** Who is telling the story? Through whose eyes or mind is the story being told?
3. **SYMBOLS:** Symbols are objects, colors, animals or shapes that stand for something. For example: The Statue of Liberty stands for hope and freedom. OK, Sherlocks, What are other symbols, it could be as easy as black and white? What about Sherlock?
4. **PLOT:** The sequence of steps and themes in a story.
5. **CHARACTERS:** Those humans, animals, creatures or objects (robot) that play, act or take part in a story.

## Lesson 2: The Five Elements of a Story: Plot

### Essential Question:

What does story plot mean?

### Content Standards:

- LA7.2.1.2, LA8.2.1.2, and LA9.2.1.2: Analyze the five elements of a story.
- LA8.1.5.1: Student will utilize new vocabulary.
- LA8.1.6.2: Student will read and discuss texts.
- LA8.1.6.9: Student will determine the correct meaning of words.
- SS8.A.1.7: View historic events through the eyes of those who were there as shown in their art, literature, and music.
- TH.A.3.3: Student designs, interprets formal and informal productions.
- VA.E.1.3: Student makes connections between visual arts, other disciplines, and the real world.
- VA.A.1.3: Student understands and applies media, techniques, and processes.

### Youth Development Standards:

- 2 – Positive family communication
- 3 – Other adult relationships
- 14 – Adult role models
- 15 – Positive peer influence
- 17 – Creative activities
- 22 – School engagement through projects
- 30 – Responsibility to take notes and meet deadlines for projects
- 32 – Planning and decision making
- 39 – Sense of purpose realized through the use of the reading selections
- 40 – Positive view of personal future

### Teacher Background Knowledge:

- Teacher references:
  - <http://hrsbstaff.ednet.ns.ca/engramja/elements.html>
  - [http://ysers.aber.ac.yj/hon/ekksa/ekksa\\_ekenebts.html](http://ysers.aber.ac.yj/hon/ekksa/ekksa_ekenebts.html)
  - [http://www.orangeusd.k12.ca.us/yorba/literary\\_elements.htm](http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm)
  - <http://answers.yahoo.com/question/index?qid>
  - <http://www.learner.org/interactive/literature/read/plot2.html>

### Vocabulary:

1. Adventure is a story in which a hero or heroine encounter overwhelming obstacles but in the end win.
2. Coming of Age is a story that teaches life lessons to a young person about growing up.
3. Romance is the most popular of story themes and it involves love between two characters.
4. Good vs. Evil is a type of story in which a villain or bad force faces a good hero.
5. Man vs. Nature is a story in which humans fight for survival against the elements of nature.
6. Man vs. Machine is a story in which humans must fight against robots or mechanization to keep jobs.
7. Conflict in a story can mean a clash of opposing ideas, personalities, armies, or characters.
8. Climax of a story is the peak of action.
9. Resolution is the answer to a problem one finds in the story.

- <http://www.wruterstire.cin/artucke.pbp?articles>
- <http://www.bloomington.in.us/dory/creative/class9.html>
- [http://www.school-for-champions.com/fiction/random\\_story.htm](http://www.school-for-champions.com/fiction/random_story.htm)

**Materials:**

- Construction paper, markers and colored pens/pencils and crayons, butcher block paper, notebooks and pens/pencils, computers and research materials in the class or media center, each student is given the Plot Graphic organizer.

**Procedure:**

1. Administer pre-test. One question: “What is the plot of a story?”
2. Teacher passes out the hand-out sheet titled “Plot” to each student. Students are to join in groups they have been working with previously or by themselves. The students will follow as the teacher reads the sheet aloud. Allow for wait time as students digest the material then engage the students in discussion and note taking. The teacher then directs the students to examine the questions listed in step three below.
3. How many plots can there be or is there just one? What are the most popular themes or conflicts one finds in plots? What will the plot be for my book or project? This will definitely lead to group discussion, allow students to offer each other advise. Discussion and notes. Vocabulary words are defined and put on the word wall. Note taking as students refer to classroom reference materials and the computers.
4. Projects: Use art (posters, cartoons, theater, etc.) for the remainder of the class to graphically explain plot. How can math, history, or science impact or influence story plots?

**Formative Assessment:**

- Teacher observation of student notebooks, quality and frequency of discussion and results of student projects will allow the teacher to determine student understanding of plot. The teacher will conduct a post-assessment by administering the pre-test.

## **PLOT Organizer**

Plot is the sequence of steps in a story. The first step or part of a story is the introduction of the setting and characters. The second step is the explanation of a conflict, which may be external (from outside of the characters) or internal (inside the characters). The third step is the climax where characters reach a turning point in their conflict by starting to solve the problem. The most emotion and intensity of action is at this step. Finally, the conflict is ended so that the events of the story come to an end.

Plot is important for one to understand so they can comprehend the story. It will help you to understand the variety of themes or conflicts stories possess. The types of conflicts are: Romance stories (the most popular), Coming of Age, Good vs. Evil, Adventure, Man vs. Nature, Man vs. Machine, Man vs. Science, Man vs. Self, Man vs. Society, and others you may discover as part of your project.

Get with three other students to read, think and respond to: If no plot exists in a story then there would not be a story!

Also, how could you explain plot and the conflict types in a graphic manner using the arts?

## Lesson 3: The Five Elements of a Story: Plot and Projects

### Essential Question:

What does story plot mean?

### Content Standards:

- LA7.2.1.2, LA8.2.1.2, and LA9.2.1.2: Analyze the five elements of a story.
- LA8.1.5.1: Student will utilize new vocabulary.
- LA8.1.6.2: Student will read and discuss texts.
- LA8.1.6.9: Student will determine the correct meaning of words.
- VA.E.1.3: Student makes connections between visual arts, other disciplines, and the real world.
- VA.A.1.3: The student understands and applies media, techniques, and processes.
- TH.A.3.3: Student designs, interprets formal and informal productions.
- SS8.A.1.7: View historic events through the eyes of those who were there as shown in their art, literature and music.

### Youth Development Standards:

- 2 – Positive family communication.
- 3 – Other adult relationships.
- 14 – Adult role models.
- 15 – Positive peer influence.
- 17 – Creative activities.
- 22 – School engagement through projects.
- 30 – Responsibility to take notes and meet deadlines for projects.
- 32 – Planning and decision making.
- 39 – Sense of purpose realized through the use of the reading selections.
- 40 – Positive view of personal future.

### Teacher Background Knowledge:

- Teacher references:
  - <http://hrsbstaff.ednet.ns.ca/engramja/elements.html>
  - [http://ysers.aber.ac.yj/hon/ekksa/ekksa\\_ekenebts.html](http://ysers.aber.ac.yj/hon/ekksa/ekksa_ekenebts.html)
  - [http://www.orangeusd.k12.ca.us/yorba/literary\\_elements.htm](http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm)
  - <http://answers.yahoo.com/question/index?qid>
  - <http://www.learner.org/interactive/literature/read/plot2.html>
  - <http://www.wruterstire.cin/artucke.pbp?articles>
  - <http://www.bloomington.in.us/dory/creative/class9.html>
  - [http://www.school-for-champions.com/fiction/random\\_story.htm](http://www.school-for-champions.com/fiction/random_story.htm)

**Materials:**

- Construction paper, markers and colored pens/pencils and crayons, butcher block paper, notebooks and pens/pencils, computers and research materials in the class or media center, each student is given the Plot Graphic organizer.

**Procedure:**

1. Review: What is plot? Discussion and note taking.
2. How many plots are there? What are the most popular themes or conflicts one finds in plots?
3. Projects: Students start to think about writing a book of their own in which they will utilize the five elements of a story that they will learn in this unit. Students can also complete this project by creating a play, a performance, arts (posters, cartoons and drawings), or a combination of the art forms to show they understand and can use the five elements of a story. Students will be told to either explain the definition of setting using the arts or to brainstorm a story they would like to write in the next nine lessons that will incorporate the five elements of a story. From now on, each element of a story will be taught and discussed followed by a day for students or student groups to use visual, music, dance, and writing arts to complete their story. Blank white page books will be given out. The white books will contain the final copy of their story. Encourage students to use rough paper copies first. Students writing and performing a play will be videotaped and given blank books.
4. Students can work on their own or in groups of three. After a period of student reflection the teacher will engage the class in a discussion and sharing of ideas as well as problems. Solutions will be offered by all and students will begin the process of writing a book, play, or creation of art that reflects knowledge of what each of the five elements of a story means.

**Formative Assessment:**

- Teacher observation of student notebooks, quality and frequency of discussion and results of student projects will allow the teacher to determine student understanding of plot. During the conduct of the project the teacher will encourage student to student discussion of plot and its variety of conflicts. In addition, the teacher will offer assistance in regard to project problems or direction.

## Lesson 4: The Five Elements of a Story: Setting and Projects

### Essential Question:

What does story setting mean?

### Content Standards:

- VA. A. 1.3: Student creates two dimensional and three dimensional works of art that reflect competency and craftsmanship.
- VA. B. 1.3: Student creates and communicates a range of subject matter, symbols and ideas using visual arts.
- VA.E.1.3: Student makes connections between visual arts and other disciplines and the real world.
- LA.A.2.3.1: Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
- LA8.2.1.2: The student will locate and analyze elements of characterization, setting, and plot as well as other literary elements in a variety of fiction.

### Youth Development Standards:

- 7 – Community values children.
- 17 – Creative activities: art, posters and dioramas.
- 20 – Time at home: parents can assist student with the project.
- 21 – Assignment encourages and fosters achievement and motivation as the project is within the ability range of all students, differentiated.
- 24 – Cooperative work encourages bonding between students and students and teacher.
- 32 – Planning and decision making needed to complete the project.
- 34 – Cultural competence: Setting project involves drawing various characters from different cultures.

### Teacher Background Knowledge:

- <http://bogglesworldesl.com/setting.html>
- <http://hrsbstaff.ednet.ns.ca/engramja/elements.html>
- <http://www.teachervision.fen.com/reading/printable/5956.html>
- <http://www.freeessays.cc/db/18/ecu96.shtml>
- <http://www.brainpopjr.com/reading/storyelements/setting/preview.weml>
- <http://www.poewar.com/how-setting-influences-story/>

### Vocabulary:

- Time: The date, hour of day, season or year when the story takes place.
- Place: Location in which a story takes place.
- Dimension: The plane of existence we are now located in or another parallel time existence.
- Season: Spring, Fall, Winter or Summer. In some parts of the world it may be the dry monsoon or wet monsoon. Season is closely tied to the climate region and location on earth.

**Materials:**

- Construction paper, markers and colored pens/pencils and crayons, butcher block paper, notebooks and pens/pencils, graphic organizer, Five Elements. One organizer per student (also can take notes on it), classroom computers, one per group of six or the media center computers and encyclopedia, cardboard and boxes for set design, blank hard bound books, video equipment, camera and tape, copies of “Holes” and “The Cay”.

**Procedure:**

Pre-test will have three questions: What does the setting of a story mean and use the terms time, dimension, season, and place in explaining your answer?

1. The teacher will review lesson one in regard to setting references only.
2. Students can work in their groups or as individuals to draw or write the setting of their story. Other options for their project are to make a diorama, poster, or poem of a setting.
3. These activities plus the pre-test will take the entire period. Students may also go back and work on the plot of their stories.
4. Students will write the definitions of the vocabulary words utilizing the classroom dictionaries and computers.

**Formative Assessment:**

- As students draw the setting of the story or work on their dioramas the teacher will circulate the classroom observing, questioning and reading student notebooks to determine if the students understand the term setting, our essential question. Teacher will give the students a post-test that is the same as the pre-test.

## Lesson 5: The Five Elements of a Story: Point of View

### Essential Question:

What is the point of view of a story?

### Content Standards:

- LA7.2.1.2, LA8.2.1.2, and LA9.2.1.2: Analyze the five elements of a story.
- LA8.1.5.1: Student will utilize new vocabulary.
- LA8.1.6.2: Student will read and discuss texts.
- LA8.1.6.9: Student will determine the correct meaning of words.
- VA.E.1.3: Student makes connections between visual arts, other disciplines, and the real world.
- VA.A.1.3: The student understands and applies media, techniques, and processes.
- TH.A.3.3: Student designs interpret formal and informal productions. related to the subject of symbols.
- SS8.A.1.7: View historic events through the eyes of those who were there as shown in their art, literature, and music. View historic examples of symbolism.
- SS8.A.2.7: Describe the contributions of key groups to societies and cultures.
- MU.E.1.3: Student understands relationship between disciplines.
- DA.D.1.3: Student makes connections between dance and other disciplines.
- DA.D.1.3: Student applies and demonstrates critical and creative thinking skills in dance.
- VA.B.1.3: Student creates and communicates a range of subject matter, symbols, and ideas using visual arts.

### Vocabulary:

- Narrator is someone that tells a story.
- Character(s) is a person or people in a book, movie or play.
- Omniscient means knowing or seeming to know everything.
- Author is the person who writes a book or text.

### Youth Development Standards:

- 17 – Creative activities: student spends three or more hours a week engaged in arts and music.
- 12 – School boundaries: school provides clear rules for work expectation and behavior.
- Caring climate: school provides a caring and encouraging environment.
- 22 – School engagement: student is actively engaged in learning.
- 25 – Reading for Pleasure: student is encouraged to read three or more hours a week.
- 30 – Responsibility: student takes personal responsibility for learning projects.
- 37 – Personal power: student takes control of their learning.
- 38 – Self-esteem: projects foster high student self-esteem.
- 39+40 – Sense of purpose and positive view of their future: students' projects provide a positive self image as well as confidence.

### **Teacher Background Knowledge:**

- Teacher must know the definition of point of view and the many examples of point of view as well as how they are used in a story. Refer to following sites:
  - [http://www.orangeusd.k12.ca.us/yorba/literary\\_elements.htm](http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm)
  - <http://www.scribblingwomen.org/e.elements.htm>
  - [http://en.wikipedia.org/wiki/Point\\_of\\_view\\_literature](http://en.wikipedia.org/wiki/Point_of_view_literature)
  - <http://staff.fcps.net/tcarr/shortstory/pointview.htm>

### **Materials:**

- Construction paper, markers and colored pens/pencils and crayons, butcher block paper, notebooks and pens/pencils, graphic organizer note sheet for Point of View, computers or reference materials in the classroom or media center.

### **Procedure:**

1. Pre-test: What is point of view of a story? Name three out of the four types of point of view. Teacher passes out Point of View graphic organizer. Students choral read, teacher adds information, and discussion of Point of View by the teacher and class.
2. Teacher explains that students have the remainder of the class time to use the arts in any form to explain the meaning of Point of View. Teacher provides examples like the use of a poster to visually explain what Point of View means or to show Point of View by using a skit.
3. Students may work in groups of 2-3.

### **Formative Assessment:**

- During the last fifteen minutes of class the teacher will give the students a post-test, which is the same as the pre-test, to assess student learning. The post-test will be followed by the teacher offering individual or class wide feedback. Teacher will evaluate student effort and work by observing student involvement in the readings, discussion, and the projects. Teacher will assess the quality and quantity of the work.

## **POINT OF VIEW:**

### **IT TELLS US WHO IS TELLING THE STORY**

1. **FIRST PERSON:** The story is being told by one character and that person may use the term “I” to refer to themselves. This person may or may not be impartial.
2. **THIRD PERSON OBJECTIVE:** The narrator is outside of the story and reports only what he or she sees and hears.
3. **THIRD PERSON LIMITED:** The narrator is outside the story that can see into the mind of the characters.
4. **OMNISCIENT:** The story is told by a narrator (God or god) who has the power to supply all information about the characters and story now, in the past, and in the future.
5. **REMEMBER** the narrator can be the author, a character, an impartial or partial narrator or a God/god.

Student Notes and Questions below:

## Lesson 6: The Five Elements of a Story: Point of View and Projects

### Essential Question:

What is the point of view of a story?

### Content Standards:

- LA7.2.1.2, LA8.2.1.2, and LA9.2.1.2: Analyze the five elements of a story.
- LA8.1.5.1: Student will utilize new vocabulary.
- LA8.1.6.2: Student will read and discuss texts.
- LA8.1.6.9: Student will determine the correct meaning of words.
- VA.E.1.3: Student makes connections between visual arts, other disciplines, and the real world.
- VA.A.1.3: The student understands and applies media, techniques, and processes.
- TH.A.3.3: Student designs interprets formal and informal productions related to the subject of symbols.
- SS8.A.1.7: View historic events through the eyes of those who were there as shown in their art, literature and music. View historic examples of symbolism.
- SS8.A.2.7: Describe the contributions of key groups to societies and cultures.
- MU.E.1.3: Student understands relationship between disciplines.
- DA.D.1.3: Student makes connections between dance and other disciplines.
- DA.D.1.3: Student applies and demonstrates critical and creative thinking skills in dance.
- VA.B.1.3: Student creates and communicates a range of subject matter, symbols, and ideas using visual arts.

### Vocabulary:

- Narrator is someone who tells a story.
- Character is a person or people in a book, movie or play.
- Omniscient means knowing or seeming to know everything.
- Author is the person who writes a book or text.

### Youth Development Standards:

- 17 – Creative activities: student spends three or more hours a week engaged in arts and music.
- 12 – School boundaries: school provides clear rules for work expectation and behavior.
- 5 – Caring climate: school provides a caring and encouraging environment.
- 22 – School engagement: student is actively engaged in learning.
- 25 – Reading for pleasure: student is encouraged to read three or more hours a week.
- 30 – Responsibility: student takes personal responsibility for learning projects.
- 37 – Personal power: student takes control of their learning.
- 38 – Self-esteem: projects foster high student self-esteem.
- 39+40 – Sense of Purpose and Positive View of their Future-Students projects provide a positive self image as well as confidence.

### **Teacher Background Knowledge:**

- Teacher must know the definition of point of view and the many examples of point of view as well as how they are used in a story. Refer to following sites:
  - [http://www.orangeusd.k12.ca.us/yorba/literary\\_elements.htm](http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm)  
<http://www.scribblingwomen.org/e.elements.htm>
  - [http://en.wikipedia.org/wiki/Point\\_of\\_view\\_literature](http://en.wikipedia.org/wiki/Point_of_view_literature)
  - <http://staff.fcps.net/tcarr/shortstory//pointview.htm>

### **Materials:**

- Construction paper, markers and colored pens/pencils and crayons, butcher block paper, notebooks and pens/pencils, graphic organizer note sheet for Point of View, computers or reference materials in the classroom or media center.

### **Procedure:**

1. Review: What is point of view of a story? Name three out of the four types of point of view.
2. Teacher explains that students will now work on their books, writings, plays or visual arts in any form to explain the meaning of Point of View or to include it in their ongoing project. Teacher provides examples like the use of a poster to visually explain what Point of View means or to show point of view by using a skit.

### **Formative Assessment:**

- Teacher will evaluate student effort and work by observing student involvement in the readings, discussion and the projects. Teacher will assess the quality and quantity of the work.

## Lesson 7: The Five Elements of a Story: Characters

### Essential Question:

What does character mean and what are the two major elements of a character?

### Content Standards:

- LA.E.2.3.1: Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line (includes LA.E.1.3.2: Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions).
- LA.A.2.3.5: Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real-world task (includes LA.A.2.3.6: Uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research projects; and LA.A.2.3.7: Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines). Grades 6, 7 MC Grade 8 MC, SR
- LA.E.2.3.1: Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line (includes LA.E.1.3.2: Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions). \* Grades 6, 7 MC Grade 8 MC, SR, ER
- VA.E.1.3: Student makes connections between visual arts, other disciplines, and the real world.
- VA.A.1.3: The student understands and applies media, techniques, and processes
- TH.A.3.3: Student design interprets formal and informal productions related to the subject of symbols.
- MU.B.2.3: Student improvises melodies, variations, or accompaniments.

### Vocabulary

- Protagonist is the most important character in a story. There may be two in a story.
- Antagonist is an opposing character or force who opposes the story hero or protagonist.
- Epic hero is a larger than life hero like Hercules.
- Villain is the evil contemptible character of a story.
- Personality means all of the traits a person has that makes up who they are as a human.

### Youth Development Standards:

- 7 – Community values children.
- 17 – Creative activities: art, posters and dioramas.
- 20 – Time at home, parents can assist student with the project.

- 21 – Assignment encourages and fosters achievement and motivation as the project is within the ability range of all students, differentiated.
- 24 – Cooperative work encourages bonding between students and students and teacher.
- 32 – Planning and decision making needed to complete the project.
- 34 – Cultural competence: setting project involves drawing various characters from different cultures.

### **Teacher Background Knowledge:**

- Teacher must understand the definition of character and the fact that characters are made up of their personality and physical appearance.
  1. Refer to: [http://www.rscclcc.tn.us/owl&writing center/OWL/ElementsLit.html](http://www.rscclcc.tn.us/owl&writing%20center/OWL/ElementsLit.html)  
[Http://users.aber.ac.uk/jpm/ellsa/ellsa\\_elements.html](http://users.aber.ac.uk/jpm/ellsa/ellsa_elements.html)  
<http://hrsbstaff.ednet.ns.ca/engramja/elements.html>  
<http://eb.wujoedua.irg/wiki/Fiction>, and under Google images one can find many character graphic organizers.
  2. Interactive: <http://www.learner.org/interactives/story/characters.html>.

### **Materials:**

- Construction paper, markers and colored pens/pencils and crayons, butcher blocks paper, notebooks and pens/pencils, computer with internet connection, graphic handout that has two columns, left column “Physical Appearance” and right column “Personality Characteristic”

### **Procedure:**

1. Teacher gives pre-test: What does character mean? What is a main and minor character? What makes up a character?
2. Teacher leads a discussion and note taking that explains how to define a character, major and minor and how a character appears and acts (personality). Students fill out two column notes.
3. Students can interview another student in class, fill out a two column note sheet on their neighbor and then present their neighbor as a character.
4. Students will get into groups or work individually to create an imagined character and bring it to life by using art, skits (theater), poetry, puppets, or a 3-D creation.
5. Students will be prepared to explain their creation verbally as well.

### **Formative Assessment:**

- Post-test will be given at the end of class and the questions will be the same as those in the pre-test. Also the teacher can assess the student art work and presentation in relation to the accuracy of a character description. Teacher will check the students’ notebooks for quality of notes.

## **CHARACTER Organizer**

**A character can be a human, animal, cartoon character or an object (robot).**

### **PHYSICAL APPEARANCE**

**What a character looks like.**

### **PERSONALITY**

**Character traits (i.e., generous)**

## Lesson 8: The Five Elements of a Story: Characters and Projects

### Essential Question:

What does character mean and what are the two major elements of a character?

### Content Standards:

- LA.E.2.3.1: Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line (includes LA.E.1.3.2 Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions).
- LA.A.2.3.5: Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real-world task (includes LA.A.2.3.6: Uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research projects; and LA.A.2.3.7: Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.) Grades 6, 7 MC Grade 8 MC, SR.
- LA.E.2.3.1: Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line (includes LA.E.1.3.2 Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions). \* Grades 6, 7 MC Grade 8 MC, SR, ER.
- VA.E.1.3: Student makes connections between visual arts, other disciplines, and the real world.
- VA.A.1.3: The student understands and applies media, techniques, and processes.
- TH.A.3.3: Student design interprets formal and informal productions related to the subject of symbols.
- MU.B.2.3: Student improvises melodies, variations, or accompaniments.

### Vocabulary

- Protagonist is the most important character in a story. There may be two in a story.
- Antagonist is an opposing character or force who opposes the story hero or protagonist.
- Epic hero is a larger than life hero like Hercules.
- Villain is the evil contemptible character of a story.
- Personality means all of the traits a person has that makes up who they are as a human.

### Youth Development Standards:

- 7 – Community values children.
- 17 – Creative activities: art, posters and dioramas.
- 20 – Time at home, parents can assist student with the project.

- 21 – Assignment encourages and fosters achievement and motivation as the project is within the ability range of all students, differentiated.
- 24 – Cooperative work encourages bonding between students and students and teacher.
- 32 – Planning and decision making needed to complete the project.
- 34 – Cultural competence: setting project involves drawing various characters from different cultures.

### **Teacher background knowledge:**

- Teacher must understand the definition of character and the fact that characters are made up of their personality and physical appearance.
  1. Refer to:
    - [http://www.rscclcc.tn.us/owl&writing center/OWL/ElementsLit.html](http://www.rscclcc.tn.us/owl&writing%20center/OWL/ElementsLit.html)
    - [http://users.aber.ac.uk/jpm/ellsa/ellsa\\_elements.html](http://users.aber.ac.uk/jpm/ellsa/ellsa_elements.html)
    - <http://hrsbstaff.ednet.ns.ca/engramja/elements.html>
    - <http://eb.wujooedua.irg/wiki/Fiction>, and under Google images one can find many character graphic organizers.
  2. Interactive: <http://www.learner.org/interactives/story/characters.html>

### **Materials:**

- Construction paper, markers and colored pens/pencils and crayons, butcher blocks paper, notebooks and pens/pencils, computer with internet connection, graphic hand out that has two columns, left column “Physical Appearance” and right column “Personality Characteristic”.

### **Procedure:**

1. Review conducted by a selected student: What does character mean? What is a main and minor character? What makes up a character?
2. Teacher leads a discussion on how the students can define and create the characters major and minor for their project story, play, puppet show, skit, or exhibition. In addition, how their character appears and acts (personality). Students fill out two column notes for each of their characters.
3. Students can interview another student in class, fill out a two column note sheet on their neighbor and then present their neighbor as a character in their story!
4. Students will be prepared to explain their creation verbally to the circulating teacher or the class.

### **Formative Assessment:**

- The teacher can assess the student art and project work for quality, accuracy, and quantity of work. The teacher will circulate and offer advice and assistance for each project. Teacher will check the students’ notebooks for quality of notes.

## Lesson 9: The Five Elements of a Story: Symbolism an Introduction

### Essential Question:

What do symbols mean?

### Content Standards:

- LA7.2.1.2, LA8.2.1.2, and LA9.2.1.2: Analyze the five elements of a story.
- LA8.1.5.1: Student will utilize new vocabulary.
- LA8.1.6.2: Student will read and discuss texts.
- LA8.1.6.9: Student will determine the correct meaning of words.
- VA.E.1.3: Student makes connections between visual arts, other disciplines, and the real world.
- VA.A.1.3: The student understands and applies media, techniques, and processes.
- TH.A.3.3: Student design interprets formal and informal productions related to the subject of symbols.
- SS8.A.1.7: View historic events through the eyes of those who were there as shown in their art, literature and music. View historic examples of symbolism.
- SS8.A.2.7: Describe the contributions of key groups to societies and cultures.

### Youth Development Standards:

- 21 – achievement motivation
- 22 – school engagement
- 25 – reading for pleasure
- 30 – responsibility
- 32 – decision making and planning
- 34 – cultural competence
- 37 – personal power
- 39 – sense of purpose

#### Vocabulary:

- Mythical means not true or real, but existing only in somebody's imagination.

### Teacher Background Knowledge:

- Teachers can go to the following sites for information regarding the meaning of symbolism in a story and types of symbols:
  - [http://www.orangeusd.k12.ca.us/yorba/literary\\_elements.htm](http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm)
  - <http://www.rscclcc.tn.us/owl&writingcenter/OWL/ElementLit.html>
  - <http://en.wikipedia.org/wiki/Symbolism>
  - <http://www.umich.edu/~umfandsf/symbolismproject/symbolism.html>

**Materials:**

- Construction paper, markers and colored pens/pencils and crayons, butcher block paper, notebooks and pens/pencils, computers for student use, symbolism graphic organizer, classroom computers and reference materials or the media center computer and references

**Procedure:**

1. Pre-test: What is symbolism? After the pre-test the teacher passes out the “Symbolism in Literature” worksheet and proceeds to complete it with the students. Teacher uses overhead camera to display website four listed above to show the students the many symbols that exist. The site has an alpha listing. Discussion and note taking. Video clips from “Star Wars” and “Lord of the Rings”, other visual symbols can be used in place of the video clips.
2. How many symbols are there? What are the most popular symbols one finds? Discussion and notes. Vocabulary words are defined and put on the word wall. Note taking. Students will answer these questions by using media center resources or the classroom computers.
3. Projects: Use art (posters, cartoons, theater, etc.) for the remainder of the class to graphically explain or portray a variety of symbols that the students find in doing their research. How can math, history, or science impact or influence story symbols? Student groups will then make a presentation stating what symbols they found and the meaning of those symbols.

**Formative Assessment:**

- Teacher observation of student notebooks, quality and frequency of discussion and results of student projects will allow the teacher to determine student understanding of symbols. The post-test will be the same as the pre-test.

## SYMBOLISM IN LITERATURE

1. Symbolism means:
2. Write down some symbols and define how they are used. Use the symbols that you have used or will use in your visual arts project for this unit.
3. What is the symbol of your school? What does it mean and why was it selected as the school symbol?

## Lesson 10: The Five Elements of a Story: Symbolism and Projects

### Essential Question:

What do symbols mean?

### Content Standards:

- LA7.2.1.2, LA8.2.1.2, and LA9.2.1.2: Analyze the five elements of a story.
- LA8.1.5.1: Student will utilize new vocabulary.
- LA8.1.6.2: Student will read and discuss texts.
- LA8.1.6.9: Student will determine the correct meaning of words.
- VA.E.1.3: Student makes connections between visual arts, other disciplines, and the real world.
- VA.A.1.3: The student understands and applies media, techniques, and processes.
- TH.A.3.3: Student design interprets formal and informal productions related to the subject of symbols.
- SS8.A.1.7: View historic events through the eyes of those who were there as shown in their art, literature and music. View historic examples of symbolism.
- SS8.A.2.7: Describe the contributions of key groups to societies and cultures.

### Youth Development Standards:

- 21 – Achievement motivation
- 22 – School engagement
- 25 – Reading for pleasure
- 30 – Responsibility
- 32 – Decision making and planning
- 34 – Cultural competence
- 37 – Personal power
- 39 – Sense of purpose

#### Vocabulary:

- Mythical means not true or real, but existing only in somebody's imagination.

### Teacher Background Knowledge:

- Teachers can go to the following sites for information regarding the meaning of symbolism in a story and types of symbols:
  - [http://www.orangeusd.k12.ca.us/yorba/literary\\_elements.htm](http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm)
  - <http://www.rscclcc.tnus/owl&writingcenter/OWL/ElementLit.html>
  - <http://en.wikipedia.org/wiki/Symbolism>
  - <http://www.umich.edu/~umfandsf/symbolismproject/symbolism.html>

**Materials:**

- Construction paper, markers and colored pens/pencils and crayons, butcher block paper, notebooks and pens/pencils, computers for student use, Symbolism graphic organizer, classroom computers and reference materials or the media center computer and references

**Procedure:**

1. Review: What is a symbol? Teacher uses overhead camera to display website four listed above to show the students the many symbols that exist. The entire period will be devoted to researching symbols for their play, the book they are writing, posters and drawings they are producing. Each student and group will for the last twenty minutes of class stand and explain the symbols they are using. The teacher will moderate a question and answer period at the end of each presentation. If the class needs more time to finish the whole project then the twenty minute exhibition will be left out.
2. Students will be assisted in their project work by the circulating teacher.
3. At the conclusion of this lesson the final student book, puppet show, play, skit, artwork folder or exhibition will be turned in.

**Formative Assessment:**

- Teacher observation of student notebooks, quality and frequency of discussion and results of student projects will allow the teacher to determine student understanding of symbols. The teacher can evaluate and assess the student presentations or the final project at the end of the research period.