**21st Century Lesson**

**Grade 9 - ELA**

**L3: Why do writers ‘play’ with plot?**

**Overview**

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| **Lesson Goal** | **Assess the effect when writers manipulate the 5 parts of plot development.** |
| **Outcomes** | 2.1 participate in a positive way in different types of discussion  7.3 analyze a text for its meaning, structure, bias, and influence on the reader  10.3 experiment with technology to communicate |
| **Driving Question** | **Why do writers ‘play’ with plot?** |
| **Materials** | Overhead projector and online computer  Individual online devices  [Video: Elements of Plot](https://drive.google.com/file/d/0B4eOu4cKeMCsek0yQmJVVnlXOE0/view?usp=sharing)  Storybook (Example: The Little Girl Who Did… WHAT?!)  [Plot Diagram](https://docs.google.com/presentation/d/1zUtLMY6s9VnH_Owh69RIhx_Kyk3cEdppHQuOTgY2p1E/edit?usp=sharing)  [Story: Cinderella](https://docs.google.com/document/d/1rXUgl7CgbIBT-0n2rAHzmlF14gk9U0RpgDyC599OPwE/edit?usp=sharing)  [Slideshow: Short Story Options](https://docs.google.com/presentation/d/1EOs8C63QO6iQYoKc_K9IqcvQVRnvNpoeiphFXa6NRGk/edit?usp=sharing)  [Story: Death By Scrabble](http://www.eastoftheweb.com/cgi-bin/version_printable.pl?story_id=DeatScra.shtml)  [Story: The Sniper](http://www.classicshorts.com/stories/sniper.html)  [Story: Thank you, Ma'am](http://photos.state.gov/libraries/hochiminh/646441/vantt/Thank%20You_%20Ma_am.pdf)  [Story: The Lottery](http://fullreads.com/literature/the-lottery/)  [Kidblog](http://kidblog.com)  [Assessment](https://docs.google.com/document/d/12nn9fRaN7JtrUEJzRVeFRxHALkq8vu5PAZYE0eV7CM4/edit?usp=sharing) |
| **21 Century Competencies** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Entry | I | II | III | IV | | Find and Validate |  | ✔ |  | ✔ |  | | Communicate and Collaborate |  | ✔ | ✔ | ✔ | ✔ | | Analyse and Synthesize |  |  | ✔ | ✔ |  | | Apply and Connect | ✔ | ✔ | ✔ | ✔ |  | | Evaluate and Leverage |  |  | ✔ | ✔ | ✔ | | Create and Publish |  |  |  |  | ✔ | |
| **Estimated Time** | 180 minutes |

**Lesson:**

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| **Entry Event**  Create an analogy: An effective story is like…  Example:  An effective story is like making balloon animals. It begins with the ordinary and gradually grows and changes shape, building anticipation of what’s to come. A decision needs to be made about what the final outcome will be, and finally, all parties are changed in some way by the experience. | | **Resources:** |

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| **I. Introduction (Teacher organized)**  Teach critical elements of plot.    Read children’s book “The Little Girl Who Did… WHAT?!” or other storybook with clear plot development.  Project plot diagram on board and complete as a group for “The Little Girl Who Did… WHAT?!” story | | **Resources:**  Overhead projector and online computer  [Video: Elements of Plot](https://drive.google.com/file/d/0B4eOu4cKeMCsek0yQmJVVnlXOE0/view?usp=sharing)  Storybook  [Plot Diagram](https://docs.google.com/presentation/d/1zUtLMY6s9VnH_Owh69RIhx_Kyk3cEdppHQuOTgY2p1E/edit?usp=sharing) |

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| **II. Guided Learning (Teacher/student collaboration)**  Pose guided question for discussion:  Are there any elements of plot that seem more important than others?  Using one page handout of Cinderella story, have students fold the paper so that each section represents one element of the plot.  Read through the story several times with different parts of plot omitted.  In small groups, discuss whether any parts of plot could be left out and what effect that has on the story. | **Resources:**  [Story: Cinderella](https://docs.google.com/document/d/1rXUgl7CgbIBT-0n2rAHzmlF14gk9U0RpgDyC599OPwE/edit?usp=sharing) |

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| **III. Collaborative Learning (Student focused activity)**  Each student selects the story they are most interested in reading after viewing prereading slideshow introducing the stories.  \*Stories have been included based on the ‘liberties’ the author takes with the traditional plot structure.  Groups are formed around the story title selected.  Students are to collectively or independently read the short story.  As a whole story group, students will complete a plot diagram based on the short story they selected and engage in focused discussion.  Discussion questions:  How does the plot of your story differ from the traditional structure?  Why do you think the author chose to structure the story that way?    Working together with a partner who read a different story, students share and compare summaries of their stories and prior discussions. (Jigsaw) | **Resources:**  [Slideshow: Short Story Options](https://docs.google.com/presentation/d/1EOs8C63QO6iQYoKc_K9IqcvQVRnvNpoeiphFXa6NRGk/edit?usp=sharing)  [Story: Death By Scrabble](http://www.eastoftheweb.com/cgi-bin/version_printable.pl?story_id=DeatScra.shtml)  [Story: The Sniper](http://www.classicshorts.com/stories/sniper.html)  [Story: Thank you, Ma'am](http://photos.state.gov/libraries/hochiminh/646441/vantt/Thank%20You_%20Ma_am.pdf)  [Story: The Lottery](http://fullreads.com/literature/the-lottery/) |

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| **IV. Grande Finale**  In partners, students compose a blog post addressing the essential question: **Why do writers ‘play’ with plot?**, responding to others’ posts as well. | **Resources:**  Individual online devices  [Kidblog](http://kidblog.com) |

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| **Reflection/Feedback/Assessment**  Teacher completion of rubric for group work, blog entry, and online community participation. | **Resources:**  [Assessment](https://docs.google.com/document/d/12nn9fRaN7JtrUEJzRVeFRxHALkq8vu5PAZYE0eV7CM4/edit?usp=sharing) |

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| **Differentiation**  Simplified version of plot diagram.  Complexity of story selection.  Modification of story questions to reflect individualized outcomes. | **Resources:**  [Plot Diagram](https://docs.google.com/presentation/d/1zUtLMY6s9VnH_Owh69RIhx_Kyk3cEdppHQuOTgY2p1E/edit?usp=sharing) |