

**21st Century Lesson**  
**Grade 9 - ELA**  
**L3: Why do writers 'play' with plot?**

**Overview**

<b>Lesson Goal</b>	<b>Assess the effect when writers manipulate the 5 parts of plot development.</b>																																															
<b>Outcomes</b>	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																																															
<b>Driving Question</b>	<b>Why do writers 'play' with plot?</b>																																															
<b>Materials</b>	Overhead projector and online computer Individual online devices <a href="#">Video: Elements of Plot</a> Storybook (Example: The Little Girl Who Did... WHAT?!) <a href="#">Plot Diagram</a> <a href="#">Story: Cinderella</a> <a href="#">Slideshow: Short Story Options</a> <a href="#">Story: Death By Scrabble</a> <a href="#">Story: The Sniper</a> <a href="#">Story: Thank you, Ma'am</a> <a href="#">Story: The Lottery</a> <a href="#">Kidblog</a> <a href="#">Assessment</a>																																															
<b>21 Century Competencies</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Entry</th> <th>I</th> <th>II</th> <th>III</th> <th>IV</th> </tr> </thead> <tbody> <tr> <td>Find and Validate</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Communicate and Collaborate</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Analyse and Synthesize</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Apply and Connect</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Evaluate and Leverage</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Create and Publish</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>							Entry	I	II	III	IV	Find and Validate		✓		✓		Communicate and Collaborate		✓	✓	✓	✓	Analyse and Synthesize			✓	✓		Apply and Connect	✓	✓	✓	✓		Evaluate and Leverage			✓	✓	✓	Create and Publish					✓
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<b>Estimated Time</b>	180 minutes																																															

**Lesson:**

<p><b><u>Entry Event</u></b></p> <p>Create an analogy: An effective story is like...</p> <p>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.</p>	<p><b>Resources:</b></p>
<p><b><u>I. Introduction (Teacher organized)</u></b></p> <p>Teach critical elements of plot.</p> <p>Read children's book "The Little Girl Who Did... WHAT?!" or other storybook with clear plot development.</p> <p>Project plot diagram on board and complete as a group for "The Little Girl Who Did... WHAT?!" story</p>	<p><b>Resources:</b></p> <p>Overhead projector and online computer</p> <p><a href="#">Video: Elements of Plot</a></p> <p>Storybook</p> <p><a href="#">Plot Diagram</a></p>
<p><b><u>II. Guided Learning (Teacher/student collaboration)</u></b></p> <p>Pose guided question for discussion: Are there any elements of plot that seem more important than others?</p> <p>Using one page handout of Cinderella story, have students fold the paper so that each section represents one element of the plot.</p> <p>Read through the story several times with different parts of plot omitted.</p> <p>In small groups, discuss whether any parts of plot could be left out and what effect that has on the story.</p>	<p><b>Resources:</b></p> <p><a href="#">Story: Cinderella</a></p>

<p><b><u>III. Collaborative Learning (Student focused activity)</u></b></p> <p>Each student selects the story they are most interested in reading after viewing prereading slideshow introducing the stories.</p> <p>*Stories have been included based on the 'liberties' the author takes with the traditional plot structure.</p> <p>Groups are formed around the story title selected. Students are to collectively or independently read the short story.</p> <p>As a whole story group, students will complete a plot diagram based on the short story they selected and engage in focused discussion.</p> <p>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?</p> <p>Working together with a partner who read a different story, students share and compare summaries of their stories and prior discussions. (Jigsaw)</p>	<p><b>Resources:</b></p> <p><a href="#">Slideshow: Short Story Options</a></p> <p><a href="#">Story: Death By Scrabble</a></p> <p><a href="#">Story: The Sniper</a></p> <p><a href="#">Story: Thank you, Ma'am</a></p> <p><a href="#">Story: The Lottery</a></p>
<p><b><u>IV. Grande Finale</u></b></p> <p>In partners, students compose a blog post addressing the essential question: <b>Why do writers 'play' with plot?</b>, responding to others' posts as well.</p>	<p><b>Resources:</b></p> <p>Individual online devices</p> <p><a href="#">Kidblog</a></p>
<p><b><u>Reflection/Feedback/Assessment</u></b></p> <p>Teacher completion of rubric for group work, blog entry, and online community participation.</p>	<p><b>Resources:</b></p> <p><a href="#">Assessment</a></p>
<p><b><u>Differentiation</u></b></p> <p>Simplified version of plot diagram.</p> <p>Complexity of story selection.</p> <p>Modification of story questions to reflect individualized outcomes.</p>	<p><b>Resources:</b></p> <p><a href="#">Plot Diagram</a></p>

