Important Concepts . . .

Preview Review

Language Arts *Grade 7*

W2 - Lesson 2: Short Story Analysis

V5-07

Important Concepts of Grade 7 Language Arts

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W1 - Lesson 2 ..... Sentence Structure
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W3 - Quiz

Materials Required

Textbooks

ResourceLines 7/8

SightLines 7

Language Arts Grade 7
Version 5
Preview/Review W2 - Lesson 2

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Preview/Review Concepts for Grade Seven Language Arts

W2 - Lesson 2:
Short Story Analysis

OBJECTIVES

By the end of this lesson, you should

- place events on a plot graph
- understand how events of a plot contribute to initial action, rising action, climax, falling action, and resolution in a short story
- use a Venn diagram to recognize character stereotypes
- write dialogue for characters
- punctuate dialogue appropriately

GLOSSARY

Refer to *ResourceLines 7/8*

chronological order - order of events according to time (pages 85 and 88)

dialogue - what characters say to each other; expression of thoughts that helps develop the plot and gives insights for understanding the characters

plot events - actions or events that occur in the story to help move the action forward; events that develop the plot

stereotype - a generalization about a group of people that becomes a belief

Venn diagram - a model in which parts of two circles overlap; used to identify common and diverse elements

W2 - Lesson 2: Short Story Analysis

This lesson explores the short story more closely. Reviewing the elements of the short story may be helpful before you proceed with the lesson.

Turn to "The Medicine Bag" on page 127 of *SightLines* 7. Examine the illustration and consider the title. What do you think medicine bag means? Predict what the story is about before you start reading.

To help you understand the structure of the short story, you will make a plot graph.

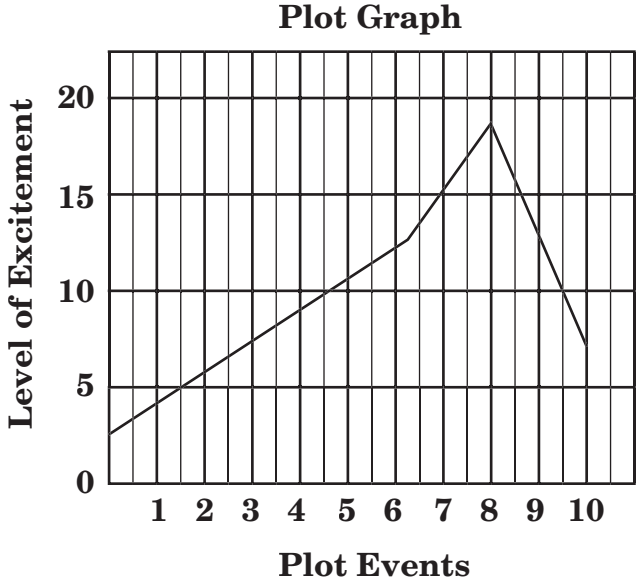
1. The first step is to list the main events of the story. These are called the **plot events**. Use the space on the next page to do this.

2. Choose the 10 most important plot events, and list them in chronological order (the order in which they happened) below the graph on the following page. The numbers below the graph match the numbers in the list of plot events.

3. For each event, plot a point on the graph that indicates the level of excitement the event creates in the reader, or the level of importance to the story as a whole. Each point should be on the vertical line closest to the number that matches the event.

4. Connect the points with straight lines (use a ruler). You should now have a line graph that illustrates the plot line of the story.

   See the sample below.



5. Above or below the line you have drawn, place the following terms in the appropriate locations: Initial Event, Rising Action, Climax, Falling Action, Resolution.

Activity 1

Read the story "The Medicine Bag" and plot the events. Use the space below. Remember to list them in chronological order.

Then, on the following page, place the points on the graph provided.

Plot Events

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

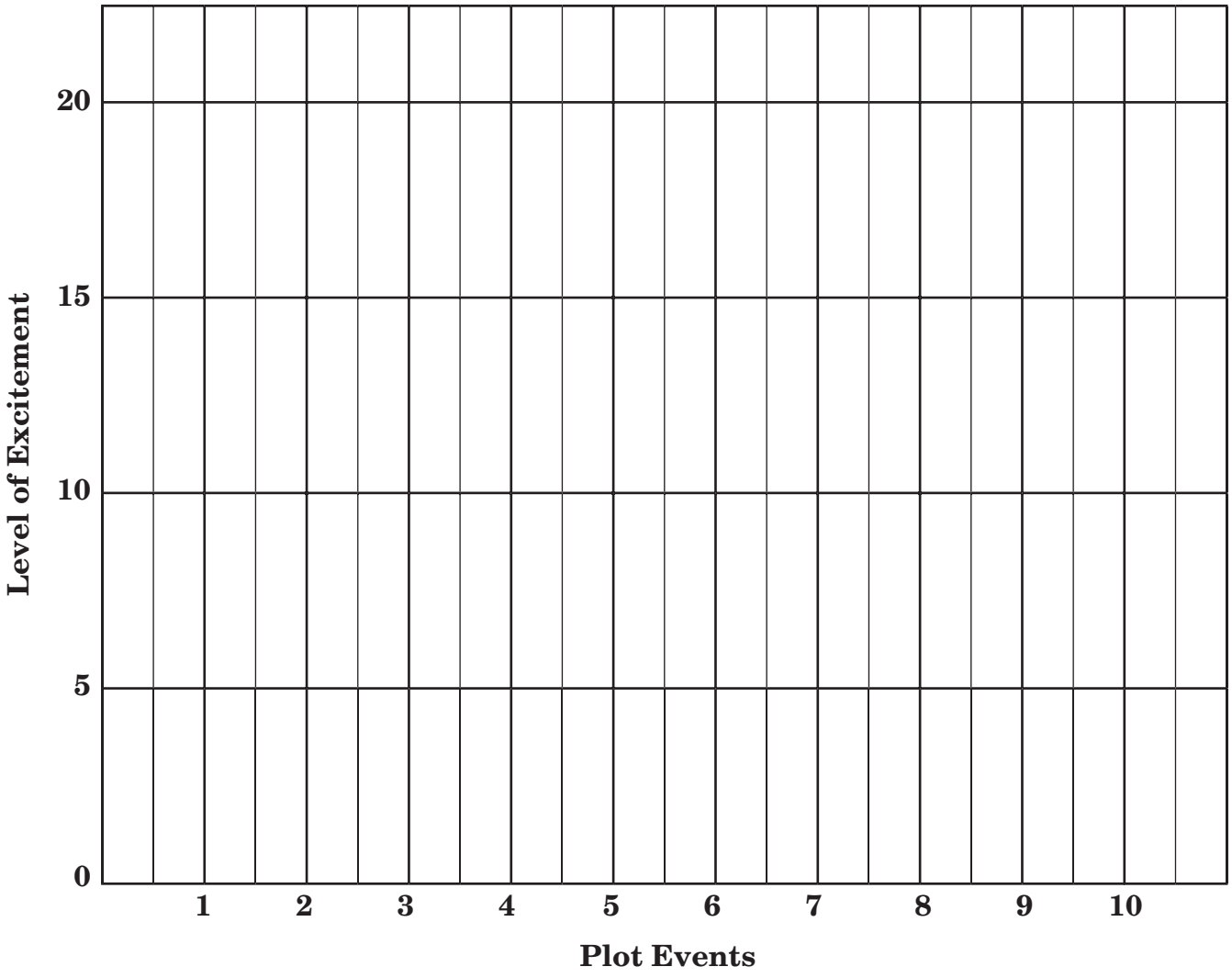
8. _____

9. _____

_____

10. _____

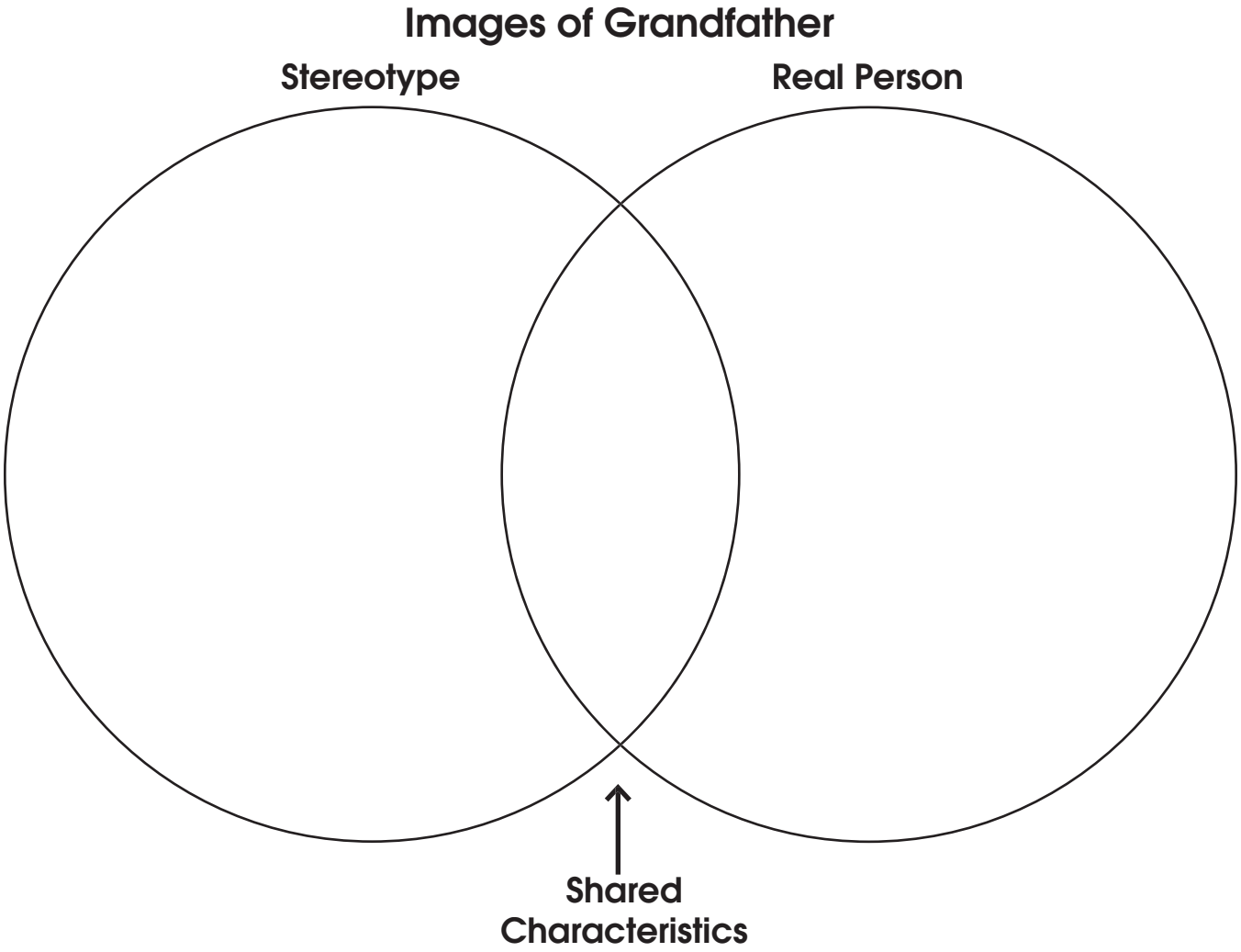
Plot Graph



An example of a plot graph is on page 1.

Activity 2

A **stereotype** is a fixed idea about a group of people. (See page 179 *ResourceLines 7/8* for more detail.) In "The Medicine Bag", the way in which Martin represents his grandfather to his friends might be considered a stereotype of a native person. Use the Venn Diagram below to show how Martin's grandfather differs from this stereotype.



Why do you think the stereotype of his grandfather is initially so appealing to Martin?

Activity 3

This story contains much dialogue. The conversation allows us to know the characters better. Dialogue also helps us know why characters do something because it can show thoughts and perspectives. Dialogue in a short story is usually to the point although it is written so it sounds realistic. Only important parts of conversation become part of dialogue.

Write a composition in which Martin's grandfather explains to a friend from the reservation why he has decided that Martin does not have to wear the medicine bag although, by tradition, he should. Make effective use of dialogue and be sure to punctuate it correctly. (See page 342 of *ResourceLines 7/8* if you are unsure about punctuating dialogue.) Self-evaluate your paragraph or have your teacher evaluate it for you using the **rubric** on page 7. Use the lines below to write the first draft of your composition.

Polished Draft of Composition

Expectations For Composition

Composing	
Okay	**Needs Improvement**
☐ You wrote on the assigned topic. ☐ You presented a clear main idea. ☐ You gave enough details to support the main idea. ☐ You organized your ideas in a logical order.	☐ You did not write on the assigned topic. ☐ Your central idea is not clear. ☐ Your details are vague or minimal. ☐ Your ideas are repeated or show gaps.
Style/Audience Awareness	
Okay	**Needs Improvement**
☐ You wrote with your audience in mind. ☐ You used vocabulary (words) that expressed your meaning well. ☐ You used sentences that made your main idea interesting to your audience. ☐ Your voice (or personality that shows in your writing) was clear and interesting.	☐ You wrote without an audience in mind. ☐ Your vocabulary is weak and does not express your meaning well. ☐ Your sentences are mostly simple. ☐ Your voice (or personality that shows in your writing) is not strong enough to make your writing as interesting as it could be.
Sentence Formation	
Okay	**Needs Improvement**
☐ For the most part, you wrote complete and correct sentences.	☐ Your composition contains run-ons and/or sentence fragments.
Usage	
Okay	**Needs Improvement**
☐ For the most part, you wrote using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.	☐ Your composition contains a pattern of errors in subject-verb agreement, verb tenses, word meaning, and/or word endings.
Mechanics	
Okay	**Needs Improvement**
☐ For the most part, you wrote using correct punctuation and capitalization.	☐ Your composition contains many errors in punctuation and/or capitalization.
Spelling	
Okay	**Needs Improvement**
☐ For the most part, you wrote using correct spelling.	☐ Your composition contains many spelling errors.

LEARNING LOG

Reflect on and record your learning process for this lesson.

What do I know about plot graphs?

What do I need to pay attention to when writing dialogue?

You should now be able to meet all the objectives listed at the beginning of the lesson. Review the list to see if there is anything you need to spend more time on.

Teacher's Comments: