

Important Concepts . . .

Preview Review



Language Arts

Grade 7

W2 - Lesson 1: What's a Short Story?

Important Concepts of Grade 7 Language Arts	Materials Required
W1 - Lesson 1 Communication Skills	Textbooks
W1 - Lesson 2 Sentence Structure	<i>ResourceLines 7/8</i>
W1 - Lesson 3 Punctuation Skills	
W1 - Lesson 4 Writing Paragraphs	<i>SightLines 7</i>
W1 - Quiz	
W2 - Lesson 1 What's a Short Story?	
W2 - Lesson 2 Short Story Analysis	
W2 - Lesson 3 Literary Techniques	
W2 - Lesson 4 Essays	
W2 - Quiz	
W3 - Lesson 1 Poetic Structure	
W3 - Lesson 2 Forms of Poetry	
W3 - Lesson 3 Letters	
W3 - Lesson 4 Writing Poetry About Letters	
W3 - Quiz	

Language Arts Grade 7

Version 5

Preview/Review W2 - Lesson 1

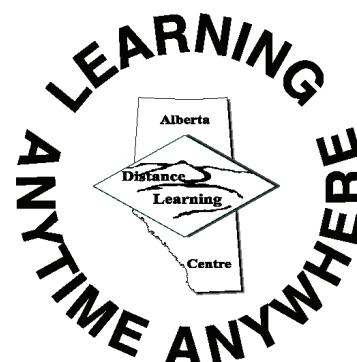
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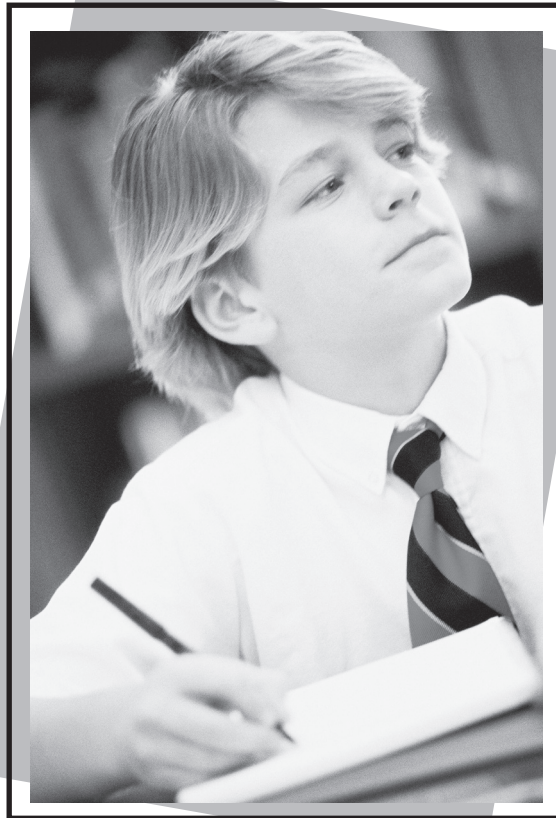
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Preview/Review Concepts for Grade Seven Language Arts



***W2 - Lesson 1:
What's a Short Story?***

OBJECTIVES

By the end of this lesson, you should

- recognize and use a KWL plan
- recognize a short story
- understand the elements of a short story
- recognize and use a story map
- recognize and use a character map
- understand internal and external conflict within a story
- understand theme in a story

GLOSSARY

Refer to *ResourceLines* 7/8

character map - visual aid to help organize elements of a character such as thoughts, actions, and emotions and any change that occurs for the character

elements - parts or pieces that make up a whole (Each element contributes to the whole story.)

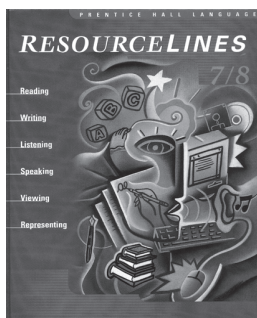
KWL - a plan or chart used to help organize your learning process, with columns for **K** – What I KNOW, **W** – What I WANT to know, and **L** – What I LEARNED (pages 21 and 239)

story map - visual aid to help organize elements of a story (page 52)

Welcome to W2 - Language Arts 7 – Preview/Review!

This course gives a snapshot of some of the important concepts required for effective communication. These concepts and skills will act as tools for you to build bridges or connections with your audience. They will help you be a better writer, listener, presenter, and viewer—in short, a better learner and communicator. These skills or tools will also assist you in courses other than Language Arts because you are often required to share information. Communication skills are tools for learning in any subject or context.

These lessons focus on specific skills or tools. They are organized into a variety of exercises and end with a short quiz at the end of the week. The quiz is designed to help you check your understanding of the concepts you previewed or reviewed and to see where more learning is required.



You may be working on these lessons on your own, or you may be in a classroom situation. If you are in a classroom situation, your teacher may choose activities for you to do in groups or pairs.

The textbooks *SightLines 7* and *ResourceLines 7/8* are necessary to complete some of the assignments.

Each lesson has a Learning Log to help you think about your learning process. You will identify main points covered in the lesson and record them in the Learning Log with questions to help focus your learning. This process ensures you have understood all the concepts you studied.



W2 - Lesson 1: What's a Short Story?

This lesson reviews some of the characteristics of the short story. The first step is to complete the first two columns of the KWL Chart below.

What I <i>Know</i> about Short Stories	What I <i>Want to Know</i> about Short Stories	What I <i>Learned</i> about Short Stories

Elements of the Short Story – Refer to *ResourceLines* 7/8 for assistance.

A short story is a brief fictional narrative that incorporates the following elements.

Setting - the time and place in which the story is set
(pages 40, 49, 52, 108, 109, and 349)

Characters - the people in the story
(pages 49, 50, 108, 109, and 110)



Characterization - the portrayal of a person in the story including physical aspects, psychological aspects, and relationships (page 54)

Plot - the structure of the action; the main events of the story
(pages 49, 52, 108, and 157)

Initial incident - the event that begins the action

Conflict - the opposition of persons or forces that gives rise to the dramatic action in the story – character versus character, character versus a group, character versus nature or the environment. (Sometimes the conflict is within a character – internal conflict.) (pages 50, 52, 108, and 109)

Climax - high point of the story (page 51)

Rising Action - the events of the plot as they become progressively more exciting and move toward the climax (page 51)

Falling Action - the events of the plot that occur after the climax (page 51)

Resolution - how the conflict is resolved; how the story ends (pages 51, 52, and 109)

Theme - the basic idea of the story; the general insight about life we gain from the story
(pages 49, 51, 52, and 108)

Turn to the short story “My Name is Angie” by Beverly Terrell-Deutsch on page 109 of *SightLines* 7. Before you begin reading, consider the title and the illustration on page 109. What do you think is the significance of the title?

Look at the illustration. What can you predict about the story?

Read to the end of the first paragraph on page 112. Then, complete the description of the main character in the first box of the story map that follows. Finish reading the story, and complete the rest of the story map.

Story Map

Main Character:

Setting:

Initial Incident:

Rising Action:**Climax:****Falling Action:****Resolution:**

A short story usually has one particularly strong element, usually character, setting, plot, or theme. As you probably discovered while reading and completing the story map, this short story has a very simple plot (the main events of the story). The element that dominates this story is character. The first two and a half pages of the story contain no plot events, focusing instead on characterization (character development). Complete the character map that follows.

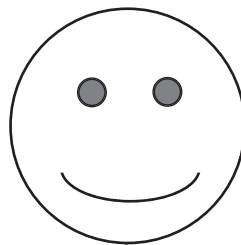


Character Map

Character: _____

Title of Story: _____

What he or she **thought**: _____



How he or she **felt**



What he or she **did**



How he or she **changed**: _____

(adapted from McREL)

1. Now that you have completed the character map, you are likely aware that this short story contains **internal conflict** as well as the **external conflict** (character versus environment) that is part of the main plot. Describe the internal conflict in this story?

2. Is there any connection between this internal conflict and the title of the story? Has your idea about the significance of the title changed now that you have completed the story?

3. Was the prediction you made when considering the illustration on page 109 accurate?

4. What is the **theme** (basic insight about life) of this short story?

Now, return to the KWL chart that you started at the beginning of this lesson. Complete the third column as a summary of your learning in this lesson.



LEARNING LOG

Reflect on and record your learning process for this lesson.

What do I know about the elements of a short story?

How can this knowledge help me?

What do I need to review so I can remember it for future use?

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: _____
