

*Important Concepts . . .*

# **Preview Review**



***Language Arts Grade 7 TEACHER KEY***

***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	<i>SightLines 7</i>
W1 - Lesson 4 ..... Writing Paragraphs	
<b>W1 - Quiz</b>	
W2 - Lesson 1 ..... What's a Short Story?	
W2 - Lesson 2 ..... Short Story Analysis	
W2 - Lesson 3 ..... Literary Techniques	
W2 - Lesson 4 ..... Essays	
<b>W2 - Quiz</b>	
W3 - Lesson 1 ..... Poetic Structure	
W3 - Lesson 2 ..... Forms of Poetry	
W3 - Lesson 3 ..... Letters	
W3 - Lesson 4 ..... Writing Poetry About Letters	
<b>W3 - Quiz</b>	

Language Arts Grade 7

Version 5

Preview/Review W2 - Lesson 1 Teacher Key

Publisher: Alberta Distance Learning Centre

Author: Sandra Baker

In-House Teacher: Connie Stasiuk and James Tapankov

Project Coordinator: Dennis McCarthy

Preview/Review Publishing Coordinating Team: Nina Johnson,

Laura Renkema, and Donna Silgard



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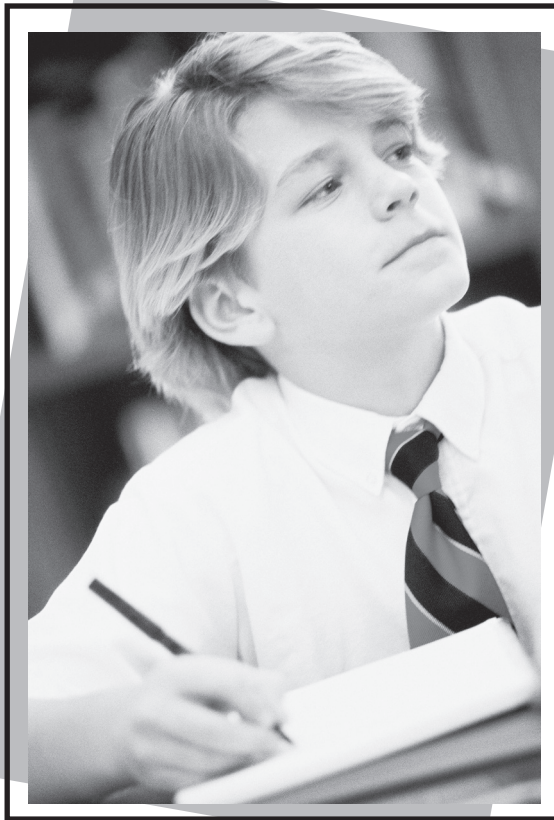
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# Preview/Review Concepts for Grade Seven Language Arts

## ***TEACHER KEY***



***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.)

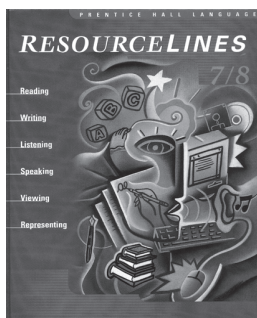
**KWL** - a plan or chart used to help organize your learning process, with columns for **K** – What I KNOW, **W** – What I WANT to know, and **L** – What I LEARNED (pages 21 and 239)

**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.

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

**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?

***Answers will vary.***

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

***Answers will vary.***

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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:

- *Angie is a teenage girl who struggles in school and doesn't have many friends or much self-confidence.*

### Setting:

- *The setting is mainly a school bus heading to school.*

### Initial Incident:

- *The bus skids on ice and eventually hangs over the edge of a bridge with only its two rear wheels on the bridge.*



**Rising Action:**

- *Driver tells students to remain calm*
- *Alex panics, starts to get up, causes bus to sway.*
- *Other students on verge on panic*
- *Angie guides Alex back to seat and starts reciting multiplication tables out loud to stay calm; others follow along.*
- *Principal arrives and watches helplessly, amazed at how calm the students are.*
- *Emergency rescue teams ready at water's edge; scuba divers, too.*

**Climax:**

- *The tow truck pulls the bus back onto the bridge.*

**Falling Action:**

- *Students and spectators cheer wildly*
- *Principal boards bus and congratulates driver on keeping students calm*
- *Driver points out Angie as the person responsible for keeping everyone calm*

**Resolution:**

- *Principal asks Angie for her name*
- *She looks straight into his eyes and says, "My name is Angie" with a new air of confidence*

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: Angie

Title of Story: My Name is Angie

What he or she **thought**: She was incapable

No one wanted to be her friend

It was best to be unnoticed

How he or she **felt**

inferior

afraid/panicky

invisible

slow learner

What he or she **did**

practiced multiplication tables

pretended to be sure of herself

tried to disappear quietly

recited timestable to calm herself

How he or she **changed**: Using the skills she had learned to calm herself, she was  
able to help others do the same. She discovered she was  
capable of handling herself in a crisis.

(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?

*Angie had little confidence in herself; she was constantly trying to find ways to conceal this.*

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?

*Because she did her best to hide, many people did not even know who she was. Her new attitude was reflected at the end when she stated her name for everyone to hear.*

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

*Answers will vary.*

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

*Answers will vary.*

*– everyone has value*

*– a crisis can bring out strengths that we may not know we possess*

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.

*(Note: Students' answers will match their experience with the lesson.)*

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

*Answers will vary.*

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How can this knowledge help me?

*Answers will vary.*

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

*Answers will vary.*

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**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: \_\_\_\_\_

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