

Important Concepts . . .

Preview Review



Language Arts Grade 7 TEACHER KEY

W2 - Lesson 2: Short Story Analysis

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	
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 2 Teacher Key

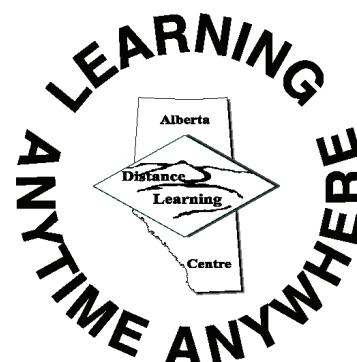
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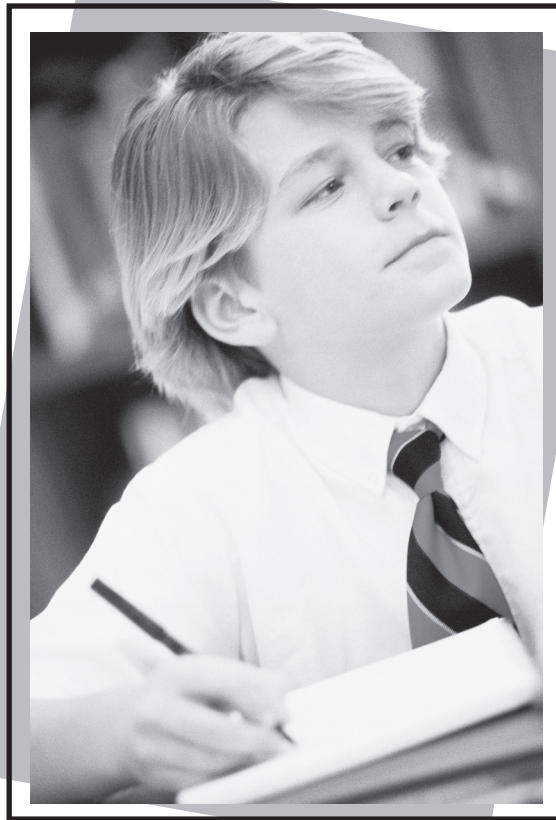
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Preview/Review Concepts for Grade Seven Language Arts

TEACHER KEY



***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

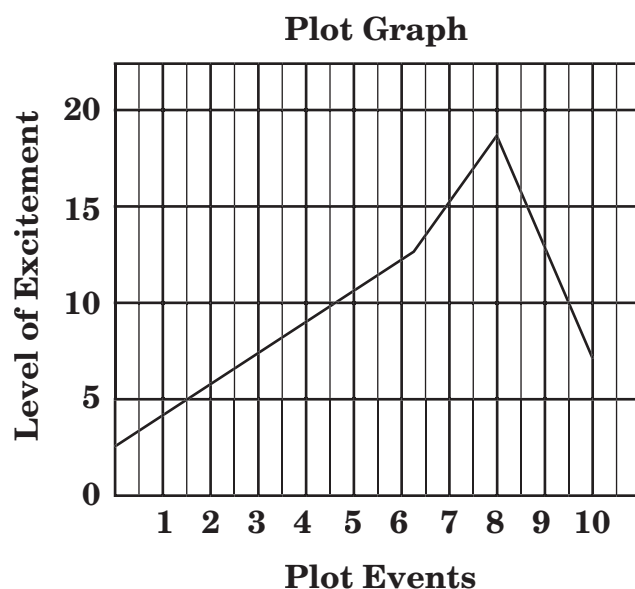
This lesson explores the short story more closely. Reviewing the elements of the short story may be helpful before you proceed with the lesson.

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

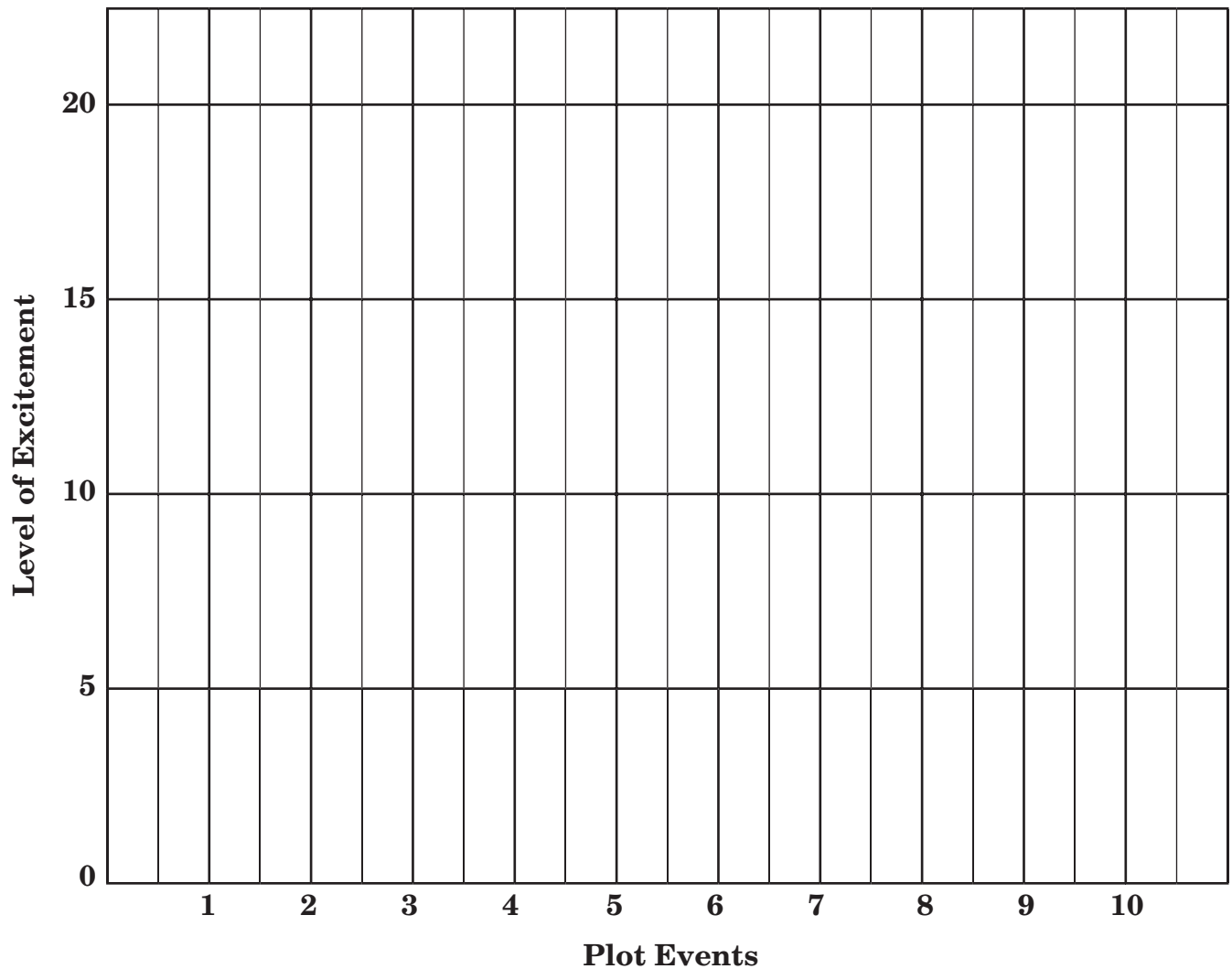
Read the story “The Medicine Bag” and plot the events. Use the space below. Remember to list them in chronological order.

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

Plot Events

1. *Martin sees his grandpa coming down street.*
2. *Martin is embarrassed by his grandpa—what he is wearing and how he looks.*
3. *Grandpa tells how he got there and why he is there.*
4. *Martin is afraid that he will have to wear the dirty old medicine bag and everyone will laugh at him.*
5. *Martin is afraid to bring his friends home in case they laugh at him.*
6. *Martin finally brings his friends home. Grandpa is dressed in traditional clothes and all his friends are in awe of him.*
7. *Martin is proud of his grandfather.*
8. *Grandpa tells Martin the story behind the Medicine Bag.*
9. *Grandpa gives Martin the Medicine Bag and tells him he needs to wear it only when he is on the reservation.*
10. *Grandpa dies.*

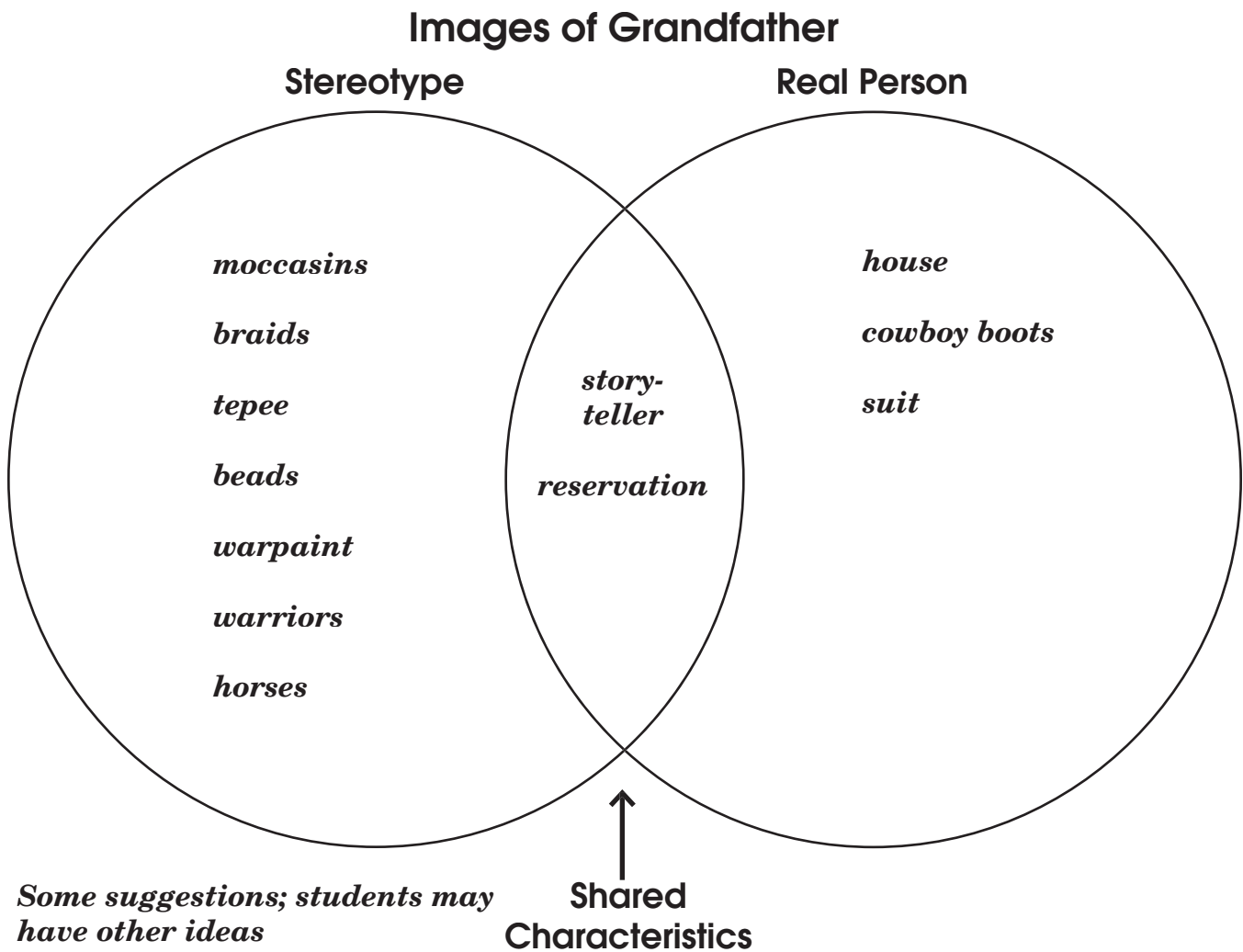
Plot Graph



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?

Answers will vary - here are some suggestions: seemed excited, wanted to

impress his friends

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.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Polished Draft of Composition

[illegible]

Expectations For Composition

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

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 plot graphs?

Answers will vary.

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

Answers will vary.

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: _____
