

*Important Concepts . . .*

# **Preview Review**



***Language Arts Grade 8 TEACHER KEY***

***W2 - Lesson 2: Short Story Elements II***

## Important Concepts of Grade 8 Language Arts

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## Materials Required

### Textbooks:

1. *ResourceLines* 7/8
2. *SightLines* 8

Language Arts Grade 8

Version 5

Preview/Review W2 - Lesson 2 TEACHER KEY

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# Preview/Review Concepts for Grade Eight Language Arts

## ***TEACHER KEY***



***W2 - Lesson 2:  
Short Story Elements II***

# OBJECTIVES

By the end of this lesson, you should

- recognize, understand, and explain the elements of a short story: conflict, flashback, foreshadowing, mood or tone, and point of view or narration
- understand how to use parentheses appropriately

## GLOSSARY

**conflict** - the problem occurring in the story; obstacles in the characters' way

**flashback** - a moment in a story that returns to events in the past, usually to explain something happening in the present

**foreshadowing** - an event in a story that gives a hint about what is going to happen to the characters in the story

**mood** - the feeling the reader gets from the story; often the result of the tone of the characters or the writer

**narration/point of view** - indication of who is telling the story

**verb tense** - indication of when an action happened; in the past, present, or future (e.g., *He ran* is past. *He is running* is present. *He will run* is future.

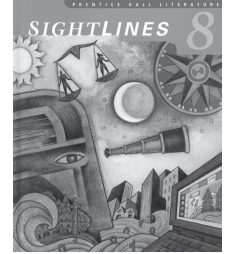
## W2 - Lesson 2: Short Story Elements II

### Review

In W2-Lesson 1, you learned or reviewed three important elements of a short story: setting, characters, and plot structure. You also learned how to analyze character motivation. If necessary, review these concepts.

### Activity 1

Read “The Moth and the Star” p. 222 *SightLines* 8 and answer questions 1 and 2.



1. List the elements of the story.

Setting: *Somewhere near a town or city with street lights.*

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Characters: *young moth, father moth, mother moth*

---

2. Summarize the plot structure of the story.

Introduction: *Young moth wishes to reach a certain star.*

---

Rising Action: *Mother says he can't do it, says young moth should hang around lamps. Father agrees and becomes angry. Compares moth to siblings.*

---

Climax: *Moth leaves home. Goes on trying to reach star.*

---

Falling Action: ***Young moth doesn't reach star, but in old age begins to believe that he has.***

End or Dénouement: ***Family burned to death long ago.***

## Parentheses

Parentheses or brackets can be used to enclose an interrupting word or word group that adds information but does not change the meaning of a sentence.

Example:

- All of us except Jane (she is very superstitious) walked under the ladder.

## Activity 2

Rewrite the following sentences and put parentheses in the correct places.

1. Two of my cousins Jan and Tracy are going to university this September.

***Two of my cousins (Jan and Tracy) are going to university this September.***

2. Many roads are closed about ten, but we will try to arrive before Monday.

***Many roads are closed (about ten) but we will try to arrive before Monday.***

3. Our coach a young exchange student from Japan was very strict.

***Our coach (a young exchange student from Japan) was very strict.***

4. We traveled 400 km 240 miles before we stopped.

***We traveled 400 km (240 miles) before we stopped.***

---

5. Jane Seymour the actress had twin boys.

***Jane Seymour (the actress) had twin boys.***

---

## Short Story Elements

Five elements of writing used in short stories that we have not discussed yet are the ideas of narration or point of view, conflict, and mood, and the literary techniques of flashback and foreshadowing.

### Narration/Point of View

Point of view is identification of who is telling the story. Three possible points of view are

1. First person – The story is told by one person using the pronoun *I*.
2. Third person – The story is told by the narrator, using the pronouns *he*, *she*, or *they*; the narrator is not part of the story.
3. Omniscient – The story is told by an all-knowing narrator who may tell the story from the point of view of any, all, or none of the characters.

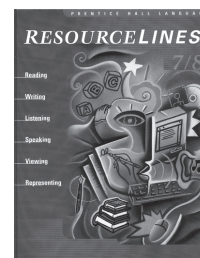


## Conflict

Conflict is the obstacle or problem in the story. Conflict occurs when an obstacle prevents a character from achieving his or her goal. Conflicts are of three types:

1. Character vs. Character – e.g., Sam and Taylor have a disagreement.
2. Character vs. Environment – e.g., Alex is lost on a remote trail in the mountains.
3. Character vs. Self – e.g., Jordan wants to be part of the “in” crowd, but he doesn’t like how they treat Kelly.

Stories may have one or more conflict. For more information on conflict, refer to page 50 of your *ResourceLines 7/8* text.



## Mood

Mood is the overall feeling the reader gets from the story. A writer’s use of language reveals his or her tone or attitude toward the subject matter. The writer may be playful, formal, angry, serious, funny, baffled, tender, peaceful, depressed, etc., and the writer may make the reader feel that way also.

## Flashback

A flashback sends the reader to an earlier time or event that is relevant to the present situation. The writer may use words or phrases such as “I remember when...” or “A few years earlier...” Sometimes a flashback is indicated by a change in font or additional space between paragraphs. Often, a **verb tense** shift from the **present** to the **past** alerts the reader that a flashback is being used. For example, “I **remember** (present tense) the night so clearly. I **had gone** (past tense) upstairs to change for the party...”

## Foreshadowing

Foreshadowing creates suspense by hinting at things to come. “Had she known, she never would have gone there at night,” or “Everything would change when she met Bob,” are examples of foreshadowing. Not all foreshadowing is this direct. Sometimes the hints are so subtle you miss them until the event has occurred. Then it hits you – “OH! That’s why...” Writers may use narration of the setting or events, or the characters’ thoughts, statements, and actions to foreshadow.



### Activity 3

Read the following excerpt and identify the features listed below.

"Watch where you are going, you nut!" John hollered through the closed car window. "Those semi-trucks have no business passing on a night like tonight," he muttered. He gripped the wheel firmly and his arms ached, but he tried to relax his fingers and breathe deeply. He squinted through the windshield against the glare of the falling snow. John knew he had to relax. If it is snowing, stay home. John remembered the advice of his AAA driving instructor. If you really don't have to go out, don't. Even if you can drive well in the snow, not everyone else can. Don't tempt fate. "Yeah, but Saturday's our big game," thought John, "I can't miss this practice!" The roads were beginning to get slippery, and here and there in the ditch were cars that had slid off the highway. At times it was hard for John to see the oncoming car headlights until they were almost upon him. Suddenly the lights became unbearably bright...it seemed they were shining right at him. A horn blasted.

1. Narration or point of view:

***Third person point of view***

---

2. Type of conflict:

***Answers will vary. Character vs. Self or Character vs. Environment***

---

3. Mood of this piece:

***Answers will vary. Tense. Nervous. Worried.***

---

4. Evidence of a flashback:

***If it is snowing, stay home. If you really don't have to go out, don't. Even if you can drive well in the snow, not everyone else can. Don't tempt fate.***

---

5. Event being foreshadowed: ***a car accident***

- a. Clue 1 (character's words or thoughts):

***"These semi-trucks have no business..."***

---

- b. Clue 2 (character's actions):

***"John gripped the wheel..." "Even if you can drive well in the snow, not everyone else can."***

---

- c. Clue 3 (narrator's description of setting):

***falling snow, roads are slippery, ditch lined with cars***

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- d. Clue 4 (an event):

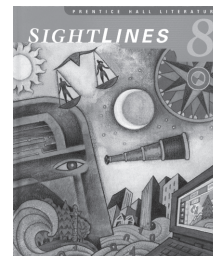
***"...it seemed they were shining right at him. A horn blasted."***

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## Activity 4

### “The Street That Got Mislaid”

Turn to page 4 in *SightLines* 8 and examine the photograph. Then, read pages 5 and 6 to “The date of the last regular street inspection was exactly fifteen years, five months, and fourteen days ago.”



1. From what point of view is this story written?

***Third person.***

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2. Describe Marc's character. (What does he do for a living? Where does he live? What does he talk about? How does he act? What is important to him?)

***Answers will vary. Marc works in the filing section of the Montreal's***

---

***engineering department where he is responsible for knowing the streets of***

---

***the city: "Not that he actually knew the streets...He knew simply of their***

---

***existence, where they were, and in what relation they stood to others." He lives***

---

***a quiet life in a room on Oven Street with noisy neighbours and a violent***

---

***landlady. He seems to be very "Live by the rules/book" type of person. His***

---

***conversations generally revolve around his job. He believes his job to be a very***

---

***important one – "You live here on Oven Street because it says so in my filing***

---

***cabinet at City Hall. If my cards didn't say so, you wouldn't exist and Oven***

---

***Street wouldn't either." He takes pride in doing his job well – being the***

---

***"undisputed expert of the filing cabinets where all the particulars of all the***

---

***streets from Abbott to Zotique were indexed, back, forward, and across." He***

---

***likes being needed by the engineers and inspectors, etc.***

---

3. Why are Marc's files important?

***Answers will vary. Every street in the city was recorded there, and his files were his pride and joy.***

4. What do you think Marc will do with the new-found card? What will happen?

***Answers will vary.***

Read the rest of the story.

5. What is the main source of conflict in this story?

***Answers will vary. Character vs Self – Marc wrestles with his values to determine what he should do about the lost card.***

6. How was Marc able to find Green Bottle Street?

***He used his mind's infallible map, using the listed details on the card.***

7. What does Marc learn about this little community?

***The people are happy to be left alone, and they watch out for each other.***

8. What decision does Marc make at the end of the story?

***He decides to live on Green Bottle Street and never let his office or department know of the mistake.***

9. Did the ending surprise you? Why or why not? Use evidence from the story to support your opinion.

***Answers will vary.***

---

10. On page 7 is an example of flashback. Write the lines from the story that take the reader back to an earlier time in Marc's life.

***"Vaguely, in his consternation, Marc remembered how, some time after he first started to work, his section had been moved to another floor..."***

---

11. What techniques does the author use to portray Green Bottle Street as a kind of forgotten paradise?

***Answers will vary. The description of Marc's current residence is stark and unforgiving: "...his room on Oven Street, where his neighbours were noisy and sometimes violent and his landlady consistently so." However, Green Bottle Street is described using friendly "purr" words such as reassuring, cobbled pavement, three small houses, "low iron piling of a kind that has disappeared except in the oldest quarters", extremely neat, recently watered and swept, and "With the sun shining on the stones and garden plots, and the blue sky overhead, the street gave him a momentary sense of well-being and peace. It was completely charming, a scene from a print of fifty years ago." The description of the relationships between the occupants is also peaceful, not the antagonistic relationship between Marc and Louis. Mrs. Trusdale calls them "our friends" not neighbours.***

---

12. How does Marc change by the end of the story?

*Answers will vary. He is willing to break the rules (his own rules) to live in the peaceful community of Green Bottle Street. He is willing to create close, meaningful relationships with people he hasn't even met although he has not had close friends in his life to this point.*

## Learning Log

Take time to reflect on and record your learning process for this lesson.

1. What do I know about:

a. Point of view

***Answers will vary.***

---

---

b. Conflict

***Answers will vary.***

---

---

c. Flashback

***Answers will vary.***

---

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d. Foreshadowing

***Answers will vary.***

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2. What questions about these topics do I still have?

***Answers will vary.***

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