

Short Stories Unit

Rieger

Big Questions:

What is a short story?

What are the components of a short story?

What techniques are utilized in writing short stories?

How do I read/ analyze short stories?

How do I plan, write, revise, and tell a short story?

Objectives:

Students will learn vocabulary and structured parts associated with short stories.

Students will prepare for final examinations and state ECAs components covering short stories.

Students will apply knowledge of short stories in writing a personal narrative and delivering it in a story-telling environment.

Class Outline:

These brief daily plans are meant to be a concise calendar guide and will be utilized in conjunction with the provided in depth notes and standards. Daily lessons may be altered according to student needs. The instructor will lead students through notes, techniques, vocabulary, writing processes and styles, while meeting indicated state standards and utilizing differentiated instruction; the unit will culminate with student-created personal narratives and verbal renditions of the stories. A final exam will be given at the end of the semester to test terminology.

Classes 1-2:

Bell Work (D/ MI)

Short Story Notes (Differentiation/ Multiple Intelligences)

Learned through written, verbal, prepared, review, and student-searched forms

Students are preparing knowledge for the Final Exam and in order to write a Personal Narrative.

Classes 3-4:

Bell Work (D/MI)

Read and Discuss Short Story (D/MI)

Students will read aloud, silently; discuss as small groups and large groups

Students will answer questions as part of discussions and written responses

Students will consider questions of form and theme and connection; terminology and vocabulary will also be covered.

Students are preparing knowledge for the Final Exam and in order to write a Personal Narrative.

This cycle will be utilized for multiple short stories in the curriculum.

Classes 5-15:

Writing a Personal Narrative (D/MI)

Follow Personal Narrative Notes and Assignment Lessons

Utilize Yale Writing Exercises

Use Graphic Organizers, Planners, Rubrics in study, planning, writing, and revising

Utilize graphic organizers and different techniques in the Writing Process

Read and Study Prentice Hall Writing Unit; See Additional Notes provided and used as guides

Further explore the vocabulary, techniques, construction, and nuances of Short Stories

Classes 16-20:

Story-telling (D/MI)

Students will share/ present their stories verbally in front of class according to guide.



LEARNING CONNECTION
STANDARDS

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Username:

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Indiana Standards

Search the Standards

Subject:

Grade Level/Course:

Keywords:

Now displaying 1-7 of 7



* EL.9.1 2006 - READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

EL.9.1.1 2006

Vocabulary and Concept Development:

Identify and use the literal and figurative meanings of words and understand the origins of words.

Example: Understand figurative language when reading text, such as *She shot me a glance that would have made a laser beam seem like a birthday candle.* (Larry Servais)

EL.9.1.2 2006

Distinguish between what words mean literally and what they imply and interpret what the words imply.

Example: Analyze both the literal and the implied meaning of phrases when reading text, such as *We had a permissive father. He permitted us to work.* (Sam Levinson)

EL.9.1.3 2006

Use knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words.

Example: Use the story of Midas to understand the phrase *the Midas touch*. Use the story of the *Iliad* and Achilles to understand the phrase Achilles' heel.



EL.9.2 2006 - READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 9, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

EL.9.2.1 2006

Structural Features of Informational and Technical Materials:

Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Example: After collecting samples of several different applications for employment from different area employers, evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant.

EL.9.2.2 2006

Prepare a bibliography of reference materials for a report using a variety of public documents, such as consumer, government, workplace and others.

Example: Prepare a bibliography citing a wide variety of consumer, workplace, and public documents for a report on labor laws for children or for a report on the history and future of American innovation and invention.

EL.9.2.3 2006

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text:

Generate relevant questions about readings on issues or topics that can be researched.

Example: Read about some of the different cultures described in *African Beginnings* by James Haskins, Kathleen Benson, and Floyd Cooper.

Generate researchable questions about how and why the cultures developed as differently as they did.

EL.9.2.4 2006

Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Example: Read three or more nonfiction texts about black holes: *Black Holes* by Heather Couper et al.; *Black Holes* by Jean-Pierre Luminet et al.;

articles identified using the *Reader's Guide to Periodical Literature*; or an online database of articles. Take notes that describe black holes and identify quotes that can be used in writing a paper that cites the sources.

EL.9.2.5 2006

* Demonstrate use of technology by following directions in technical manuals.

Example: Locate and follow the directions embedded in word processing help menus for formatting text paragraphs, such as hanging indents.

EL.9.2.6 2006

Expository (Informational) Critique:

Critique the logic of functional documents (such as an appeal to tradition or an appeal to force) by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Example: Evaluate a document that gives a set of expectations and rules for behavior. This could be a school's code of ethics, an extracurricular organization's constitution and bylaws, or it could be a set of local, state, or federal laws. Evaluate the way the document is written and whether the expectations for readers are clear.

EL.9.2.7 2006

Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.



Example: Analyze the language and images used in print advertisements or electronic media and evaluate how the advertisement is written and designed to convince a potential customer to use a product.

EL.9.2.8 2006

Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.



* EL.9.3 2006 - READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List, which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

* EL.9.3.1 2006

Structural Features of Literature:

Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

Example: Compare plays with similar themes, such as the theme of prejudice in *Twelve Angry Men* by Reginald Rose and *The King and I* by Richard Rodgers and Oscar Hammerstein II.

EL.9.3.10 2006

Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

➔ Dialogue: a conversation between two characters

• Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud

• Asides: words spoken by characters directly to the audience

➔ Character foils: characters who are used as contrast to another character

• Stage designs: directions and drawings for the setting of a play

Example: Define different dramatic literary terms in Shakespeare's *Romeo and Juliet*. Describe the function that these devices play to expound on plot, advance the action of the story, and reveal additional information about the characters.

EL.9.3.11 2006

Literary Criticism:

Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

Example: Read one of the stories by Edgar Allan Poe, such as "The Cask of Amontillado," to understand how Poe creates a sense of eerie foreboding.

EL.9.3.12 2006

Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Example: Read selections that are connected to a certain period in history, such as "The Legend of Sleepy Hollow" by Washington Irving and *Our Town* by Thornton Wilder. Describe the role that the time period plays in these works and analyze the author's perspective on the period.

EL.9.3.13 2006

Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

EL.9.3.2 2006

Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

Example: Consider the theme of the relationship between nature and humans. Read different works on the theme, including a poem praising the beauty of nature (such as John Greenleaf Whittier's "Snowbound"), a novel in which elements of nature play a large role (such as *My Antonia* by Willa Cather), or a play (such as Shakespeare's *The Tempest*).

EL.9.3.3 2006

Analysis of Grade-Level-Appropriate Literary Text:

Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

Example: Discuss the development of the different characters in Charles Dickens' *Great Expectations*.

EL.9.3.4 2006

Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

Example: Read works, such as *The Secret Diary of Adrian Mole, Aged 13 3/4* by Sue Townsend or *Spoon River Anthology* by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.

EL.9.3.5 2006

Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Example: Analyze and compare selections from Russell Baker's *Growing Up*, Ed McClanahan's *Natural Man*, and Reynolds Price's *Long and Happy Life* as variations on a theme.

EL.9.3.6 2006

Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Example: Discuss how Tennessee Williams uses shifts between narration and "in-scene" characters to tell the story in his play *The Glass Menagerie*.

EL.9.3.7 2006

Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Example: Analyze and compare figurative language in *The Odyssey*.

EL.9.3.8 2006

Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

Example: After reading *The Bridge of San Luis Rey* by Thornton Wilder or "The Monkey's Paw" by W.W. Jacobs or "The Necklace" by Guy de Maupassant, discuss the ironies revealed by the story.

EL.9.3.9 2006

Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Example: Read *To Kill a Mockingbird* by Harper Lee and discuss the impact of Scout's narration as the story unfolds.



EL.9.4 2006 - WRITING: Processes and Features

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

* EL.9.4.1 2006

Organization and Focus:

Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

EL.9.4.10 2006

Evaluation and Revision:

Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.

EL.9.4.11 2006

Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.

EL.9.4.12 2006

Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.

- * EL.9.4.13 2006
Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- * EL.9.4.2 2006
Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- * EL.9.4.3 2006
Use precise language, action verbs, sensory details, and appropriate modifiers.
- * EL.9.4.4 2006
Research Process and Methodology:
Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.
- * EL.9.4.5 2006
Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- * EL.9.4.6 2006
Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- * EL.9.4.7 2006
Integrate quotations and citations into a written text while maintaining the flow of ideas.
- * EL.9.4.8 2006
Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.
- * EL.9.4.9 2006
Use a computer to design and publish documents by using advanced publishing software and graphic programs.



EL.9.5 2006 - WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4— Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

- * EL.9.5.1 2006
Write biographical or autobiographical narratives or short stories that:
 - describe a sequence of events and communicate the significance of the events to the audience.
 - locate scenes and incidents in specific places.
 - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings.
 - pace the presentation of actions to accommodate changes in time and mood.

Example: Write a personal narrative showing an audience the story of a particular object of significance in one's life.
- EL.9.5.9 2006
Research Application:
Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
 - uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
 - synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
 - demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
 - demonstrates that sources have been evaluated for accuracy, bias, and credibility.
 - organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Example: Develop a research report on a specific event in history documented by the Smithsonian Institution, such as the Wright brothers' first flights on December 17, 1903. Find primary sources through the museum's Web site and then compare these to a secondary source, such as newspaper stories written after the event.
- EL.9.5.4 2006
Write persuasive compositions that:
 - organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
 - use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
 - clarify and defend positions with precise and relevant evidence; including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - address readers' concerns, counterclaims, biases, and expectations.

Example: Write a letter to the principal or the president of the school board to persuade that person to support your views on some educational policy that has been adopted by the local school district, such as a dress code policy, a change to or from block scheduling, or a decision about grade requirements to participate in extracurricular activities.
- * EL.9.5.2 2006
Write responses to literature that:
 - demonstrate a comprehensive grasp of the significant ideas of literary works.
 - support statements with evidence from the text.
 - demonstrate an awareness of the author's style and an appreciation of the effects created.
 - identify and assess the impact of ambiguities, nuances, and complexities within the text.

Example: Write a description of the characters of Jem and Scout Finch in Harper Lee's *To Kill a Mockingbird* from the viewpoint of another character, Boo Radley or Atticus Finch. Write a comparison of different characters in a book, such as *Great Expectations* by Charles Dickens, explaining how they are alike and different and how each serves to move the plot of the novel forward.
- EL.9.5.3 2006
Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analysis that:
 - gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
 - communicate information and ideas from primary and secondary sources accurately and coherently.
 - make distinctions between the relative value and significance of specific data, facts, and ideas.
 - use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of a topic.
 - include visual aides by using technology to organize and record information on charts, data tables, maps, and graphs.
 - anticipate and address readers' potential misunderstandings, biases, and expectations.
 - use technical terms and notations accurately.
- EL.9.5.5 2006
Write documents related to career development, including simple business letters and job applications that:
 - present information purposefully and in brief to meet the needs of the intended audience.
 - follow a conventional business letter, memorandum, or application format.

Example: Write a letter requesting an informational interview with a person in a career area that you would like to know more about. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the needs of the position.
- EL.9.5.6 2006
Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:

- report information and express ideas logically and correctly.
 - offer detailed and accurate specifications.
 - include scenarios, definitions, and examples to aid comprehension.
 - anticipate readers' problems, mistakes, and misunderstandings.
- Example: Write a code of student ethics that outlines the rules of behavior for people in your school. Organize the document clearly, using headers and a table of contents. Include specific examples so that all students will understand what is expected of them.
- EL.9.5.7 2006



Use varied and expanded vocabulary, appropriate for specific forms and topics.

Example: Write a formal and persuasive speech using words that will convince an audience to accept your point of view.



EL.9.5.8 2006

Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.



EL.9.6 2006 - WRITING: English Language Conventions

Students write using Standard English conventions.



EL.9.6.1 2006

Grammar and Mechanics of Writing:

Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.



EL.9.6.2 2006

Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.



EL.9.6.3 2006

Manuscript Form:

Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.



EL.9.6.4 2006

Apply appropriate manuscript conventions - including title page presentation, pagination, spacing, and margins - and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.



EL.9.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.



EL.9.7.1 2006

Comprehension:

Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.



EL.9.7.10 2006

Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.



EL.9.7.11 2006

Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.

EL.9.7.12 2006

Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and the use of sweeping generalizations.

EL.9.7.13 2006

Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare's *Romeo and Juliet* with Franco Zeffirelli's film version).



EL.9.7.14 2006

Speaking Applications:

Deliver narrative presentations that:

- narrate a sequence of events and communicate their significance to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- time the presentation of actions to accommodate time or mood changes.

EL.9.7.15 2006

Deliver expository (informational) presentations that:

- provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
- convey information and ideas from primary and secondary sources accurately and coherently.
- make distinctions between the relative value and significance of specific data, facts, and ideas.
- include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- anticipate and address the listeners' potential misunderstandings, biases, and expectations.
- use technical terms and notations accurately.

EL.9.7.16 2006

Apply appropriate interviewing techniques:

- prepare and ask relevant questions.
- make notes of responses.
- use language that conveys maturity, sensitivity, and respect.
- respond correctly and effectively to questions.
- demonstrate knowledge of the subject or organization.
- compile and report responses.
- evaluate the effectiveness of the interview.

EL.9.7.17 2006

Deliver oral responses to literature that:

- advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
- support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- demonstrate awareness of the author's writing style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

EL.9.7.18 2006

Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:

- structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.
- contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).
- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- anticipate and address the listener's concerns and counterarguments.

- * EL.9.7.19 2006
Deliver descriptive presentations that:
 - establish a clear point of view on the subject of the presentation.
 - establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
 - contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.
- * EL.9.7.2 2006
Organization and Delivery of Oral Communication:
Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), and references to authoritative sources.
- * EL.9.7.3 2006
Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- EL.9.7.4 2006
Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- EL.9.7.5 2006
Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).
- * EL.9.7.6 2006
Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.
- EL.9.7.7 2006
Analysis and Evaluation of Oral and Media Communications:
Make judgments about the ideas under discussion and support these judgments with convincing evidence.
- EL.9.7.8 2006
Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
- EL.9.7.9 2006
Analyze historically significant speeches (such as Abraham Lincoln's "House Divided" speech or Winston Churchill's "We Will Never Surrender" speech) to find the rhetorical devices and features that make them memorable.

Multiple Intelligences and Storytelling

Howard Gardner, in his book *Frames of Mind*, re-defined intelligence recognizing that there was not only one level of intelligence but a number of areas of intelligence, and that some students depend on some intelligences more than others.

Listed below are the eight intelligences defined by Gardner, their general descriptions, and how they can relate to storytelling.

The Eight Intelligences	General Descriptions	Relating to Storytelling (adapted from Derek Burrows)
Linguistic	Using words well, writing, speaking	Re-tell & rewrite the story using own words. Think of words that best describe character & setting
Logical-Mathematical	Using or working with numbers & patterns, calculating, computing, & classifying	Look at rhythmic pattern, repeated words, sequences, re-occurring themes
Spatial	An eye & sensitivity to shapes & colors, ability to see world in 3-D	Draw the sequence of the story as you remember it
Bodily - Kinesthetic	Ability to understand the world through the body	Use movements & gestures instead of words to tell parts of the story. Act out the story without words.
Musical	Ability to know & understand the world through sound Sensitive to rhythm, melody, pitch	Find sound patterns in the story. Add rhythms to enhance the action & words. Do sound effects for the story. Tell the story in rap or rhyme
Interpersonal	Ability to learn with another. Aware of other's feelings and moods from their actions	Discuss how people in the story feel about the events of the story. Why did the characters act as they did?
Intrapersonal	Knowledge of self. Aware of own strength & weakness	How do the conflicts & events in the story reflect your life? What parts relate how you feel?
Naturalist	Understanding the physical world & the environment	Tell stories of how things in nature might have come to be
Existentialist	Asking the Big Questions	Creating stories based on questions about the world and events around you

[^up](#)

• Elements of Short Stories Day

Standards: CC9.SL.1, CC9.RL.2, CC9.RL.3, CC9.RL.4, CC9.RL.5, CC9.RL.6, CC9.RL.10, 9.3.4, 9.3.7, 9.3.8, 9.3.9, 9.3.10a, 9.3.13

Essential Questions

- Why is it important to interpret what I read?
- How can reading different types of stories help our minds grow?

Unit Goals: By the end of this unit, students will know and be able to identify elements of short stories which include exposition, complication, climax, resolution, internal and external conflict, theme, setting, protagonist vs. antagonist, figures of speech, irony, and symbols through the readings and discussions of many short stories

Daily Objective(s): Students will be able to define exposition, complication, climax, resolution, internal and external conflict, theme, and setting.

Assessment(s): The assessment for these terms will be given at the end of day two when the students will take a quiz over the short elements terms. The final assessment for elements of a short story will be the exam the students will take over the various elements in the stories we will read.

Daily Activities

- Bell Ringer
- Discuss the first part of elements of short stories

*Will change w/
each story*

• Elements of Short Stories Day

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Daily Activities

- Bell Ringer
- Discuss the second part of elements of short stories

So, here are some arguments and justifications to help you cut to the chase:

- Storytelling is the oldest and most powerful teaching & learning method known.
- Storytelling is the way humans have communicated since they first made sound.
- Storytelling used to be a family custom (& still is if you listen at family dinners).
- Storytelling promotes inventive thinking and problem solving skills.
- Storytelling utilizes all the language skills:
 - Listening
 - Response
 - Speaking
 - Pronunciation (enunciation, correct usage, projection)
 - Vocabulary enrichment
 - Writing skills (plot, characterization, setting, dialogue)
 - Imagination
 - Performing skills
 - Evaluation for self and others
- Storytelling increases self-esteem and self-confidence
- Storytelling enhances self-expression.
- Storytelling can be used across the curriculum - math, science, social studies, etc
- Storytelling motivates students to find out MORE.
- Storytelling introduces students to literature and folklore of all cultures.
- Storytelling promotes reading - for fun, not just another assignment.
- Storytelling promotes writing - the same skills are used for both.
- Storytelling provides environments for different learning styles
- Storytelling modifies negative behavior patterns
- Storytelling increases concentration
- Storytelling generates interactive and cooperative learning
- Storytelling uncovers hidden talents
- Storytelling develops oral (and written) expression
- Storytelling is inexpensive - no new texts, computers, or other tools needed
- Storytelling is the oldest and most powerful teaching & learning method known.

(Yes, I did begin with that same sentence. But it bears repeating!)

And one more:

Storytelling IS FUN!!! Having fun doesn't negate learning!

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STORYTELLING AND THE CURRICULUM

Dianne's school programs and residencies support the North Carolina Standard Course of Studies, the South Carolina Curriculum Standards, Tennessee Curriculum Standards, and the Virginia Standards of Learning. Aware of the time teachers need to teach the required standards, she endeavors to help in every way possible while in their classrooms.

"Her programs do not add more to the teacher's burden, rather, they alleviate some of the teacher's work!"

"I have found storytelling to be an art form that is easily adapted to meet various curriculum goals."

"Dianne's programs support learning of the Language Arts/English, Social Studies, and History standards, as well as Science, Math and possibly other requested subjects."

"Ask to see her compilation of the supported standards (PK - 12), programs that support these standards, and her method of assessing the student's learning."

"If the goal you want covered is not listed, ask - Dianne does amazing work with curriculum standards and storytelling. Just what is needed in your classrooms!"

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