



# Gold Seal Lesson

<b>Author(s): Jennifer J. Janowiak</b>			<b>Lesson Title: Old Plot – New Plot</b>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<b>K-4</b>	<b>5-8 XX</b>	<b>9-12</b>	<b>A</b>	<b>B XX</b>	<b>C</b>	<b>D</b>

### Instructional Focus:

#### Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations.

#### Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

### Performance Task

In this lesson, students will analyze specific parts of the plot in a story. The parts that will be analyzed will be foreshadowing, the exposition (rising actions), climax (conflict), falling action, and resolution.

1. Before class, choose a specific story from their literature series that illuminates all elements of plot. You may also choose a novel or popular movie.
2. Once the story is selected, with the students, create a plot outline. That is, find elements of foreshadowing, the rising actions that lead up to the climax, the climax, the falling actions, and the resolution. Discuss how these elements affect one another. For example, the rising actions directly affect the falling action and the resolution.
3. The students are instructed to change a part of the exposition (rising action) of the story and rewrite the rest of the story based on the new parts of the exposition. When changing one, two or all elements of the exposition, the students will need to create a new climax, falling actions and resolution.
4. Instruct the students to write at least a minimum of 2 full pages. Encourage the use of correct paragraphs. They must have a new element of the exposition, new climax, new falling actions, and new resolution.
5. Share the new stories with the class so that students can see the how a story dramatically changes when one or two elements are changed. Emphasize that all of the elements of plot are interdependent.

### ICLE Essential Skills

Identify, collect and/or select pertinent information while reading (ela 5)

Summarize, synthesize, and organize information while reading (ela 24)

Discriminate important ideas from unimportant ideas while reading (ela 15)

Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader (ela 72)

Use writing as a way of expressing personal creativity ( 31)

**Scoring Guide:**

4 = The student demonstrates through class discussion and writing a thorough understanding of the concept of the interdependence of elements of plot. The student writes a clever short story in which the exposition of an existing story is changed successfully. The other elements of style are changed in appropriate ways.

3 = The student seems to understand the concept of the interdependence of elements of plot. The student writes a short story in which changes in the exposition of an existing story result in necessary alterations in other plot elements.

2 = The student can recite the elements of plot but does not seem to understand the issue of interdependence. The student writes an incomplete short story in which plot elements are unsuccessfully altered.

1 = The student seems unaware of plot elements and is unable to complete a short story in which plot elements are successful altered although he/she tries.

0 = No attempt to accomplish the task.

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading Comprehension</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing Narrative</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature Fiction Plot</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	