



# Gold Seal Lesson

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

### 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 assignment, students will understand how setting affects plot. This lesson may take 3 to 4 days from start to finish.

1. The **day before** the assignment, students are instructed to bring in three pictures, from magazines, postcards, family photos etc, that show a particular setting.
2. Day 2: The students are instructed to choose two of their three setting choices.
3. Have the students brainstorm on a piece of paper, the exact setting for their pictures. For example, if they have chosen an exotic island, have them decide on a time and place, for example, Tahiti in the year 2050. This helps students understand that setting is both time and place of the action. Also, if one setting is an exotic island, encourage them to choose a second setting totally different from the first (example: the mountains of Colorado in 1890)
4. On the same piece of paper, have them brainstorm potential characters to play a role in the story they will be creating. They should have at least 2-3 major characters.
5. Have them now choose one of their two settings. For today, the students will be creating a short story using one of their settings and the characters they listed. I would encourage the stories to be around two pages in length in order to develop the plot. Remind the students about plot and that it is the sequence of events in the story, with a central conflict and resolution. For the purpose of this assignment, have them base the conflict on some element of the setting.
6. Day 3: Once the students have written their first short story based on their first setting have them hold on to it (or you could collect it to hand back). Today the students will take the second setting they had chosen and use the **SAME** 3-4 main characters they wrote about in the first setting and now write a second short story based on the new setting. Have the students reflect on the plot in the first story before they begin this story. Remind them that they are to be demonstrating how the setting of the story can change the plot of a story.
7. Day 4: Once all students have two short stories, both having different settings yet the same characters, have students exchange their stories with a partner. Partners will then analyze how the setting affects the plot in story #1 and how it affects the plot in story #2. They then need to compare and contrast the plots in the two stories. After partners are done analyzing in writing, have them hand back papers to original student. This student will then read over partner's analyses. You can also schedule time for the students to conference with their partner about their thoughts. Students may want to share their stories and summaries with the class before they are handed in. Allow time for revision and editing.
8. Once all is done, have the students hand in their two stories revised and edited and their partners summary of their stories in all together.

### ICLE Essential Skills

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

Synthesize and evaluate ideas from several selections on similar topics (ela 38)

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)

**Scoring Guide:****Scoring Guide:** 1 short story: Creativity =5 pts

Development of plot =15 pts

Spelling/Grammar =10 pts

Points per short story = 30 points**Total points for two short stories = 60 points**

Summary:

Analysis of how setting affects plot in each story = 20 pts

Compare/ contrast plot = 20 pts

**Total points for summary = 40 points**

\*Note that when students hand in their work, they will have two stories they have written and an analysis by a partner of their two stories. So in grading the summary make sure that credit isn't given to the author of the stories, but the author of the summary.

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature Setting Plot</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other Analysis Short stories</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	