

Level: 9th Grade

Class Size: 20 - 25 students

Unit: Short Story

Time Needed: 90 minutes

Sequence In Unit: 3rd Lesson

Classroom Composition: General mainstream classroom.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to recognize not only the main plot of a written work, but also the subplots and how they tie into the main plot.

- **Objectives**
 - The learners will be able to describe what a plot is in such a way that a person who has never heard of the term will understand it. (Cognitive: Comprehension/Application)
 - The learners will be able to summarize the plot of a written work in such a way that someone who hasn't read the work will be able to understand the majority of the tale. (Cognitive: Comprehension)
 - The learners will be able to show the subplots within a written work and how they interact with the main plots. (Cognitive: Analysis)
 - The learners will be able to create a plot like and recognize the plot style of their story as a means of a guide throughout writing their own. (Cognitive: Analysis/Synthesis)

- **Connects to the Maine Learning Results**
 - English Language Arts, Grades 9 - Diploma A2 (Reading - Literary Texts)
 - b. "Evaluate the *theme* or *themes*, whether explicitly stated or implied, in a literary text."
 - c. "Identify and compare and analyze recurring themes across works."
 - English Language Arts, Grades 9 - Diploma B2 (Writing - Narrative)
 - a. "Use *diction*, *syntax*, *imagery*, and *tone* to create a distinctive *voice*."
 - b. "Organize ideas in a logical sequence, with effective transitions."
 - English Language Arts, Grades 9 - Diploma D1 (Language - Grammar and Usage)

- a. “Use appropriate *diction, syntax* and *figurative language* to suit purpose, context, and audience.”
- English Language Arts, Grades 9 - Diploma D2 (Language - Mechanics)
- a. “Use appropriate punctuation, spelling, sentence and paragraph structure to suit purpose, *context*, and audience.”

b. Essential Questions

- What is plot?
- What are the different forms of plot?
- What is a subplot?
- how do subplots work?

c. Knowledge and Skills

- Students have previously read stories of various lengths that consists of all major elements of a story.
- The learners have previously been taught about plot to a mild extent.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

Homework will consist of creating a character profile and background for a short story. The following basic scale will be used for the homework grade:

- 5 - Homework goes above and beyond teacher’s expectations.
- 4 - Homework was done to teacher’s expectations. Work was understandable, neat, and correct.
- 3 - Homework was mostly correct, but has a few minor errors.
- 2 - Many errors and hard to follow, but the assignment was done correctly.
- 1 - Assignment was turned in. Very little was done, or the assignment was done incorrectly.
- 0 - Did not due assignment

e. Quizzes, Tests, Prompts

Anticipatory Set:

“Plot is the aesthetic approximation of gravity.” ~ Joyce Carol Oates

f. Unprompted Evidence

The teacher will observe whether or not students are cooperating within their groups and will keep track of who has spoken up in class discussion.

g. Self Assessment

Students will have the chance to ask questions to check for clarification.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experiences/Instruction

1. After students are seated at their desks, the teacher will read the quote from the board, along with giving them a little description of Joyce Carol Oates.

“Plot is the aesthetic approximation of gravity.” ~ Joyce Carol Oates

- grew up in a small town, working-class family
- before learning how to read and write, she would recite stories to friends
- writes primarily “American rural reality”

Students will then be asked what they think the quote means and whether or not it fits the idea of the plot. (10 minutes)

2. Students will be placed into groups of four or five students by the teacher. Groups will then discuss the story that they had worked from on the previous assignment in terms of what plots are within the piece. After 10 minutes, the teacher will then ask each group to report out about what they believe are the plots within the work and record this on the board. (15 minutes)
3. After wrapping up the discussion about plot from the story, a small lecture will be given on plot and its components.

Plot types to introduce to class:

- EPISODIC - A book made up of a series of chapters each with its own plot.
 - GRADUAL DEVELOPMENT - Has incidents and conflict, but tension and suspense are minimal, plot does not rise into a definite climax.
 - RISING ACTION - Has a definite conflict, tension, and suspense which rises to a climax; plot ends without fully resolving outcome.
 - RISING AND FALLING ACTION - Has a definite conflict, tension, and suspense which rises to a climax; climax is followed by the denouement in which the outcome is resolved.
 - PARALLEL PLOT - Two plots which have similar incidents simultaneously or one after another, may intersect at some point.
3. If time permits, after the lecture portion of the lesson, hand out “Event” sheet and have students work in groups to place the sequence of events along the “plot mountain.” Go over this as a class to ensure that students understand the concept of “rise and fall” in plots.
 4. Closure - What have we learned?
 1. What is plot.
 2. The basic sequence of events in plot.
 3. The different forms of plot.
 4. How plot is the essential piece of a story.
 5. For homework, students will be asked to write up a sequence of events that will be taking place in their story along the lines of a “plot mountain.” These events should be as detailed as possible. Any subplots should also be included. Students should also write a paragraph or two on what style of plot their story consists of.

i. Materials and resources

Teacher Resources

- ▶ Computer with word processing capabilities.
- ▶ Lesson notes
- ▶ Materials for in-class assignment.
- ▶ Wipe off board and markers or chalk and chalkboard
- ▶ Copies of previous day's assignment.

Student Resources

- ▶ Pencil, Pen, Paper.....materials required for regular attendance