



Read It, Write It, Tell It Episode: "Ohio Odyssey"

Lesson Overview

The purpose of the lessons in this unit is to help Ohio students in grades 3-7 learn the characteristics of the literary text PLOT indicators that they must master for their respective Ohio achievement tests. Special care has been taken to dovetail the lessons with the indicators and the types of questions commonly asked on Ohio tests. The lessons are divided into two sections: Grades 3-4 and Grades 5-7.

Ohio Academic Content Indicators

2001.EL.S05.GKG-03.BA.L03.I01	Recognize and describe similarities and differences of plot across literary works.
2001.EL.S05.GKG-03.BD.L03.I03	Retell the plot sequence.
2001.EL.S05.G04-07.BC.L04.I03	Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.

Ohio Achievement/Proficiency Tests Plot Question Types

- What happens just before Event *X*?
- Tell how Character *X* felt at the (beginning/middle/end) of the selection and list the event(s) that made him/her feel that way.
- List *x number* of events that happen in the selection that caused the Story Element *X* to change. List the events in the order that they happen in the selection.
- List (or complete a web showing) *x number* of things Character *X* did to solve Problem *X*.
- Given a list of incidents/events from a selection, choose the one that directly caused/led to Event *X*.
- What is the major conflict in the selection and how is it resolved?
- Given a list of sub-headings from the selection, under which does Event *X* belong?
- What is the main idea of the selection?
- Summarize the selection.

Ohio Odyssey

Episode Summary

In this episode, Johnny Appleseed meets a giant serpent that fell to earth in a meteor. The snake plans to consume the Earth – boulder, by cave, by mountain. Johnny sends Mike Fink through time to pick up the “Buckeye Heroes” from the other seven episodes and they all join together to defeat the serpent. The Buckeye Heroes are: Johnny Appleseed, Mike Fink, Annie Oakley, Harriett Beecher Stowe, Jesse Owens, Neil Armstrong, and Cy Gattton.

Episode Vocabulary

The following words used by the storyteller in the *Read It, Write It, Tell It* episode “Ohio Odyssey” may be unfamiliar to some students.

boulder	imitating	serpent
coaxed	keelboat	skeptically
debris	meteorite	stargazing
defeat	ornery	suffer
depend	plummeting	thrashed
devour	puny	unbound
frustration	rascal	varmint
humongous	replica	wallop

Before Viewing

1. Say: What happened in the end of the story ____? (Choose a story with which the children are familiar such as Little Red Riding Hood, The Three Bears, a story the class has recently read together or had read to them, etc.)
2. Say: What happened at the beginning of the story?
3. Say: What was the most exciting or important part of the story?
4. Say: While you watch the *Read It, Write It, Tell It* episode “Ohio Odyssey” think about all the different things that happen in the story the storyteller, J. D. Williamson, is telling.

After Viewing

Pre/Post Questions: If the students cannot easily answer the following questions, you may wish to use the Lessons (Section 4) and/or the Extensions (Section 5) about plot.

1. What was the big problem or main problem in the “Ohio Odyssey” episode?
A giant serpent/snake wanted to eat the whole Earth.
2. Who discovered the problem?
Johnny Appleseed discovered the problem.

3. Who helped to solve the problem?
Mike Fink, Annie Oakley, Neil Armstrong and his giant eagle, Johnny Appleseed and his giant bear, Jesse Owens, Harriet Beecher Stowe, and Cy Gattton all helped to defeat the snake.
4. Name four things that the people in the story did to try to solve the problem.
See the page title “Ohio Odyssey Plot Events and Symbol Suggestions” for a list of the things the characters did to try to defeat the problem.
5. How was the problem solved?
A fake snakehead was put on the real snake’s tail. It was partially blinded and tricked into attacking its own tail. It was so hungry and mad when it went after the rival snake that it ate itself.
6. Do you know any other stories that are like this? Tell me about them. How are they like this story?
Answers will vary. Accept reasonable responses. Guide discussion toward stories with a similar plot - where a main problem is overcome with lots of action and perhaps some trickery.

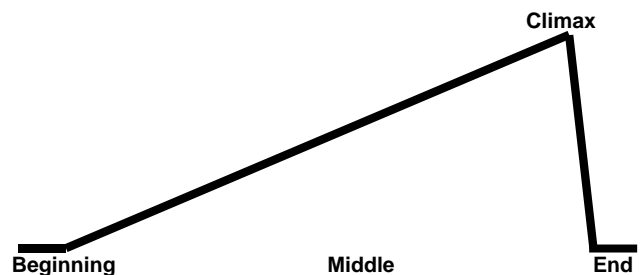
4 Lesson

Materials:

- Teacher’s page: “Ohio Odyssey Plot Events and Symbol Suggestions”.
- White index cards, card stock, or other study drawing paper.
- Drawing materials such as crayons, colored pencils, or markers.
- Materials to post finished drawings.

Procedure:

1. Watch the “Ohio Odyssey” episode again.
2. Discuss the plot with the class – or – outline the events for the class. See the page titled “Ohio Odyssey Plot Events and Symbol Suggestions.”
 - a. Explain to the students that the main problem (conflict) often appears at or near the beginning of a story and that the solution to the problem usually appears close to or near the story’s end.
 - b. Explain to students that the climax of a story is often the most exciting and/or the most important part of the story.
 - c. Explain to the students that a story’s plot is composed of:
 - i. The main problem (conflict).
 - ii. The solution to the main problem (resolution).
 - iii. Events that tell what steps the main character takes to solve the problem.
3. Assign students to draw a symbol for each event in the plot. You or your students may write the name of the symbol to be drawn on the back of each card and print the sentence describing the event on the front of the card.
4. Post the drawings so that they are not in strict chronological order.



5. Ask the children to pick out the drawing(s) that stand for the main problem. Post that drawing(s) in the beginning position as indicated by the figure at the right. See the page “Ohio Odyssey Plot Line” to see an example of what the finished plot line might look like.
6. Ask the children to pick out the drawing(s) that stand for the solution to the main problem. Post the drawing(s) in the end position.
7. Ask the children to pick out the drawing(s) that stand for the events of the climax of the story – the most exciting part. Post the drawing(s) in the climax position.
8. Connect the conflict, climax, and resolution with lines. (Chalkboard – draw the lines with chalk. bulletin board – use ribbon or strips of paper for the lines, graphic organizer software – use the drawing tools.)
9. Ask the children to re-order the events so that they match the chronology of the “Ohio Odyssey” episode.
10. Post the drawings in chronological order in relation to the drawings previously posted.

Ohio Odyssey Plot Events and Symbol Suggestions

Beginning Events (Exposition):

- A meteor falls to earth.
 - Symbol – meteor or burning rock

The Big Problem (Conflict):

- A giant serpent comes out of the meteor and threatens to eat Earth.
 - Symbol – snake
- The snake eats a boulder, a cave, and a mountain and continues eating more of the earth.
 - Symbol – mountain with a piece missing as if a mouth bit out a chunk

Rising Action/Middle Steps/Events on the way to solving the problem:

- Johnny uses a golden apple given him by the “ancient people” to signal that he needs help.
 - Symbol – golden apple
- Mike Fink arrives and is sent through time to pick up the other Buckeye Heroes and some of their helpers.
 - Symbol - keelboat
- Mike grabs the snake by the throat to keep it from swallowing any more of the Earth.
 - Symbol – close up of a hand around a snake’s neck
- Cy Gattin and Harriet Beecher Stowe (Hattie) build a fake giant snakehead very quickly.
 - Symbol – hammer or hammer and nails
- Annie Oakley tries to shoot the snake but the bullets do not pierce the snake’s skin.
 - Symbol – bullet
- Jesse Owens creates a whirlwind to rob the snake of air to breathe.
 - Symbol – tornado cloud
- Jesse Owens chases lightening from the sky to strike the snake.
 - Symbol – lightening bolt
- Johnny Appleseed’s bear and Mike Fink both bite the snake in the neck and the snake shrinks.
 - Symbol - bear
- The snake is blinded.
 - Annie Oakley loads her gun with war paint, and has Neil Armstrong’s giant eagle fly her near the snake’s head so she can shoot the paint at the snake’s eyes.
 - Symbol - eagle
 - Hattie (Harriett Beecher Stowe) frees her unruly book and gives it ink to help blind the snake.
 - Symbol - book
 - Johnny uses his apple and Cy uses his shiny, bald head to help blind the snake.
 - Symbol – bald head

Climax

- Jesse tricks the snake into thinking that the fake snakehead now attached to its tail is a rival snake.
 - Symbol – snakehead

Ending Events (Resolution)

- The giant snake attacks his own tail and devours himself in one bite.
 - Symbol – snake tail
- The heroes agree that teamwork is a good thing.
 - Symbol – seven interlocking rings (something like the Olympic Rings)
- The heroes return to their own times.
 - Symbol - clock

Plot Events and Symbols Planning Matrix

Story Title: _____ Name: _____ Date: _____

Event	Symbol
Beginning Event(s):	
Rising Action:	
Climax:	
Ending Event(s):	

Ohio Odyssey Plot Line

Name:

Date:

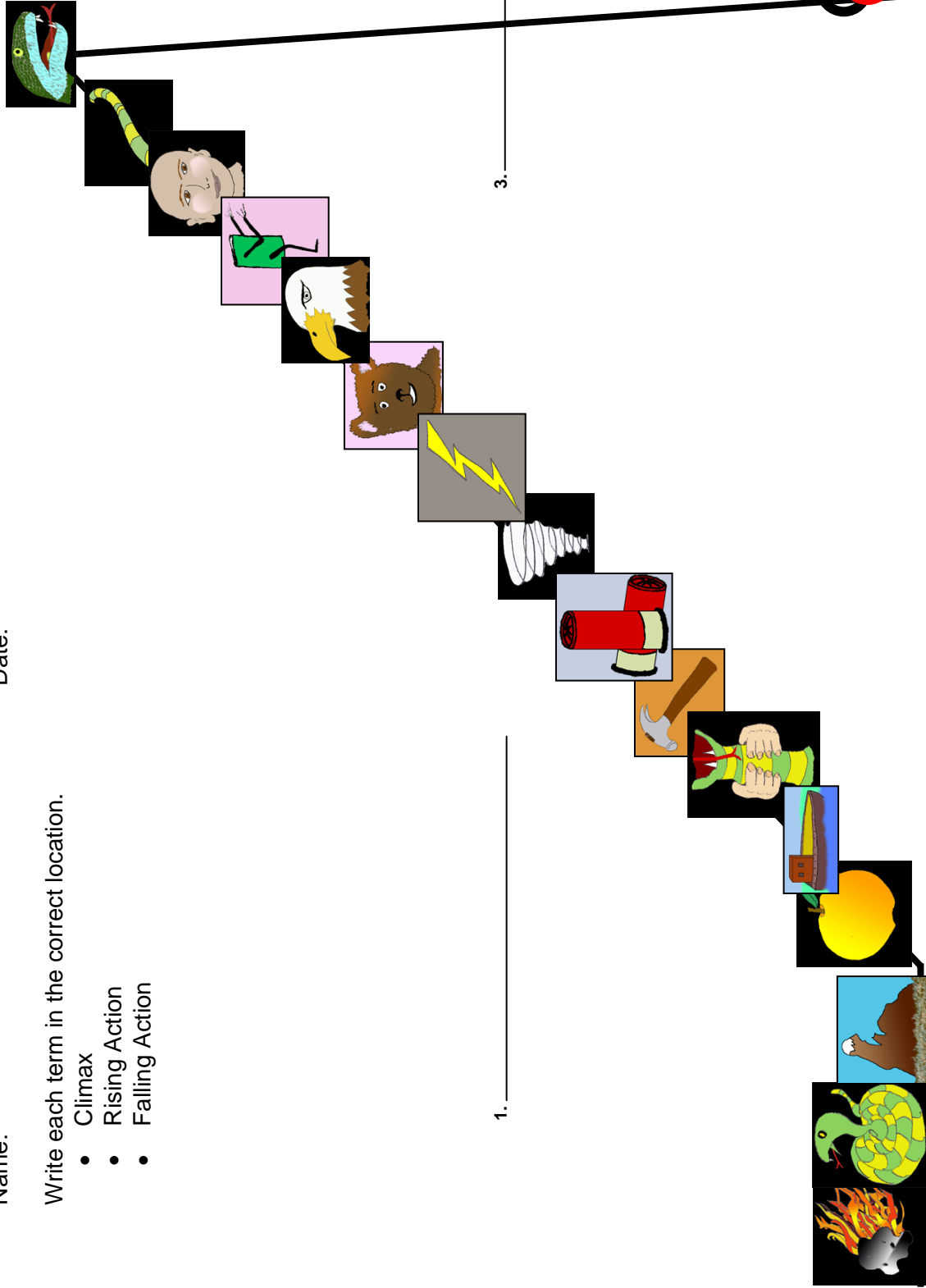
Write each term in the correct location.

- Climax
- Rising Action
- Falling Action

2. _____

1. _____

3. _____



Plot Line

2. _____

Plot

Name: _____ Date: _____

A. Write each term in the correct location.

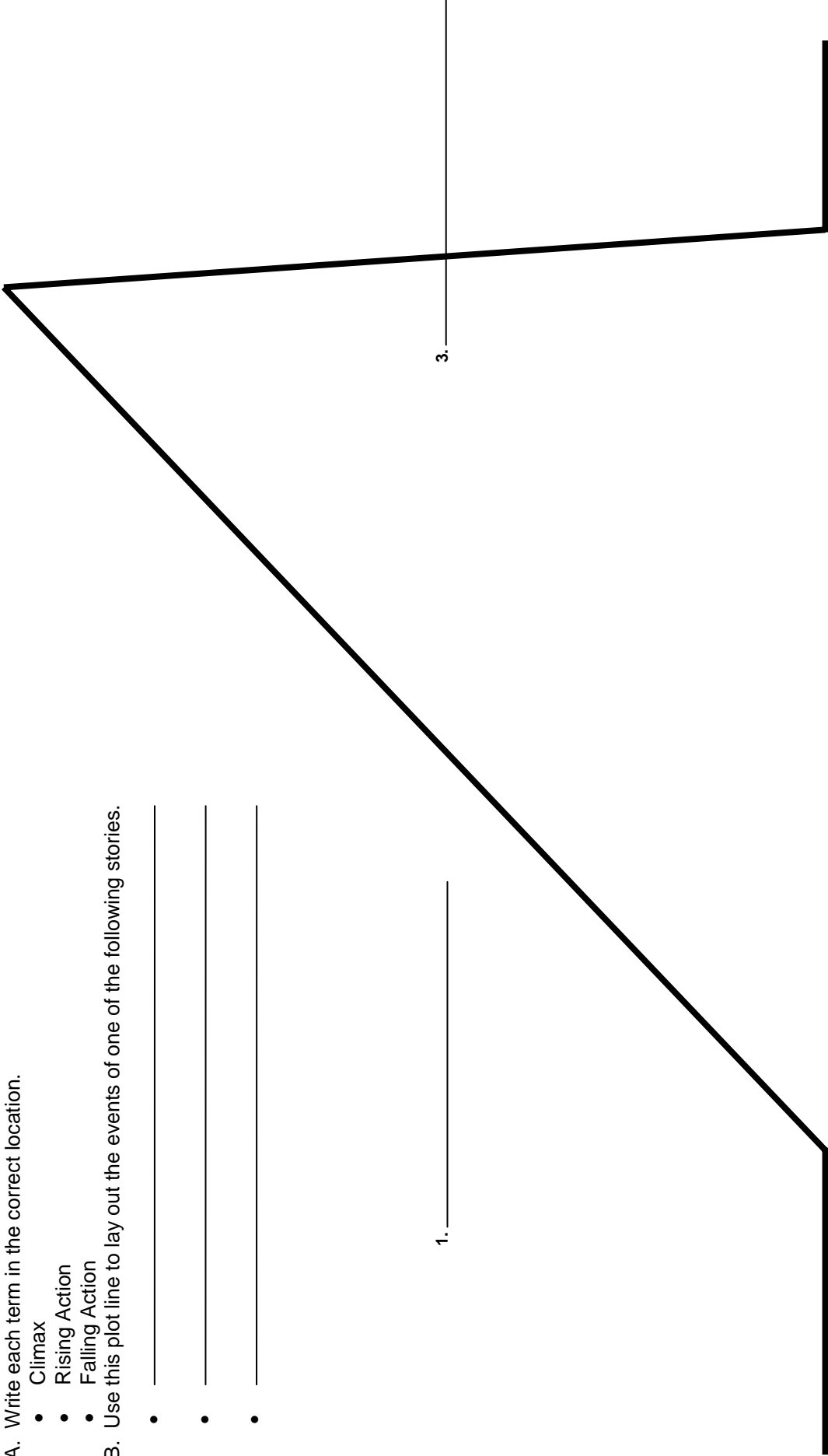
- Climax
- Rising Action
- Falling Action

B. Use this plot line to lay out the events of one of the following stories.

- _____
- _____
- _____

1. _____

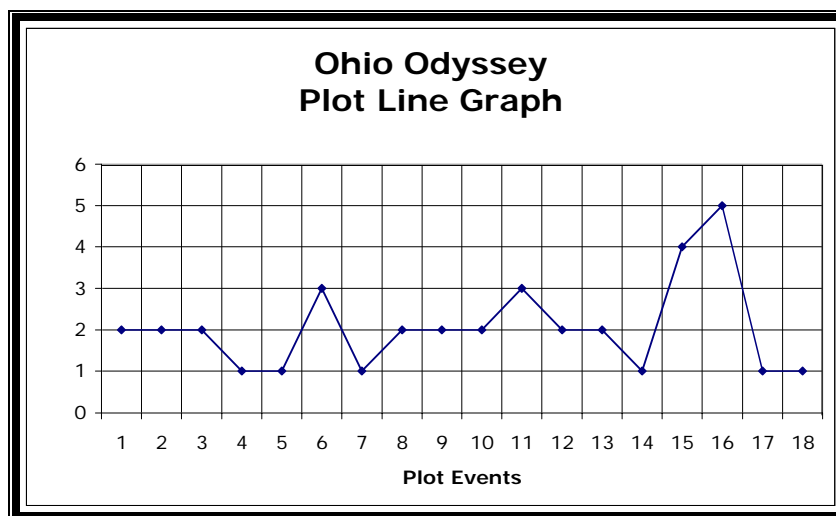
3. _____



5 Extension Activities

Plot • Activities Students might focus on plot by doing any of the following activities.

- Plot Line Graph. Have the students make a numbered list of the plot events. Then give each event an excitement rating from 1 to 5 (or 1 to 10). The results can be graphed. An excitement rating for “Ohio Odyssey” might look something like the following example:



- Make a cartoon strip of the main events in a story.
- Paint or draw scenes that provide clues to a story’s plot.
- Create an illustrated picture map of a selection’s main events.
- Create a timeline of the events of a selection.
- Create a storyboard of the main events of a selection.
- Create a map showing where the main character went during the story.
- Create a PowerPoint presentation of main events. Other applications that create slideshows are Apple computer’s Keynote or the free Open Office presentation application.
- Create a slideshow on paper. Use strips of paper taped end to end to show main events
- After reading a selection, have the students explain why different events occur at different times during the story.
- Predict the next event (or next several events) that will take place following the author’s stopping point for the story.

Plot • Internet Resources

“Plot Diagram,” an online interactive tool: <http://www.readwritethink.org/materials/plot-diagram/>

“The Story Man Game:” <http://www.storytreeonline.com/StoryMan.html>

“Elements of Fiction: Plot”

- <http://bcs.bedfordstmartins.com/virtualit/fiction/elements.asp?e=1>
- This site includes a definition of the literary element plot, plot exercises, and examples of how the plot is developed in Nathaniel Hawthorn’s “Young Goodman Brown,” and Kate Chopin’s “The Story of an Hour.”

“Insight: The Four-Point Plot Line:” http://www.fictionsite.com/in_7.html

Plot Profile or Plot Line

- <http://wwwfp.education.tas.gov.au/english/plot.htm>

Genre Study: The Short Story: Plot Line

- A sample diagram is displayed and a link to an interactive “Jack and the Beanstalk” plot activity.
- <http://www.glencoe.com/sec/literature/course/course1/unit/shortstory.shtml>

Manning, MaryAnn. “Plot.” *Teaching PreK-8*. April 2001.

- http://www.findarticles.com/p/articles/mi_qa3666/is_200104/ai_n8949682
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