Read It
Write It
Tell It

English Language Arts Teacher Resources Guide
Reading Applications ➢ Literary Text

A Teacher Resources Guide for:

READ IT, WRITE IT, TELL IT
Grade 3-4 Edition

A Language Arts Series for
Grade 3-7 Teachers and their Students

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READ IT, WRITE IT, TELL IT
Teacher Resources Guide
Grade 3-4 Edition
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READ IT, WRITE IT, TELL IT

A Multimedia Language Arts Resource for
Grade 3-7 Teachers and their Students

This series of eight DVD programs for grade 3-7 teachers and their students was produced with funding from eTech Ohio. This edition of the Teacher Resources Guide is intended for grades 3-4. The entire multimedia resource is presented in cooperation with the WOUB Center for Public Media, Ohio University, Athens, Ohio.

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Read It, Write It, Tell It Multimedia Project

Introduction

Read It, Write It, Tell It is a set of eight digital storytelling videos and supporting materials that will help students with the English Language Arts Literary Text areas of the Ohio Academic Achievement tests for grades 3-7. This multimedia project was funded by a grant from eTech Ohio and was produced by the WOUB Center for Public Media with input from ETSEO (Educational Technology of Southeastern Ohio).

Read It, Write It, Tell It is designed for use in a classroom setting. Instructors may use the programs in sequence or individually. Students may watch the programs on their own.

The digital storytelling programs are used as stepping-stones to focus students on the English Language Arts Literary Text benchmarks of the Ohio Academic Content Reading Standards: character development, plot, point of view, theme, genre, mood and figurative language.

The supporting print and Internet resources provide information, activities, and additional resources.

The *Read It, Write It, Tell It* DVD is available from:

> *Read It, Write It, Tell It*
> WOUB Center for Public Media
> 9 South College Street
> Athens, Ohio 45701
> (800) 825.1771
> woub@woub.org
>
> The website is accessible at: http://www.woub.org/readwritetell

DVD Overview

The *Read It, Write It, Tell It* episodes feature storyteller/cartoonist J. D. Williamson. Mr. Williamson has been an educational entertainer and commercial artist since 1987. He is a member of the Greater Columbus Arts Council, the West Virginia Storytelling Guild, the Artsbridge Arts Education program of Washington County, Ohio and Wood County, West Virginia, and the West Virginia Cultural Center's Educators in Schools program.

In seven of the eight episodes, Mr. Williamson focuses on native and non-native Ohio historical figures. He begins each program with factual details from the person's life and segues into a tall tale. The eighth program is a tall tale involving all of the seven figures. The episodes range from six to eight minutes in length. They feature:
- Mike Fink, Keelboat Operator
- Cy Gatton, Storyteller
- The following programs may be of more interest to younger students:
    - Johnny Appleseed, Naturalist
    - Annie Oakley, Markswoman
- The following programs may be of more interest to older students:
    - Neil Armstrong, Astronaut
    - Jesse Owens, Olympic Athlete
    - Harriet Beecher Stowe, Author

The DVD also includes J. D. Williamson's "Tips for Parents" segments that speak to reading, writing, cartooning, and storytelling. Some of the tips are for the parents of younger students and others are for the parents of older students.

Read It, Write It, Tell It
Multimedia Project Components List

The multimedia resource entitled *Read It, Write It, Tell It* consists of the following elements:
- Eight *Read It, Write It, Tell It* digital video episodes.
- Print materials. These materials are available on the web at: http://www.woub.org/readwritetell. All print materials are available as printable Adobe Acrobat (PDF) files.
- The *Read It, Write It, Tell It* project website.
- *Wired for Books,* an auxiliary website that houses audio books for children.

Teacher Resources Guide Overview

There are eight units in the *Read It, Write It, Tell It* guide – one for each of the *Read It, Write It, Tell It* DVD episodes. The first seven units concentrate on individual Ohio English Language Arts Academic Standard Literary Text indicators for the elements listed below. The final unit draws on all of the elements.

- Unit One....... Genre
- Unit Two ...... Plot
- Unit Three .... Mood and Setting
- Unit Four...... Point of View
- Unit Five ...... Character Development
- Unit Six .... Figurative Language
- Unit Seven.... Theme
- Unit Eight..... Storytelling. (Written or Oral) All the elements come into play: Character Development, Plot, Point of View, Theme, Genre, Mood and Figurative Language

Each unit is divided into two separate parts, one designed for the teachers of grades 3-4 and the other for grades 5-7. Teachers are free to select activities from either guide depending upon the abilities and interests of their students.

How to Use the Teacher Resources Guide

All eight *Read It, Write It, Tell It* units are arranged in the same way.

Each unit begins with the purpose of the lesson and a list of the Literary Text indicators for grades 3-4. Next, is a list of the kinds of questions that have been asked on past Ohio academic proficiency and achievement tests about the literary text element profiled in the unit. The questions are listed in order of difficulty with types of questions often asked of students as early as Grade Three at the top and those usually asked of Grade Seven students at the bottom. The questions are not individually identified by specific grade level. Use this section to preview the unit content, to review your grade level's Ohio English Language Arts > Reading > Literary Text indicators, and to identify the types of literary text questions often asked on Ohio achievement tests.

1 Episode Information

This section of the guide provides information about the individual *Read It, Write It, Tell It* DVD episode. It includes background information for the instructor including: a synopsis of the program, a listing of the program's content identified as to which elements are historical accurate, which are historically inaccurate, and which are tall tale; and a list of unit's vocabulary words with which students may not be familiar.

2 Before Viewing

This section may be used before viewing the *Read It, Write It, Tell It* DVD episode. The questions in this section set the scene for both the episode and for the literary element on which the unit focuses.

③ After Viewing

This section includes questions about the episode and the unit's literary text element. The questions may be used as a pre/post test. Students who cannot easily answer the After Viewing questions will benefit from the *Read It, Write It, Tell It* Teacher Resources Guide Lessons (Section 4) and/or Extensions (Section 5). Students who are able to easily answer the After Viewing questions have proven their ability to listen actively. They have probably mastered the literary text element that will be addressed by the Lessons (Section 4) and/or the Extensions (Section 5) of the *Read It, Write It, Tell It* Teacher Resources Guide.

④ Lessons

This section provides one or more lessons, usually with worksheets – and answers, that teach the unit's literary element. Most of the lessons can be used independently from the *Read It, Write, Tell It* episode profiled in the unit but a few of the lessons are directly connected to the episode.

⑤ Extension

This section of the guide provides suggestions for activities and Internet resources to extend instruction for both the literary element and the *Read It, Write It, Tell It* episode. Lessons and lesson plans from Read/Write/Think.org, the Ohio Resource Center, and the Ohio Department of Education's Instructional Management System are featured. Other Internet resources apropos the unit's content are also provided. The entire listing of extensions for grade 3-7 has been kept to provide resources for differentiated instruction.

*1**Genre*
Read It, Write It, Tell It Episode: "Mike Fink"

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 GENRE 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.BC.L**03**.I04	Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folktales, poetry, fiction and non-fiction.
2001.EL.S05.G04-07.BF.L**04**.I06	Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.

Ohio Achievement/Proficiency Tests Genre Question Types

- Given a list of story elements, select the story element for the reading selection.
- Given a list of possible genres, select the correct genre for the reading selection.
- Given a list of details from the reading selection, select the detail which is a characteristic genre *X*?

Mike Fink

Episode Overview

This episode is about the legendary Mike Fink, a keelboat man who traveled up and down the Ohio River. The segment begins with information about Fink, keelboats, and river transportation in early Ohio. In the tall tale portion of the episode Mike faces river pirates, travels through time, and enlists the help of other versions of himself to defeat the pirates.

> **Fact**
> Mike Fink (1770?–1823) was a real person who worked and traveled the Ohio River in the early 1800s. The depth of the Ohio varied greatly depending on the time of year as there were no dams on the river. Keelboats could be moved via poling. Traveling on the Ohio River, rather than over land, did reduce the time a journey took and it aided commerce. River bandits or pirates did prey on people traveling the Ohio at this time.

Keelboats

Keelboats had keels or shallow v-shaped hulls rather than being flat on the bottom. They could be moved by the river's current, be rowed or be poled but, unlike rafts, they could travel upstream against the current.

- Show the students a picture of a keelboat from a text book, encyclopedia or online source such as
  - Lewis and Clark Expedition:
    - http://www.lewis-clark.org/content/content-article.asp?ArticleID=496
    - http://www.lewis-clark.org/content/content-article.asp?ArticleID=963
  - L&C Replicas Keelboat.com
    - http://www.keelboat.com/images/photo25.jpg
    - http://www.keelboat.com/images/photo417.jpg
  - Most keelboat images available online are of models or replicas of the unnamed flagship of the Lewis and Clark expedition. Many keelboats on the rivers in the late 1700s and early 1800s were smaller and less well equipped.
    - Upper Missouri River Keelboat Company: http://www.mrkeelboat.com/expedition.html

Episode Vocabulary

The following words used by the storyteller in the *Read It, Write It, Tell It* episode "Mike Fink" may be unfamiliar to some students.

cargo	event	rascal
challenge	festival	scuttle
delivered	goods and services	tarp
	nab	

2 Before Viewing

Fiction vs. Non-fiction

Check to see that your students know the difference between fiction and non-fiction.
- Ask: How do you know what is non-fiction (not make-believe) and what is make fiction (make-believe). *Some children can become confused by the use of prefix "non" when non-fiction is defined as "real" and fiction is defined as "not real." You may want to define fiction as "make-believe" and non-fiction as "not make-believe."*
- Ask: Which of the following statements are fiction (make-believe) and which are non-fiction (not make-believe)?
  - Lions are born with sky blue fur but the fur turns to a tan color within 3 hours of their birth. *Fiction. The statement is false. Lions are not born with blue fur.*
  - Donald Duck and Mickey Mouse are cartoon characters. *Non-Fiction. The statement is true.*
  - Wooden pencils are made in factories by placing small, round rods of lead between two layers of wood and then cutting out the shape of the pencils. *Fiction. There is no lead in a pencil. Lead is dangerous when ingested. Pencils use graphite. Students who encounter wordy sentences often assume that they must be statements of fact.*
    - Read about pencils at: "The Unleaded Pencil." http://www.pencils.com/unlead.html.
  - Elementary school children get so tired at school because the school day is 10 hours long. *Fiction. A school day is not 10 hours long. Students who feel that the school day is too long may decide that this is a factual statement and miss the incorrect information about the length of a school day.*

- Optional: "Fiction vs. Non-Fiction" Venn diagram. Have the children fill out the graphic organizer. Answers may vary. Accept answers that students can support.

Preparing for "Mike Fink"
- Say: While you watch this episode, listen for:
  - o Humor: Things that are funny
  - o Non-fiction: Things that could really have happened back in the past or nowadays
  - o Fiction:
    - ▪ Things that could not really have happened back in the past or nowadays
    - ▪ Magic things (magicians, wizards, witches)

3After Viewing

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

1. What was funny?
   Answers will vary. Accept reasonable responses.

2. What problem does Mike Fink have to solve?
   He needs to keep the Buckeye Bandits from stealing his cargo.

3. How does he solve his problem?
   He travels through time, picks up both younger and older versions of himself, and hides them on his keelboat. When the keelboat is attacked, a dozen other Mike Finks help him capture the pirates and deliver his cargo.

4. What super-human powers or abilities does Mike have?
   He could push a keelboat so hard and fast that he could travel through time. He could unload all the boat's cargo with one hand. He bent a metal beam around the pirates.

5. Did the storyteller sound like he was telling (or reciting) a poem?
   No, there is no rhythm, rhyme, and he did not speak with any kind of pattern.

6. Is this story fiction or non-fiction?
   Fiction, it is make-believe. Some children can become confused by the use of prefix "non" when non-fiction is defined as "real" and fiction is defined as "not real." You may want to define fiction as "make-believe" and non-fiction as "not make-believe."

7. Is this story a fairy tale or a folktale?
   It is a folktale. It does not have magic. The main characters are human beings. There are no witches or magicians. The problem of river pirates in the story was a real problem faced by real human beings who traveled on the Ohio River in the late 1700s and the early 1800s.

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4 Genre Lessons

Identifying Poetry

Use rhythm, rhyme, or patterned speech to identify poetry when they hear it.

Materials:
- Copy of an appropriate poem to display or handout. > See suggestions below in #1.
- Method of sharing: chalkboard, chart paper, computer projection.
- Optional: Genre bookmark for poetry.

Procedure:
1. Locate a poem.
   a. Use one of the following websites to locate a poem if you do not have a suitable poem on hand.
   b. Poetry Foundation http://poetryfoundation.org
      i. "Deep in Our Refrigerator" – Jack Prelutsky
         http://poetryfoundation.org/archive/poem.html?id=177560
      ii. "Good Morning, Dear Students" – Kenn Nesbitt
         http://poetryfoundation.org/archive/poem.html?id=176552
      iii. "My Doggy Ate My Homework" – Dave Crawley
         http://poetryfoundation.org/archive/poem.html?id=176546
   c. Kenn Nesbitt's Poetry for Kids: http://www.poetry4kids.com
   d. Poetry, Songs, and Fairy Tales: http://www.library.uiuc.edu/edx/poetry.htm
   e. Poetry for Upper Elementary Students: http://falcon.jmu.edu/~ramseyil/poemiddle.htm
2. Print one or more copies of a poem. Say: Listen (or follow along) as I read this selection aloud.
3. Ask: What did you enjoy about the selection I just read to you?
4. Say: We are going to take a more detailed look at the selection. Listen for words that rhyme as I read it a second time.
5. Reread the poem.
6. Ask: Did you hear any rhyming words?
7. Make lists of the rhyming words on the chalkboard, a computer with projection capabilities, or on chart paper. You may wish to use a separate color for each different pair or group of rhyming words.
8. Say: Close your eyes. As we listen to the selection one more time, I want you to gently move one finger (or one hand) in time with my voice if you feel a beat, a pattern, or a rhythm.
9. Read the poem once more and check the students' abilities to feel the rhythm or beat. Have the students pat out the beat/pattern/rhythm together as a group, if some children have difficulty feeling it individually.
10. Review the characteristics of poetry the class has discovered.
11. Listen to the *Read It, Write It, Tell It* "Mike Fink" episode again.
12. Ask: Is this a poem? Be ready to support your answer based on what we have discovered about poems.

Differentiating Fairy Tale from Folktale

Materials:
- Handout: "Cinderella vs. Babe the Blue Ox."
- Text of "Cinderella" and "Babe the Blue Ox." See suggestions in #4 below.
- Display method: chalkboard, chart paper, computer, etc.
- *Read It, Write It, Tell It* episode "Mike Fink"
- Optional: Genre Bookmarks: Folktale and Fairy Tale

Procedure:
1. Say: Today we will work with the literary genres folktales and fairy tales.
2. Duplicate the "Cinderella vs. Babe the Blue Ox" handout. The handout compares a version of the fairy tale, "Cinderella" to a version of the folktale "Babe the Blue Ox."
3. Say: The last column of this handout is blank. Let's compare these two stories and see if we can find any differences between the two.
4. If the students are not familiar with the stories, read "Cinderella" and "Babe the Blue Ox" to the students. The following sites have the text used for the "Cinderella vs. Babe the Blue Ox" handout that accompanies this unit.
   a. "Cinderella": http://www.pitt.edu/~dash/type0510a.html#perrault
   b. "Babe the Blue Ox": http://www.americanfolklore.net/folktales/mn3.html.
   c. Other websites with Cinderella and Babe the Blue Ox versions include:
      i. "The Cinderella Story Lesson Plans and Teaching Ideas": http://www.webenglishteacher.com/cinderella.html
      ii. "Cinderella Folktales: Variations in Plot and Setting": http://edsitement.neh.gov/view_lesson_plan.asp?id=419
      iii. "The Project Gutenberg eBook of The Marvelous Exploits of Paul Bunyan by W.B. Laughead": http://www.gutenberg.org/dirs/etext04/bunya10.txt
      iv. "Paul Bunyan": http://www.searchlit.org/stories/6134.php
5. Discuss and explain the similarities and differences between folktales and their subgroup fairy tales.
6. Create a list of the characteristics of folktales and fairy tales. You may wish to duplicate one or more of the genre bookmarks provided in this unit.
7. Say: We will watch the "Mike Fink" *Read It, Write It, Tell It* episode a second time. Decide if this episode is a fairy tale or a folktale. Write a paragraph supporting your decision based on what the class has learned about the two genres and on details from the episode.

Fiction vs. Non-Fiction

Name: Date:

Use the terms and phases listed below. All of the terms are characteristics of fiction, non-fiction, or both fiction and non-fiction. Write each term or phrase in the Venn Diagram below so that the characteristics are correctly positioned.

An encyclopedia	Has a main character	Invention of the author(s)
Has a setting	Usual purpose: Inform	Has a topic or subject area
Facts	Predict the future	Usual purpose: Entertain
Enjoyable to read	Make-believe	Researched by the author(s)
Illustrations depict an event or a setting		Illustrations help readers understand content

Fiction   **Non - Fiction**
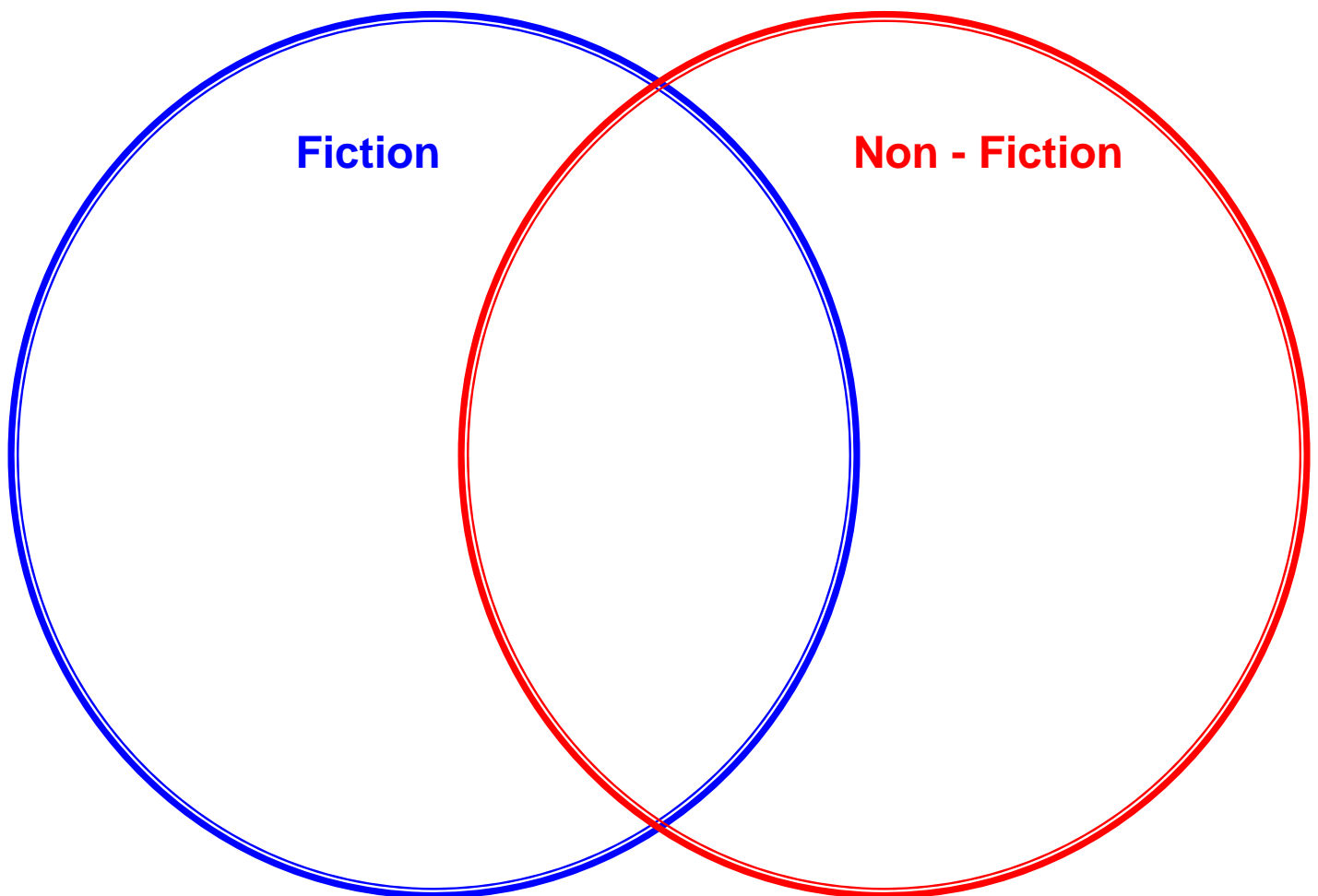
Fiction vs. Non-Fiction Answer Key

Name: Date:

Use the terms and phases listed below. All of the terms are characteristics of fiction, non-fiction, or both fiction and non-fiction. Write each term or phrase in the Venn Diagram below so that the characteristics are correctly positioned.

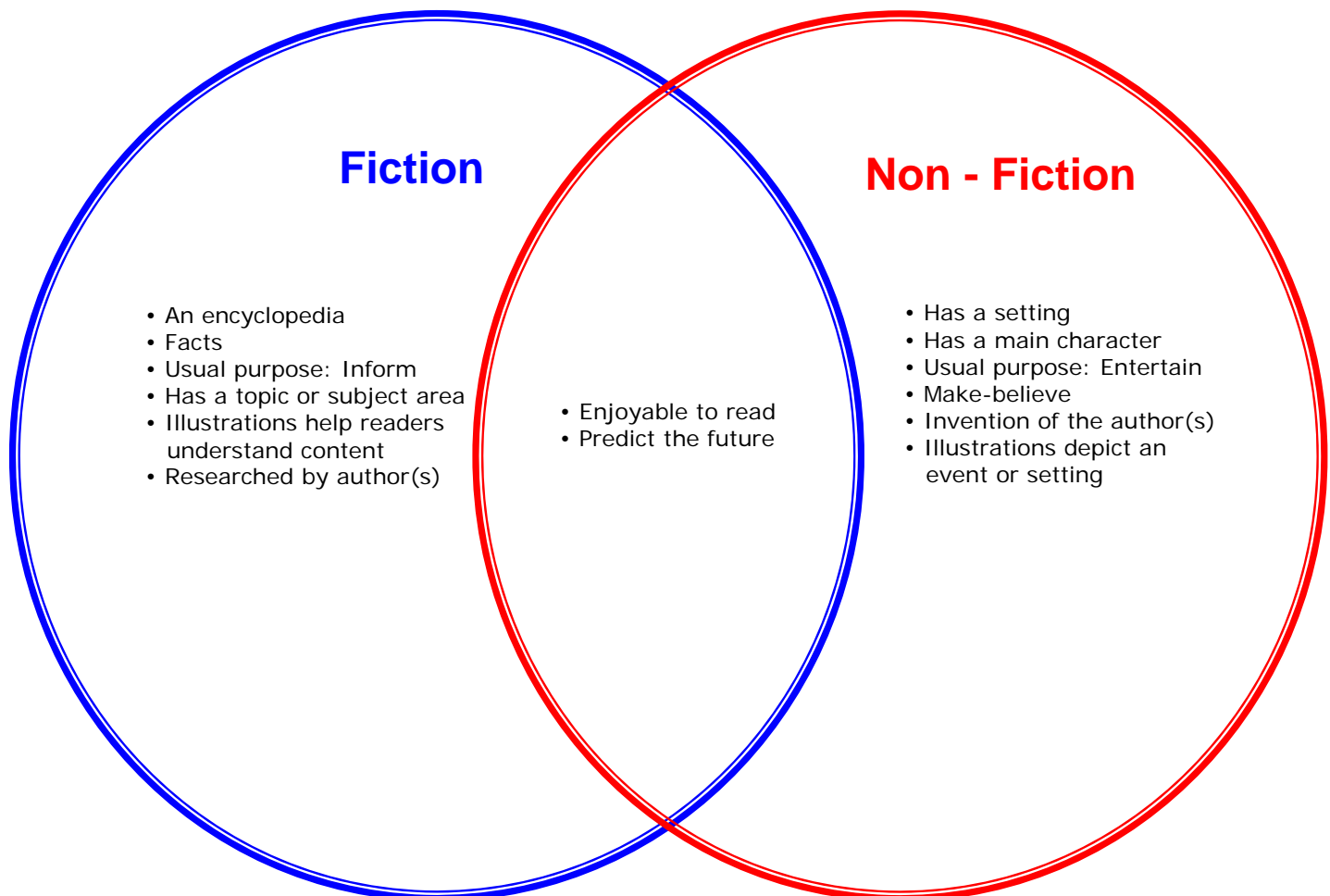| An encyclopedia	Has a main character	Invention of the author(s)
Has a setting	Usual purpose: Inform	Has a topic or subject area
Facts	Predict the future	Usual purpose: Entertain
Enjoyable to read	Make-believe	Researched by the author(s)
Illustrations depict an event or a setting		Illustrations help readers understand content

Fiction

- An encyclopedia
- Facts
- Usual purpose: Inform
- Has a topic or subject area
- Illustrations help readers understand content
- Researched by author(s)

(both)
- Enjoyable to read
- Predict the future

Non - Fiction

- Has a setting
- Has a main character
- Usual purpose: Entertain
- Make-believe
- Invention of the author(s)
- Illustrations depict an event or setting

Accept answers that students can support. For example: Authors of historical and science fiction often spend many hours researching factual information. Some children may enjoy reading one type of text but not the other. Many texts, both fiction and non-fiction, never try to predict the future. Biographies and autobiographies have main characters.

Genre Bookmarks

NON-FICTION

Characteristics of non-fiction:

- Usually written to inform.
- Has a topic or subject area.
- Has content which has been researched by the author(s).
- Lists the books and other resources the authors used to learn about the topic.
- Has statements of fact that were true at the time the selection was written or recorded.
- Often has labeled pictures, illustrations charts, graphs, diagrams, tables, or maps to clarify information.
- Usually has a table of contents in front and an index in the back.

FICTION

Characteristics of fiction:

- Usually written to entertain.
- Has story elements:
  - Plot – the action or series of events that affect the main characters. One event often causes or leads to the next.
  - Theme – the story's main idea, lesson, or statement of truth.
  - Mood – emotions the author wishes readers to feel.
  - Point of view – usually one voice (the narrator, the main character) tells the story.
  - Character development – main character(s) are given personalities and physical descriptions.
- Has characters that may or may not be human beings.
- Is an invention of the author(s).
- Uses pictures or illustrations to show an event or setting from the story.
- Has a story with a beginning, a middle, and an end.

POETRY

Characteristics of poetry:

- Shares the writer's personal meaning and feelings.
- Creates an overall mood.
- Focuses on one topic – usually from the author's life.
- Uses precise and vivid words.
- Often creates imaginative images for the senses: sight, touch, hearing, taste, and smell.
- Uses figurative language.
- Breaks lines so each image stands on its own.
- Often has a pattern or beat (rhythm, meter).
- May have rhyming words.

Genre Bookmarks

FAIRY TALE

Characteristics:

A fairy tale is a part of a kind of fiction called fantasy. They were often created to teach children how to behave.

A fairy tale:

- Has non-human characters such as fairies, goblins, dragons, talking animals, etc.

- Gives characters magical powers such as magic wands.

- Often changes one thing into another like a pumpkin into a carriage or a shoe into a glass slipper.

- Often the reader can't tell the time and place of the story.

- Often has characters that are not well developed.

FOLKTALE

Characteristics:

A folktale is a part of the kind of fiction called fantasy.

A folktale:

- Has many exaggerations in it. Another name for exaggeration is hyperbole.

- Gives the main character a problem to solve that is very much like a problem that real human beings had to solve at the time the folktale began.

- Makes the main character bigger than life by increasing real human abilities (speed, intelligence, strength) to super-human size.

- Has a plot that is funny and impossible.

- Has the main character solve a problem, overcome an obstacle and/or defeat an antagonist, i.e. bad guy.

- Has lots of action.

Fable

Characteristics:

- A fable is a type of fiction.

A fable:

- Is usually short.

- Teaches a lesson, has a moral, or shows what can happen because of a character's thoughtless choices or poor behavior.

- Seeks to keep real human beings from making costly mistakes.

- Often uses animals that speak and act like human beings.

Genre Bookmarks

DRAMA

Characteristics:

A drama is a type of writing in which actors are given parts to perform before an audience. Stage plays and motion pictures are examples of drama.

Most dramas:

- Are works of fiction.

- Have elements of a story such as plot, theme, mood, etc.

- Do not rely on the just words for effect. Often has props, physical action, sound effects, etc.

- Have a script telling what each actor should say as well as directions for stage settings, props, sound effects, how the actors should move and speak their lines, etc.

5 *Extension Activities*

Genre • Online Resources
- "Genre Study: A Collaborative Approach" Grades 3-5
  - http://www.readwritethink.org/lessons/lesson_view.asp?id=270
  - Resources at this site include bookmark templates for the genres: fantasy, historical fiction, science fiction, realistic fiction, and mystery
  - A list of suggested books for each genre listed above
- "Ideas for Teaching Literary Genres"
  - http://www.kimskorner4teachertalk.com/readingliterature/genres/menu.htm
- "Resources for Readers and Teachers of Appalachian Literature for Children and Young Adults"
  - http://www.ferrum.edu/applit/

Ohio Instructional Management System
- https://ims.ode.state.oh.us. Use the IMS Quick Search:
- Select ⊙ Lesson Plans, Content Area: English – Reading ⩔, Grade Level: as desired ⩔, Keyword: type Genre Study. Click Search.

"Genre Study," Grade Three
- Students develop an understanding of genre by participating in small- and whole-group activities.

Ohio Resource Center • Reading http://www.ohiorc.org/search/search_adv.aspx
- Advanced Search: Choose Free Text and ORC Number from the drop down menus and type the ORC Lesson number in the center box. Scroll down and click Submit. For example:
  Search for resources that…contain Free Text ⩔ | 4461 | in the ORC Number ⩔

"Using *Snowflake Bentley* as a Framing Text for Multigenre Writing," Grades 3-4
- ORC Lesson# 4461
- *Snowflake Bentley*, a Caldecott Medal-winning book about Wilson Bentley, is an example of a multigenre picture book. Along with the biographical text are large, colorful woodcuts and sidebars describing Bentley's experiments with microphotography and other biographical data.

"Found Poems/Parallel Poems," Grades 6-7
- ORC Lesson# 1353
- Learning to recast the text they are reading in a different genre helps make students more insightful readers and helps develop creativity in thinking and writing. This lesson requires students to construct poems using key ideas and phrases from a short story or novel.

Mike Fink Episode Follow-up Suggestions
- Research factual details mentioned in the episode:
  - When did the real Mike Fink live?
  - How long were keelboats used on American rivers?
  - Compare and contrasts keelboats and flatboats.
  - Learn more about river pirates on the Ohio and Mississippi Rivers in early America
- Identify figurative language in the episode: Examples might include:
  - [Fink] could make the boat go so fast that he beat others in a race by traveling through time.
  - [Fink] could unload all the cargo with one hand while eating a dozen pies with the other.
  - [Fink] poled the keelboat so hard that he would lift it right out of the water and land it on shore.
  - whale of a wingding

NOTES

2 Plot

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.L**03**.I01	Recognize and describe similarities and differences of plot across literary works.
2001.EL.S05.GKG-03.BD.L**03**.I03	Retell the plot sequence.
2001.EL.S05.G04-07.BC.L**04**.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.

1 *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 Gatton.

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

2 *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.

3 *After Viewing*

Pre/Post Questions: If the students cannot easily answer the following questions, your 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 Gatton 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.

Climax

Beginning   Middle   End
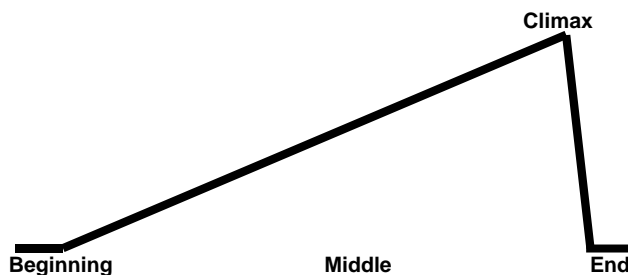
5. Ask the children to pick out the drawing(s) that stand for the main problem. Post that drawing(s) in the beginning position as indicated by the figure at the right. See the page "Ohio Odyssey Plot Line" to see an example of what the finished plot line might look like.

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.

Plot

Ohio Odyssey Plot Events and Symbol Suggestions

Beginning Events (Exposition):
- A meteor falls to earth.
  - o Symbol – meteor or burning rock

The Big Problem (Conflict):
- A giant serpent comes out of the meteor and threatens to eat Earth.
  - o Symbol – snake
- The snake eats a boulder, a cave, and a mountain and continues eating more of the earth.
  - o 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.
  - o Symbol – golden apple
- Mike Fink arrives and is sent through time to pick up the other Buckeye Heroes and some of their helpers.
  - o Symbol - keelboat
- Mike grabs the snake by the throat to keep it from swallowing any more of the Earth.
  - o Symbol – close up of a hand around a snake's neck
- Cy Gatton and Harriet Beecher Stowe (Hattie) build a fake giant snakehead very quickly.
  - o Symbol – hammer or hammer and nails
- Annie Oakley tries to shoot the snake but the bullets do not pierce the snake's skin.
  - o Symbol – bullet
- Jesse Owens creates a whirlwind to rob the snake of air to breathe.
  - o Symbol – tornado cloud
- Jesse Owens chases lightening from the sky to strike the snake.
  - o Symbol – lightening bolt
- Johnny Appleseed's bear and Mike Fink both bite the snake in the neck and the snake shrinks.
  - o Symbol - bear
- The snake is blinded.
  - o 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
  - o Hattie (Harriett Beecher Stowe) frees her unruly book and gives it ink to help blind the snake.
    - ▪ Symbol - book
  - o 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.
  - o Symbol – snakehead

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

3. _____

1. _____

Read It, Write It, Tell It

Plot – Ohio Odyssey
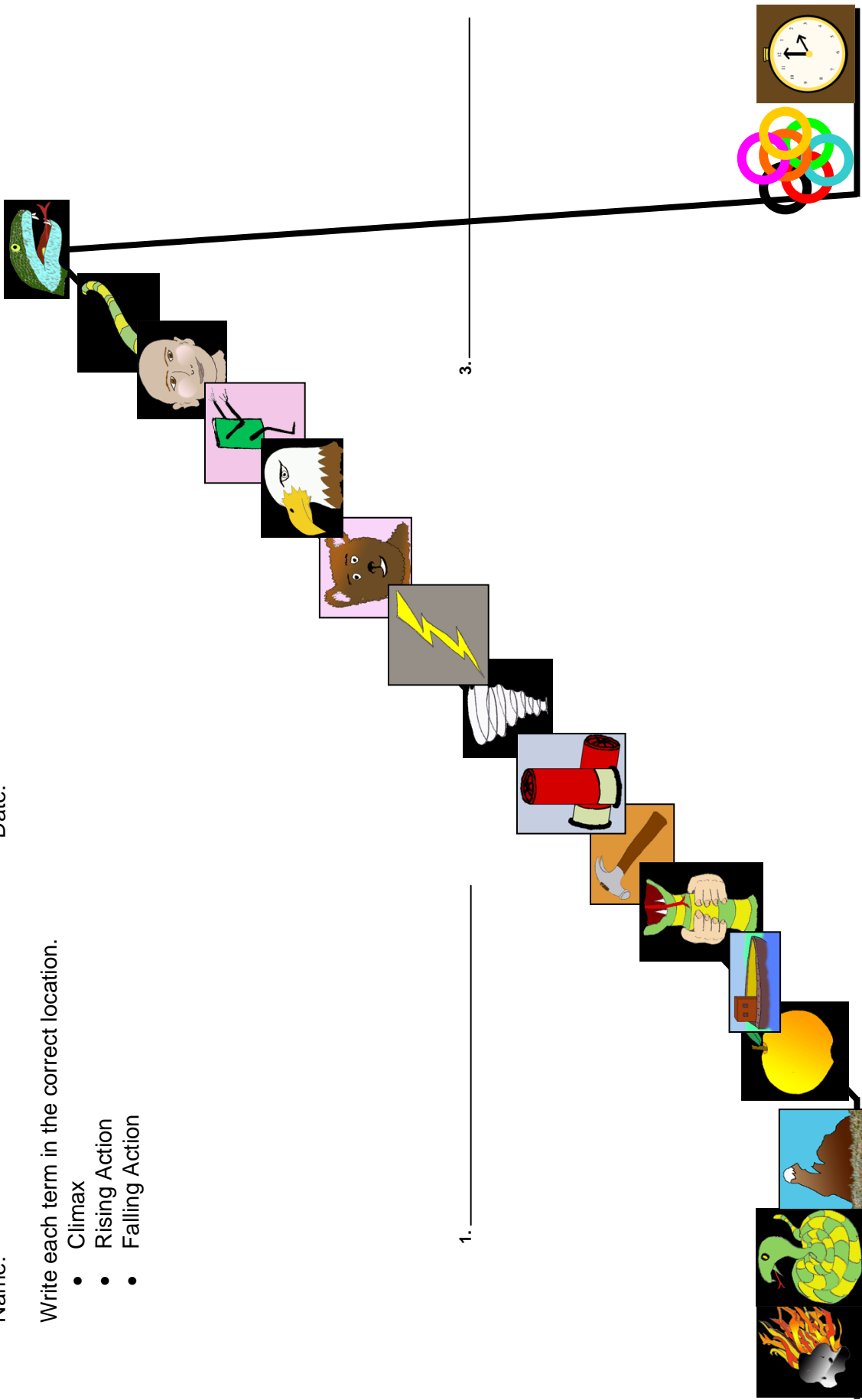
Plot Line

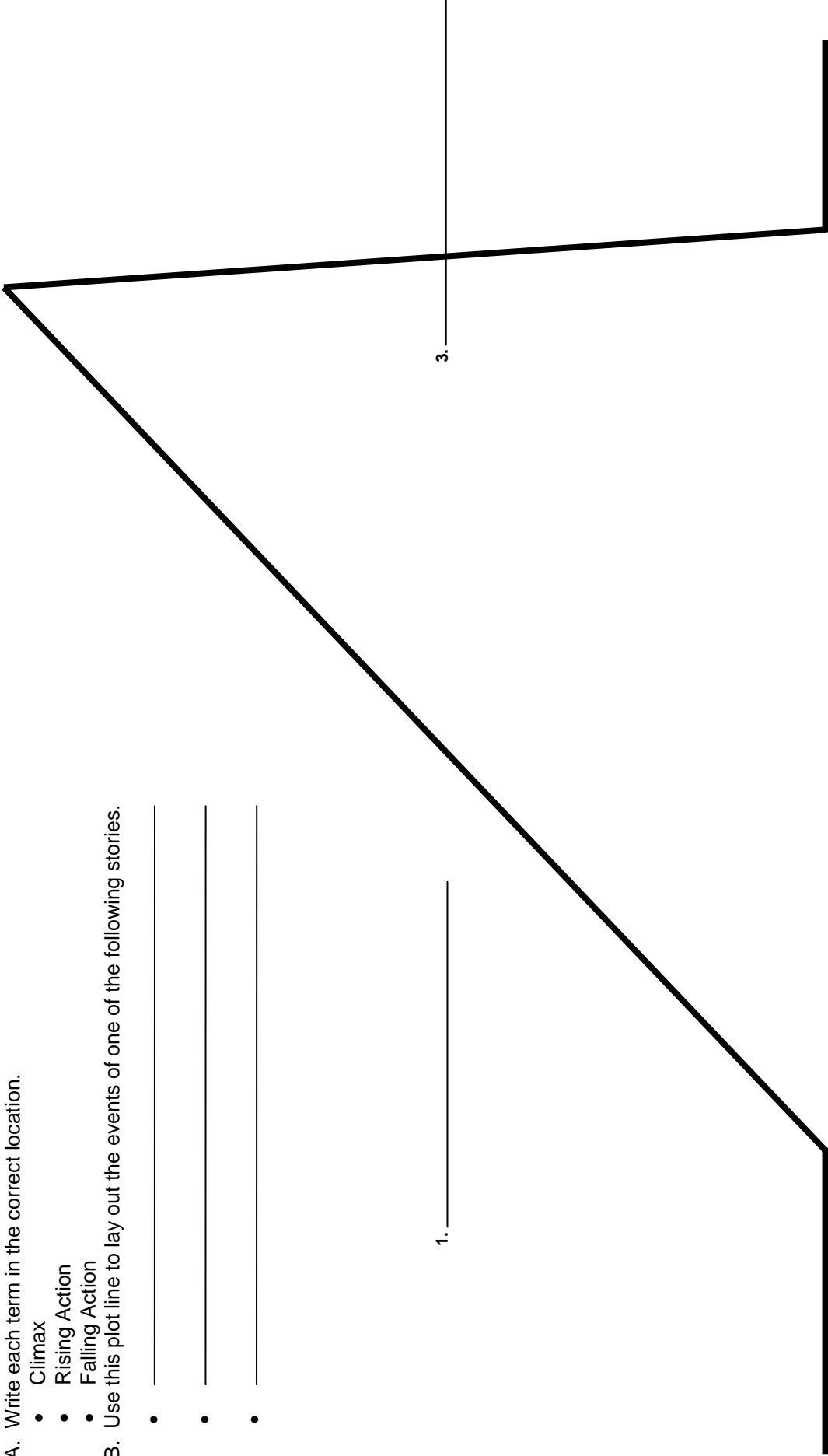Name: _____   Date: _____

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. _____

2. _____

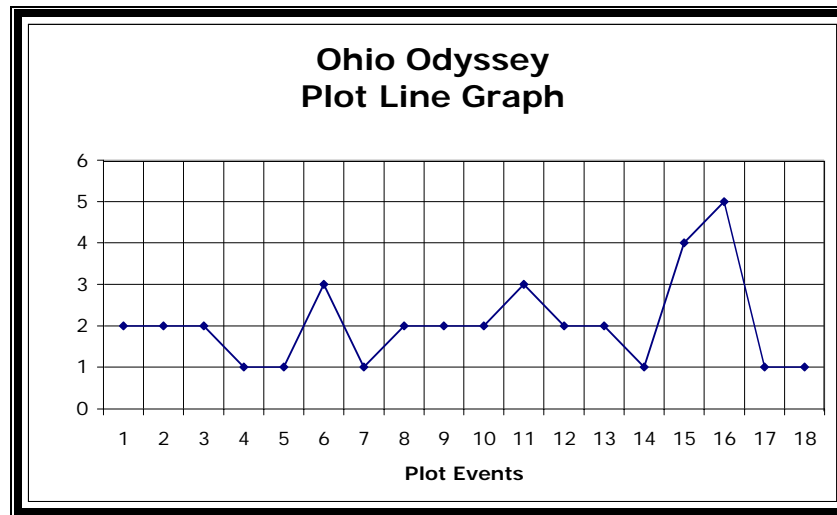3. _____

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:

**Ohio Odyssey
Plot Line Graph**

(Plot Events graph: values for events 1–18: 2, 2, 2, 1, 1, 3, 1, 2, 2, 2, 3, 2, 2, 1, 4, 5, 1, 1)

- 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
- Dr. MaryAnn Manning is a professor at the University of Alabama Birmingham (UAB) Department of Curriculum and Instruction and a contributor to *Teaching PreK-8* magazine.

3 *Mood and Setting*
Read It, Write It, Tell It Episode: "Annie Oakley"

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 MOOD and SETTING 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

Mood

2001.EL.S05.GKG-03.BD.L**03**.I05	Explain how an author's choice of words appeals to the senses.
2001.EL.S05.G04-07.BG.L**04**.I07	Explain how an author's choice of words appeals to the senses and suggests mood.

Setting

2001.EL.S05.GKG-03.BB.L**03**.I02	Use concrete details from the text to describe characters and setting.
2001.EL.S05.G04-07.BB.L**04**.I02	Identify the influence of setting on the selection.

Ohio Achievement/Proficiency Tests

Mood/Figurative Language Question Types

- What was *Character X* feeling at *Time Y*?
- Given a sentence with *Word X* that conveys an emotion, chose a synonym for the word.
- How does *Character X* feel about *Character*, *Object* or *Event Y*? Write details to support your answer.
- Why did *Character X* feel *Emotion Y*? Write details to support your answer.

Setting Question Types

- Given an example which includes a word or phrase that describes a setting, what does word/phrase "*xxxx*" mean?
- From a given list, choose the one item that was a setting for the reading selection.
- Where is *Character X* going during/after a given event from the selection?

Annie Oakley

Episode Overview

This episode is about the famous 19th century American woman, Annie Oakley. In the tall tale portion of the episode, Annie saves a woman and her child from a raging fire by driving a team of horses up the side of a building and using her shooting skills.

   Fact:
- Annie Oakley (1860-1926) was born in Darke County, Ohio. Her parents were Quakers. Her birth father and first step-father both died and her second step-father could not support the family.
- She began shooting at an early age. Quakers do not condone violence but do condone the hunting of animals for food. She sold game to markets, had a great hunting reputation, and was a champion marksperson in western Ohio.

- She defeated marksman Frank Butler in a shooting contest, later married him, and later still became the star of the family while Frank became her agent or manager. Annie and Frank preformed with the Sells Brothers Circus and the William F. Cody's Wild West Show. Annie could perform all of the shooting tricks (and more) mentioned in the episode.
- Sitting Bull was a friend and fellow performer in the Wild West Show, and he may have given her the nickname "Watanya Cicilia," which means "little sure shot."

Fiction:
- Annie Oakley's given name was Phoebe Ann Mosey, not Phoebe Anne Oakley Mozee (or Moses).
  - Her family nickname was Annie and she may have adopted the name Oakley from a suburb of Cincinnati where she and her husband once lived. Annie did not spell well and is known to have misspelled her last name.
- Annie's family had no other way of providing food in the wilderness.
  - Ohio was not a wilderness when Annie was a child. She was born in 1860, more than half a century after Ohio was first legally settled. Annie lived at a county shelter for the poor for a while as a child where she learned to sew. Then she lived with an abusive farming family for about two years until she ran away at age 12. She later worked as a seamstress while she lived with another family for a few years, again running away at age 15. In both cases, Annie's destination was home.
- Fred and his family are fictitious characters.

Episode Vocabulary

The following words used by the storyteller in the *Read It, Write It, Tell It* episode "Annie Oakley" may be unfamiliar to some students.

admirers	muzzle loader	reputation
agent	Quaker	royalty
avail	relieved	

2 Before Viewing

1. Ask: How do you feel when you are in a bad mood?
2. Ask: How do you feel when you are in a good mood?
3. Ask: Did any of you wake up this morning in a bad mood only to have something happened that changed your feelings to a good mood? *If no one can respond to this question, be prepared to mention an incident from your life where a bad mood was changed to a good mood.*
4. Ask: Which of these events put you in a good mood? (*Mention any likely event at school that most children enjoy – recess, free time, gym class, morning exercises, being read to, etc.*)
5. Say: While you watch the *Read It, Write It, Tell It* episode "Annie Oakley" think about the kind of mood each character is feeling. Be prepared to decide what mood the storyteller, J. D. Williamson, is creating with his story.

3 After Viewing

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

1. Name two of the settings from the *Read It, Write It, Tell It* episode "Annie Oakley".
   Answers will vary. Accept reasonable responses. Students might choose the following locations: in and around a log cabin in Darke County, Buffalo Bill's Wild West Show, New York City

2. How do you think Annie felt at the beginning of the story? Give a detail from the episode that supports your opinion.
   Answers will vary. Accept reasonable responses. Students might choose one of the following emotions: sad, scared, worried, etc. Details from the story that might support these feelings are: Her father died. Her mother and eight children were left all alone with no one to help. Her stepfather died. Her second stepfather could not support the family.

3. How do you think the mother on top of the building felt before she and her child were saved? Give a detail from the episode that supports your opinion.
   Answers will vary. Accept reasonable responses. Students might choose one of the following emotions: terrified, scared, frightened, etc. Details from the episode that support these feelings include: The mother screamed, the baby cried, people were yelling for help and there was a fire. The mother is trapped on the top floor of a burning building, the ladder is blocked, and the fire is getting closer.

4. What is the mood at the beginning of the story?
   The mood the storyteller (J. D. Williamson) projects when he tells about Annie Oakley's early life is [content needed]

5. What is the mood after the fire was put out?
   The mood the storyteller (J. D. Williamson) projects when he tells about Annie Oakley as she receives the key to New York City from the mayor is [content needed]

4Lesson

Emotions and Mood

Materials:
- Student Page: "Feelings, Emotions, and Mood"

Procedure:
1. Provide the students with a definition of mood that they can understand. An example is at the top of the page "Color, Feelings, and Mood."
2. Ask the students to share a time when they were happy, when they were confused, and/or when they were grateful. Make sure the children know what the word "emotions" means.
3. "Feelings, Emotions, and Mood." Give each student a copy of the handout "Feelings, Emotions, and Mood." Answers:
   a. Part 1. After the students have completed Part 1, ask them to share their choices. Discuss why different people have different choices. Explain that authors must add more detail to help us know the mood of a story, book, play, or movie.
   For example: Some students may have pets that react strangely during storms and think that the pet's behavior is funny. Others may be very frightened by storms while still others may feel that a stormy night is exciting.
   b. Part 2. After the students have completed Part 2, ask them to share their choices.
   1. A child is afraid of a huge, mean dog that is chained up next to the sidewalk where the child must walk.
   2. A child is happy and excited when s/he learns s/he will be going on a vacation to Disney World in two days.
   3. An adult watching a TV show that his/her children chose to watch is bored.
   4. A cat is watching a mouse it wants to eat for dinner. It is waiting for a chance to pounce on the mouse.
   5. An angry child is walking toward a bedroom after being grounded for not coming straight home from school.
   6. A child is thinking about what his/her parents will do when they learn that s/he broke the television.
   7. An adult is watching a favorite comedy show and something very funny happened.
   c. Part 3. Share as desired. *Answers will vary. Accept reasonable responses. For example. I knew what emotions they were feeling because of the clues in the sentence and because of my own experiences. If I know exactly how I would feel when I watch my favorite comedy show and how I would feel while I was waiting for my parents to decide what to do after I broke the TV.*
   d. Part 4. Share as desired. *Answers will vary. Accept reasonable responses. For example:*
   1. A face showing fear
   2. A face showing joy or excitement
   3. A face showing little or no emotion
   4. A face showing concentration or intentness
   5. A face showing anger
   6. A face showing concern, fear, worry, etc.
   7. A face showing happiness or joy

e. Part 5. Share as desired. Students can find lists of words that describe mood at:
   i. "Words to Describe Mood," http://s.spachman.tripod.com/SurveyPoetry/moodwords.htm
   ii. "Adler and Towne's (1996) Emotions List,"
       http://www.roch.edu/course/spch2214/feelings_list.htm
   iii. "Wikipedia's Alphabetical List of Emotions,"
        http://en.wikipedia.org/wiki/List_of_emotions Each emotion is linked to it's own web
        page at Wikipedia.
   iv. Character Moods or Emotions,"
       http://www.sff.net/people/julia.west/CALLIHOO/dtbb/emotions.htm

Descriptions will vary. Judge the students response to the prompt on a holistic rating scale such as the following: 4-Excellent or Superior, 3-Good, 2-Adequate, 1-Inadequate, or 0-no gradable response.

Mood, Color, and Setting Illustrations

Materials:
- Several examples of book/story illustrations which use color to help readers determine mood. See suggestions for Internet resources in #1 below.
- Reading selections from current classroom texts, your school or local library. The following sites may help you locate local books via the Internet:
  o State Library of Ohio Participating Library's Map:
    http://seoweb.seo.lib.oh.us/Library%20Info/participating%20librarys.htm
  o "INFOhio's K-12 School Online Catalogs: MultiLIS and SirsiDynix K-12 Sites:"
    http://www.infohio.org/web2/web2.html
- Student Page: "Color, Feelings, and Mood"
- Crayons, colored pencils, or fine line markers in the following colors: white, gray, black, red, yellow, blue, green, and purple. Use pure colors. For example, for blue use blue, not aquamarine, not blue-green, not cadet blue, not sky blue, not denim blue, not midnight blue, etc., just plain blue.
- Drawing paper for each student. Illustrations could also be created on computers equipped with a drawing tablet or with graphics capable software such as Photoshop Elements, Kidspiration, Inspiration, Kidpix, Microsoft PowerPoint, etc. Share illustrations as desired.
  o Digitally created images can be shared electronically via CDs, DVDs, email, or on Internet websites.
  o Your students may wish to view the slide shows at "Illustrators At Work" for more ideas:
    http://www.rif.org/art/illustrators_atwork.mspx. Flash 6.0 (a free download) is required.

Procedure:
1. Show one or more illustrations that are rich in colors that help imply a mood. Use books from your library or use one the following online sites:
   a. International Children's Digital Library: http://www.icdlbooks.org/
      i. Children's books from around the world. No translations are available but the illustrations of the foreign language books can be enlarged and many of the illustrations are beautiful.
      ii. Registering is optional – and free.
   b. Annie Oakley:
      i. Illustration: http://www.marynroos.com/html/annie.html
      ii. Original Buffalo Bill Wild West Show poster #4:
          http://www.pbs.org/wgbh/amex/oakley/gallery/g_04.html
      iii. 1954 Television show now on DVD: http://www.oldies.com/product-view/4751D.html
   c. Caldecott Medal Winners (thumbnail images for each winner):
      http://www.embracingthechild.org/caldecott.html
   d. "Children's Book Illustrations": http://www.sungallery.org/illustrators3.html

e. Magic Pencil – Children's Book Illustration Today – The British Library
   i. http://www.bl.uk/whatson/exhibitions/magicpencil/highlights.html
   ii. Click an artist's name. Then click the illustration to enlarge it.
f. "Picturing Childhood": http://www.library.ucla.edu/special/childhood/

2. Investigate mood with color and color words. Duplicate and distribute the page "Colors, Feelings, and Moods." The worksheet has four (4) sections:
   a. Part A. Some examples of common color words used to replace emotions in sentences are listed. Discuss the examples and ask the children to share others.
   b. Part B. Make sure that the children color the color squares vividly if they are using crayons. The directions on the page instruct the students to color the squares so that each is the color of the crayon. Remind the students to use basic colors as mentioned in the materials list above.
   c. Part C. Have the students think about the emotions or feelings each sentence brings to their minds. Ask them to think like story illustrators and select the color(s) that would best stand for the main feeling expressed by the sentence. Have them circle the number for the color(s) – or mark their choice(s) with the actual color each number represents. *Answers will vary. There are no right or wrong answers to this section but when the class compares answers they will probably find that quite a few of them responded with similar color choices for each sentence.* See more information and colors, mood, and emotion at the following sites
      • "Colors of Emotions," http://everything2.com/index.pl?node_id=703057
      • "Color-emotion associations: Past experience and personal preference," Downloadable PDF file of a paper by Naz Kaya ad Helen H. Epps: http://www.fadu.uba.ar/sitios/sicyt/color/aic2004/031-034.pdf.
   d. Part D. Each child is to illustrate one of the sentences using the colors s/he thinks helps set the mood of the sentence. The illustration may be drawn or painted. It could also be created on a computer which is equipped with a drawing tablet or one that has graphics producing capabilities such as Photoshop Elements, Kidspiration, Inspiration, Kidpix, Microsoft PowerPoint, etc. Share as desired.

3. Choose stories from current classroom texts, books from your local school or public library, or use one or more of the following Internet websites. Have the students read the book or selection and identify the setting mood.
   a. Poetry for Upper Elementary Students: http://falcon.jmu.edu/~ramseyil/poemiddle.htm
   b. Kids Space: Short Stories, Internet Public Library: http://www.ipl.org/div/kidspace/browse/rzn3000/
   c. Bibliomania: Short Stories: http://www.bibliomania.com/0/5/frameset.html
   d. Classic Short Stories: http://www.classicshorts.com/
   e. Wikipedia Short Stories (scroll to the bottom of the page): http://en.wikipedia.org/wiki/Short_stories
   f. Fletcher Hill.com: http://fletcherhill.com/main.html
   g. International Children's Digital Library: http://www.icdlbooks.org/

Color, Feelings and Mood

Name: _____ Date: _____

The mood of a story is the feeling(s) you think about (or feel) when you listen to, watch, or read the story. Look for words authors have in their stories that have to do with emotions or feelings, the events that happen, and the setting of a story to help you figure out the story's mood. You can even use color!

A. Colors or color words can help to set the mood in a story.

- "He felt blue." In this sentence, blue means that he was feeling sad or unhappy.
- "She saw red," can mean that the person was quite angry.

B. An author writes the words "It was a dark and stormy night" What colors do you think you might see on a dark and stormy night?
   o Black skies?
   o White flashes of lightening?
   o Gray clouds when the lightening flashed?

   Find crayons labeled with the same color words listed below. Color each square using the color given in front of it. Make each color strong so that each looks like the color of the crayon you used.

   White | W | Red | R | Blue | B | Gray | G |
   Yellow | Y | Green | G | Purple | P | Black | Bl |

C. What colors do you think an artist or illustrator might use to help show the mood for each of the following events? Choose one (or two) of the colors for each sentence.

   1. A wizard is casting a spell that will cause deadly, giant flying insects to come to life and attack the hero (or heroine).

      White   Yellow   Red   Green   Blue   Purple   Gray   Black

   2. A child is walking through a forest with his/her parent. They spot the river where they will fish and enjoy some quiet time with nature and with each other.

      White   Yellow   Red   Green   Blue   Purple   Gray   Black

   3. A child is walking through a forest alone when s/he sees a magical fox using a computer.

      White   Yellow   Red   Green   Blue   Purple   Gray   Black

   4. A small, nervous mouse carefully watches a grassy field before it inches out to look for food.

      White   Yellow   Red   Green   Blue   Purple   Gray   Black

   5. A family celebrates their move into a beautiful, new home.

      White   Yellow   Red   Green   Blue   Purple   Gray   Black

   6. A child is walking home from school when his/her grandfather drives up. The grandfather tells the child that they have to go to the hospital right away because the child's mother has been in an accident.

      White   Yellow   Red   Green   Blue   Purple   Gray   Black

   7. A wild horse is standing at the top of a hill as the wind whips by. The horse is young and strong. Soon it will race down the hill enjoying its freedom and power.

      White   Yellow   Red   Green   Blue   Purple   Gray   Black

D. Choose one of the seven sentences above. Create a setting that uses some or all of the colors you chose for that sentence. Add your name and the number of the sentence you choose.

Feeling, Emotions and Mood

Name: _____   Date: _____

Feelings or emotion words help to set the mood of a story.

An author writes "It was a dark and stormy night."

1. Circle the word for the emotions you feel during a storm on a dark night. Think about why you have the emotions/feelings you circled.

happy	pleased	excited	thrilled	annoyed	displeased
mad	angry	mean	cruel	sad	heartbroken
scared	fearful	bored	uninterested	calm	neutral

2. Circle the words in the following seven sentences that are feeling or emotion words. Not every sentence has emotion words.

   1. A child is afraid of a huge, mean dog that is chained up next to the sidewalk where the child must walk.

   2. A child is happy and excited when s/he learns s/he will be going on a vacation to Disney World in two days.

   3. An adult watching a TV show that his/her children chose to watch is bored.

   4. A cat is watching a mouse it wants to eat for dinner. It is waiting for a chance to pounce on the mouse.

   5. An angry child is walking toward a bedroom after being grounded for not coming straight home from school.

   6. A child is thinking about what his/her parents will do when they learn that s/he broke the television.

   7. An adult is watching a favorite comedy show and something very funny happened.

3. Explain how you usually knew what the person (or animal) was feeling in the sentences that have no emotion words.

4. A face can show emotion. Draw a picture of the face of the main character in one of the seven sentences. Your drawing does not need to be perfect. Show how the eyes, nose, and mouth would look. Write the number of the sentence.
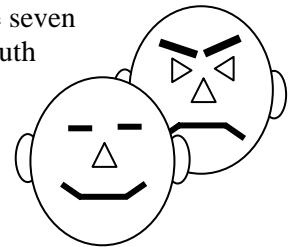
5. Write several sentences that describe the face that you drew for #4 so well that anyone who reads them can tell what the person was feeling. Do not use any emotion words that were already in the sentence. You may write on the back of this page.

5 Extension Activities

Create a painting, drawing, or three-dimensional setting that clearly indicates the mood of the story.

Mood • Writing Activities

- Post a picture of a group of people, perhaps in a city or town or at a public event such as a baseball game. Have each student write two descriptions of the scene, one happy and the other sad or ominous.
- Describe a familiar place, such as a classroom or a mall, under two different sets of circumstances, such as day and night, summer and winter, or crowded and empty.
- Write a description of a festive holiday scene. Use details that appeal to your reader's five senses. Your reader should be able to visualize a picture of holiday foods, music, colors, etc., that is appropriate to the mood you are trying to create. Next, try writing a description of a dreary or scary holiday scene. Be sure to use appropriate sensory details again. The smells, tastes, sounds, objects, etc., should be very different from those you picked for your "festive" description. Can you create a story that grows out of one or both of these descriptions?
- Think of a natural setting that has affected you. The place may be one you visited on vacation once, one you visit frequently, or perhaps it is even your backyard. How does this place affect your thoughts, feelings, mood, and actions? Write an autobiographical piece describing how this setting interacts with your thoughts and/or the actions of your characters.

Mood • Internet Resources

Ohio Resource Center • Reading http://www.ohiorc.org/search/search_adv.aspx
- Advanced Search: Choose Free Text and ORC Number from the drop down menus and type the ORC Lesson number in the center box. Scroll down and click Submit. For example:
  Search for resources that…contain [Free Text ▾] [4540   ] in the [ORC Number ▾]

"Lift Every Voice and Sing," Grades 5-7
- ORC Lesson# 4540
- How does a poem or a song express feelings and meanings? Using the book *Color Me Dark* and a poem by James Weldon Johnson entitled "Lift Every Voice and Sing," this lesson explores the use of figurative language and imagery. Students explore the origins of the poem and come to understand how it conveys a sense of hope and unity despite hardship.

"The Tell-Tale Hearts of Writers: Exploring the Lives of Authors through Their Literature," Grades 7-10
- ORC Lesson# 178
- In this promising practice lesson, students use a piece of literature by and an article about Edgar Allan Poe to investigate the relationship between word choice and the reader's mood and interpretation of a piece of writing. Each student then creates a visual display that examines a favorite writer through biographical information, analysis of quotations about the author and his or her works, and interpretation of a piece of the author's writing.

"A Picture's Worth a Thousand Words: From Image to Detailed Narrative," Grades 6-8
- ORC Lesson# 2747
- The old cliché "A picture is worth a thousand words" is put to the test in this lesson. Students think critically about their interpretations of the events depicted in an image and then write about their ideas.

Ohio Instructional Management System
- https://ims.ode.state.oh.us. Use the IMS Quick Search:
- Chose ⊙ Lesson Plans, Content Area: English – Reading ∀, Grade Level: as desired ∀, Keyword: type Genre Study. Click Search.

"Visions of Poetry – Grade Four"
- See, feel, hear and experience mood! This lesson offers students an opportunity to internalize the meaning of mood and its expression in a variety of different media.

The Right Mood – Grade Six"
- In this integrated lesson, students compare how the three disciplines of music, art and literature create mood. They use this information to produce a piece of descriptive writing based on a piece of art or music selected to evoke a particular mood. While the concept of mood is introduced to students in the fourth grade, it remains a challenging concept for many. This lesson helps make the concept come alive at the same time it requires students to take a more advanced look at the meaning of mood.

"Setting – Grade Seven"
- The students identify parts of the setting that occur in different types of text and explain the setting's importance to the text. Eventually they illustrate their comprehension of the literary concept through completion of a project.

Other Online Sources

"Today I Feel ..:" Grades K-4
- http://artsedge.kennedy-center.org/content/2360/
- In this lesson, students will read and discuss books that talk about feelings. They will tell a story about a time when they had a strong feeling and then something happened to change their mood. Students will experiment with adding facial expressions, gestures, and their voice to express an emotion and will incorporate these skills into their own storytelling experience. This lesson will explore how themes in a book—in this case, feelings—can be explored by embodying a character through storytelling.

"Fiction, Setting the Story," Part of the Unit: Fiction Writing: Grades 5-8
- http://artsedge.kennedy-center.org/content/2235/
- Students will explore how to use the elements of fiction to enhance and develop their writing. Students will learn how authors manipulate time and space, mood, and spatial order in descriptions of settings.

"#664. The Giver," Literature, Level: middle, Concepts taught: colours and emotions
- http://www.teachers.net/lessons/posts/664.html

"Interactive Figure: Facial Expressions of Emotion"
- http://www.dushkin.com/connectext/psy/ch10/facex.mhtml

"Fiction, Setting the Story," Grades 5-8
- http://artsedge.kennedy-center.org/content/2235/

"Elements of Fiction: Definition of Setting"
- http://bcs.bedfordstmartins.com/virtualit/fiction/elements.asp?e=3
- This site includes a definition, a setting exercise, and how an example of how setting is developed in Nathaniel Hawthorne's "Young Goodman Brown."

"The Elements of Good Storytelling...Writing Dynamic Settings," by Kimberly Appelcline
- http://www.skotos.net/articles/DynamicSettings.html

Setting
- http://www.kimskorner4teachertalk.com/readingliterature/literary_elements_devices/setting.htm

NOTES:

4 *Point of View*
Read It, Write It, Tell It Episode: "Harriet Beecher Stowe"

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 POINT OF VIEW 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 Ohio Academic Content Indicators

2001.EL.S05.GKG-03.L**03.---**   *No Indicator*

2001.EL.S05.G04-07.BD.L**04**.I04   Identify the speaker and recognize the difference between first- and third-person narration.

Ohio Achievement/Proficiency Tests Point of View Question Types

- Given a list of characters from a selection, chose the one who is telling the story.
- Read a sentence from a selection where the speaker is referenced by a pronoun. Who is the speaker?
- Who is the speaker for the entire selection?

1 *Harriet Beecher Stowe*

Episode Overview

This episode is about the famous 19th century author, Harriet Beecher Stowe, who lived in Ohio for 18 years before the Civil War. In the tall tale portion of the episode, Harriet's book *Uncle Tom's Cabin* grows arms and legs and comes to life when it is faced with being revised. Abraham Lincoln helps to capture and subdue the unruly book.

     Fact:
- Harriet Beecher Stowe's (1811-1896) nickname was Hattie. She liked to read. She had a brother name Charles and it is quite likely she helped him when he was ill.
- There was unrest in Cincinnati while Stowe lived there.
- She moved to Maine after she lived in Ohio and she did lose an 18-month old son, Samuel Charles (Charley), to a cholera epidemic in Cincinnati in 1849. She probably did feel safer in Maine than in Cincinnati.
- She may have met Abraham Lincoln.
- Harriet wrote *Uncle Tom's Cabin*, a book that caused many Americans to think about slavery and stir a nation into action.
- Some Cincinnati citizens did help slaves who were escaping across the Ohio River.

     Fiction:
- Fiction: Harriet had half a dozen children. Fact: She had seven children between 1836 and 1850: Twins: Eliza and Harriet, Henry, Frederick, Georgiana, Samuel Charles (Charley), and Charles Edward. The twins and Charles Edward survived her. Charley died of cholera at age 18 months, Henry drowned at age 16, Frederick was never heard from again after he went to California when he was 30, and Georgiana died at age 47 – probably due to the addiction she developed to morphine she was first given as a painkiller following childbirth.

- Fiction: The storyteller says "Civil un-rest was in the streets of Cincinnati – even though war had not been declared yet." Fact: Only a part of the unrest in Cincinnati was associated with the coming Civil War. The riots in Cincinnati during the years Stowe lived there (1832-1850) included: the Pro Slavery Riots of 1836, the Bank Riot of 1842 and the Jail Riot of 1848.
- Fiction: The storyteller says "At this time, an epidemic broke out. Cholera killed thousands of people, many of them were children. Hattie tried to keep all her children well, but the baby got sick. She took her family to Maine. There, she and her family felt safe." Fact: She moved to Maine because her husband joined the faculty of Bowdoin College, his alma mater.
- Fiction: Harriet Beecher Stowe met Abraham Lincoln in Ohio before he became President of the United States. Fact: No one is 100% sure if Stowe ever met Lincoln. She did not meet him before he became President.

Vocabulary

The following words used by the storyteller in the *Read It, Write It, Tell It* episode "Harriet Beecher Stowe" may be unfamiliar to some students.

cholera	literature	sheer whimsy
civil unrest	notions	souls
epidemic	publisher	vivid
frustration	revision marks	whirlwind
injustice		

2 Before Viewing

1. Ask: What is a pronoun? *A pronoun is a word that takes the place of a noun*.
2. Say: Let's make a list of pronouns that you use when you talk about yourself. *The list should include: I, me, mine*
3. Say: Let's make a list of pronouns that I use when I give directions to the class. *The list should include: you, your.*
4. Say: Now let's make a list of pronouns that you use when you talk about other people who are not in this room right now. *The list should include: she/he, him/her, his/hers.*
5. As we view this *Read It, Write It, Tell It* episode about Harriet Beecher Stowe (Hattie), listen for:
   a. Details about Hattie's life that are true and those that are not true.
   b. Pronouns the storyteller uses when he speaks about Hattie.

③After Viewing

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

1. Share something from the story you think really happened in history.
    Answers will vary. Accept reasonable responses. Reponses may include: Harriet Beecher Stowe's (1811-1896) nickname was Hattie. She liked to read. She had a brother name Charles and it is quite likely she helped him when he was ill. There was unrest in Cincinnati while Stowe lived there. She moved to Maine after she was married and she did lose a son, Samuel Charles - Charley, to a cholera epidemic in Cincinnati in 1849. She probably did feel safer in Maine than in Cincinnati. She may have met Abraham Lincoln. Harriet wrote Uncle Tom's Cabin, a book that caused many Americans to think about slavery and stir a nation into action. Some Cincinnati citizens did help slaves who were escaping across the Ohio River.

2. Share something from the story that you think could never have happened.
    Answers will vary. Accept reasonable responses. Response may include: The book did not come to life and run away. President Lincoln did not help capture a runaway book.

3. What pronouns does the storyteller use when he tells about Harriet Beecher Stowe?
    He uses the pronouns she and her when he tells us about Hattie.

4. What did the book say to Hattie and President Lincoln?
    Nothing, the book does not talk.

5. From what Point of View (1st person or 3rd person) was the story told? Support your answer.
    3rd Person. The storyteller, J. D. Williamson, is the narrator. He talks about the characters using their names and pronouns like she, her, and he. 1st person pronouns, such as I or my, are only found within quotation marks when the narrator quotes what a character said at one time.

4 Lessons

Personal Pronouns and Point of View

Materials:
- Student handout "Personal Pronouns and Point of View"

Procedure:
1. Check to see that your students know that pronouns are often used to take the place of nouns and make written/spoken language flow more smoothly. Share one or more sentences with and without pronouns. Example:
   - *I want to take my bike and ride it over to Jim's house so that we can go exploring.*
   - *Mercy wants to take Mercy's bike and ride Mercy's bike over to Jim's house so that Mercy and Jim can go exploring.*
2. Explain that we use some pronouns when we talk about ourselves, other pronouns when we give directions to others, and still other pronouns when we talk about others. *Examples: speaking about ourselves – I, me; giving directions – you, your; and speaking about others – he, her, they, them.*
3. Explain that these groups of pronouns have names:
   a. 1st person is the name of the group of pronouns we use when we talk about ourselves. Example: I sharpened my pencil this morning.
   b. 2nd person is the name of the group of pronouns we often use when we give directions to others. Example: Please, take out your pencils and lay them on your desk.
   c. 3rd person is the name of the group of pronouns we use when we are talking about others. Example: She gave her pencil to Sam.
4. Give the handout "Personal Pronouns and Point of View" to the students.
5. Review the concept of 1st, 2nd, and 3rd person with the students.
6. Write one or more example sentences on the blackboard/overhead/computer so that the students can see the type(s) of sentences you want them to write.
7. Have the students complete the worksheet.

Recognize Changes in a Story's Narrator

Materials:
- Student Handout "Who is the Narrator"
- *Read It, Write It, Tell It* episode "Harriet Beecher Stowe"
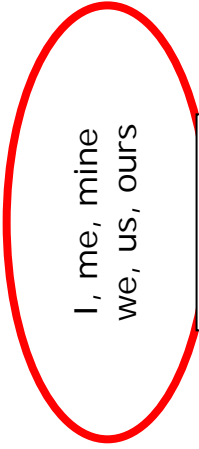- A well-know short story. See #10 below for ideas and suggestions.

Procedure:
1. Check to see that your students can define the literary term narrator. *A narrator is the person or character who is telling readers/listeners/viewers the story. An author decides who the narrator will be in the stories s/he writes.*
2. Tell the students that in the *Read It, Write It, Tell It* episode "Harriet Beecher Stowe" the storyteller, J. D. Williamson, is the narrator. He is telling the story as an outsider looking into the thoughts, words, and actions of Hattie Stowe, Abraham Lincoln, and Hattie's run away book.
3. Remind students to ignore quotations when they examine a selection to determine the selection's narrator.
4. View the "Harriet Beecher Stowe" episode.
5. Ask: If you were Hattie's book what would you say to Abraham Lincoln? *Answers will vary. Accept reasonable responses.*

6. Ask: If you were Abraham Lincoln what would you say to Hattie's book? *Answers will vary. Accept reasonable responses.*
7. Explain to the students that when they switch from one character telling the story to a different character telling the story, they are changing the story's point of view.
8. Give the students the "Who is the Narrator" handout and have them complete it. See the Teacher Handout "Who is the Narrator – Answer Key."
9. Choose a well known selection with which your students are familiar.
   a. The Three Little Pigs
      i. http://www.gutenberg.org/etext/18155
      ii. Several versions: http://www.pitt.edu/~dash/type0124.html
      iii. Annotated version: http://www.surlalunefairytales.com/threepigs/index.html
      iv. http://www.rickwalton.com/folktale/green10.htm
      v. http://math-www.uni-paderborn.de/~odenbach/pigs/pigs.html
   b. The Three Bears
      i. English Fairy Tales by Flora Annie Steel from Project Gutenberg. Download a version of Steel's work and then scroll to find The Three Bears: http://www.gutenberg.org/etext/17034
      ii. http://www.edsanders.com/stories/3bears/3bears.htm
      iii. http://www.ongoing-tales.com/SERIALS/oldtime/FAIRYTALES/goldilocks.html
      iv. http://www.childrensbooksonline.org/the_three_bears/index.htm
      v. Late Version of the Three Bears: http://ourworld.compuserve.com/homepages/Creative_Resources/crpage15.htm
      vi. Early Version of Three Bears: http://ourworld.compuserve.com/homepages/Creative_Resources/crpage14.htm
   c. Little Red Riding Hood
      i. The Project Gutenberg eBook, Children's Hour with Red Riding Hood and Other Stories, Edited by Watty Piper: http://www.gutenberg.org/etext/11592
      ii. http://www.pitt.edu/~dash/type0333.html
      iii. http://www.fln.vcu.edu/grimm/redridinghood.html
      iv. Little Red Cap: http://www.cs.cmu.edu/~spok/grimmtmp/020.txt
   d. A current popular G-rated movie, cartoon, or popular television show.
10. Have the students identify the selection's current narrator.
11. Have the students retell (or rewrite) a portion of the selection from the point of view of someone other than the author's choice of main speaker.

Personal Pronouns and Point of View

Name: _____ **Date:** _____

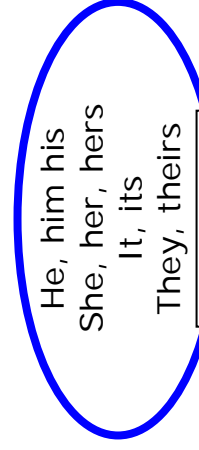**Study the personal pronouns in each oval below. Some are singular and some are plural.**

I, me, mine
we, us, ours

1st Person

you, your

2nd Person

He, him his
She, her, hers
It, its
They, theirs

3rd Person

Choose 2 words from each oval and use each in a sentence of its own.

1st Person

_____

_____

2nd Person

_____

_____

3rd Person

_____

_____

Who is the Narrator?

Name: _____   Date: _____

Directions: Think about the *Read It, Write It, Tell It* episode "Harriet Beecher Stowe." The sentences below extend the story. Each sentence is written in 1st person. Each sentence is something that only one of the main characters from the episode might have said. Circle (or underline) the name of the character who was most likely to have spoken the sentence(s) in each row.

			Which character (Hattie Stowe, Abe Lincoln, or the Book) might have said:
Hattie Stowe	Abe Lincoln	The Book	1. I see that it has not learned a thing. It is bound to take off again if I turn my back on it.
Hattie Stowe	Abe Lincoln	The Book	2. I saw that the book hadn't learned its lesson and that it was bound to take off again if she turned her back on it for an instant.
Hattie Stowe	Abe Lincoln	The Book	3. I'm taking off like a rifle shot if she comes near me one more time with that pen!
Hattie Stowe	Abe Lincoln	The Book	4. I understand why Hattie was so particular about getting me to hold still for the changes she knew I needed. People will be reading me for a hundred years – or more!
Hattie Stowe	Abe Lincoln	The Book	5. If I can get people to read this little lady's book, maybe they'll understand why slavery is so bad.
Hattie Stowe	Abe Lincoln	The Book	6. General Scott, I want you to have enough copies printed by the publishing company so that all my soldiers can have a copy. And make sure they charge us a fair price.
Hattie Stowe	Abe Lincoln	The Book	7. I think I understand why it felt it had to run away. It must have felt that I was trying to change it into another being altogether. It just didn't understand how small the changes I needed to make were.
Hattie Stowe	Abe Lincoln	The Book	8. I still want to be me. I don't want anyone changing one period, comma, or quotation mark. And if anyone wants to change my words, that person better have good running shoes and better legs!

Who is the Narrator? Answer Key

Name: _____ Date: _____

Directions: Think about the *Read It, Write It, Tell It* episode "Harriet Beecher Stowe." The sentences below extend the story. Each sentence is written in 1st person. Each sentence is something that only one of the main characters from the episode might have said. Circle (or underline) the name of the character who was most likely to have spoken the sentence(s) in each row.

		Which character (Hattie Stowe, Abe Lincoln, or the Book) might have said:
Hattie Stowe	Abe Lincoln	The Book	1. I see that it has not learned a thing. It is bound to take off again if I turn my back on it.
Hattie Stowe	*Abe Lincoln*	The Book	2. I saw that the book hadn't learned its lesson and that it was bound to take off again if she turned her back on it for an instant.
Hattie Stowe	Abe Lincoln	*The Book*	3. I'm taking off like a rifle shot if she comes near me one more time with that pen!
Hattie Stowe	Abe Lincoln	*The Book*	4. I understand why Hattie was so particular about getting me to hold still for the changes she knew I needed. People will be reading me for a hundred years – or more!
Hattie Stowe	*Abe Lincoln*	The Book	5. If I can get people to read this little lady's book, maybe they'll understand why slavery is so bad.
Hattie Stowe	*Abe Lincoln*	The Book	6. General Scott, I want you to have enough copies printed by the publishing company so that all my soldiers can have a copy. And make sure they charge us a fair price.
Hattie Stowe	Abe Lincoln	The Book	7. I think I understand why it felt it had to run away. It must have felt that I was trying to change it into another being altogether. It just didn't understand how small the changes I needed to make were.
Hattie Stowe	Abe Lincoln	*The Book*	8. I still want to be me. I don't want anyone changing one period, comma, or quotation mark. And if anyone wants to change my words, that person better have good running shoes and better legs!

5 *Extension Activities*

Point of View • Internet Resources

Ohio Instructional Management System
- https://ims.ode.state.oh.us. Use the IMS Quick Search:
- Chose ⊙ Lesson Plans, Content Area: English – Reading ⩒, Grade Level: as desired ⩒, Keyword: type Point of View. Click Search.

"Establishing a Point of View in Narratives - Grade Four"
- Establishing point of view is a new concept for fourth grade students. This lesson introduces and develops the concept and gives students the opportunity to both identify and to construct point of view in narratives. Additionally, students practice identifying and sequencing main events.

"What's My Point - Grade Six"
- This lesson develops student understanding of persuasion. Students move through the process of defining persuasion, identifying persuasive arguments and techniques in writing and evaluating their own use of accurate details. Students also define an author's point of view.

Ohio Resource Center • Reading http://www.ohiorc.org/search/search_adv.aspx
- Advanced Search: Choose Free Text and ORC Number from the drop down menus and type the ORC Lesson number in the center box. Scroll down and click Submit. For example:
  Search for resources that…contain [Free Text ⩒] [1319_____] in the [ORC Number ⩒]

"Cross-cultural Dialogue," Grades 7-10
- ORC Lesson# 1319
- Cross-cultural Dialogue uses two personal narratives, written by a beginning English teacher in an unfamiliar culture, to teach point of view. Students read two narratives, first from the teacher's point of view and then from what she imagines to be her students' point of view.

Other Online Resources

"Critical Literacy: Point of View," Grades 6-8
- http://www.readwritethink.org/lessons/lesson_view.asp?id=23
- Many students read without questioning a text or analyzing the author's viewpoint. This lesson encourages sixth- through eighth-grade students to question what they are reading by providing them with the language and skills needed to analyze a text. Students learn to look at the author's purpose and viewpoint, and also recognize gaps in the text. Extension activities include debating a fairy tale using different character viewpoints.

"Teaching Point of View with *Two Bad Ants,*" Grades 3-5
- http://readwritethink.org/lessons/lesson_view.asp?id=789
- This lesson provides students with the opportunity to use illustrations and text to develop an understanding of the point of view of the characters. Students read the story *Two Bad Ants* by Chris Van Allsburg, work in pairs to analyze the illustrations and text, and compare and contrast points of view. Finally, they reread the story, applying their knowledge of point of view.

"Teaching Voice with Anthony Browne's *Voices in the Park,*" Grades 6-8
- http://www.readwritethink.org/lessons/lesson_view.asp?id=167
- The concept of voice is often difficult for middle school students to incorporate into their writing. This lesson, aimed at grades 6-8 but easily applicable to any level, provides a clear example of an author who created four specific voices. By reading and discussing the characters in Anthony Browne's picture book, *Voices in the Park*, students will gain a clear understanding of how to use voice in their own writing.

Matson, Nancy. "Point of View in Literature and Unreliable Narrators with *The Boy Trap*" Grades 3-5
- http://www.nancymatson.com/BTLP1.HTM
- This lesson serves to improve kids' reading and critical thinking skills by asking them to identify ways to determine someone's point of view without the characters expressing their views outright. It also introduces them to the idea of an unreliable narrator, and gives them a chance to develop critical thinking skills on the nature of prejudice.

"Seeing Integration from Different Viewpoints," Grades 6-8
http://www.readwritethink.org/lessons/lesson_view.asp?id=816
- This lesson uses The Story of Ruby Bridges by Robert Coles, which describes the court-ordered desegregation of an all-white school in New Orleans, Louisiana in 1960, as a basis for a Directed Reading–Thinking Activity. A pre-reading strategy captures students' interest using a question and a during-reading strategy focuses their attention on key ideas. Finally, a post-reading group activity called The Five Decision Lenses, (adapted from Six Thinking Hats by Edward de Bono, Back Bay Books, 1999) uses colored glasses to encourage students to view court-ordered desegregation from different perspectives.

"Poems that Tell a Story: Narrative and Persona in the Poetry of Robert Frost," Grades 6-8
http://edsitement.neh.gov/view_lesson_plan.asp?id=345
- Students explore such questions and mysteries in journal entries that build upon narrative hints in poems chosen from an online selection of Frost's most frequently anthologized and taught works. By analyzing what a speaker (or persona) in one of Frost's poems includes or omits from his narrative account, students make inferences about that speaker's motivations and character, find evidence for those inferences in the words of the poem, and apply their inferences about the speaker in a dramatic reading performed for other class members.

"The Eye of the Beholder: Point of View"
- http://staff.fcps.net/tcarr/shortstory/plot1.htm#Eye
- To examine how point of view affects the development of the short story, choose from the following activities.
  - Activity 1: Review the different types of point of view.
  - Activity 2: In this activity, users will take a given scenario and rewrite it showing different points of view.

"Thanksgiving: A Turkey's Point of View" by Laura Beeler, Grades 3-5
- http://www.lessonplanspage.com/LAWritingThanksgivingTurkeysPointofViewStory35.htm

"School Uniforms: Point of View Writing" Grade 7
- http://www.learnnc.org/lessons/LindaBulluck982002894

"Local Historians" http://www.storyarts.org/lessonplans/lessonideas/
- Have students collect stories about their town from older people. Have students find out how the streets were named. Are there any interesting people or legends to which the street names refer? Are there any local places in town about which people tell stories? Any haunted houses? Have students find out when the town was founded and by whom? Visit a local historical society to see old photographs or artifacts.
- Have students create an original historical fiction: <u>Describe the town from the point of view of a fictitious citizen who might have lived in the town long ago</u>. Include local issues of the time in the story. Tell the story of the town from the fictionalized point of view of a resident who actually lived.

5 *Character Development*
Read It, Write It, Tell It Episode: "Jesse Owens"

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 Character Development 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.BB.L**03**.I02   Use concrete details from the text to describe characters and setting.

2001.EL.S05.G04-07.BA.L**04**.I01   Describe the thoughts, words and interactions of characters.

Ohio Achievement/Proficiency Tests
Character Development Question Types

- Who is the main character?

Emotions
- Character *X* feels Emotion *Y*. Give details from the story that show why the character was feeling Emotion *Y*.
- Quotation *XXX* from the selection describes *Character X*. Which word from the quotation tells how Character *X* is feeling?
- How does Character A feel at point B in the selection.
- How does a Character *X* feel (at the time of, about, after) Event *X*?

Thoughts/Actions/Behaviors/Attitudes/Motivations
- At Point *Y* in the selection, what makes Character *X* do Action *Z*?
- Pick out, list or web the things Character *X* does at Point *Y* in the selection.
- What did Character X do to make sure Event Y happened as s/he thought/wished it to happened?

Jesse Owens
Episode Overview

This episode is about the life of Jesse Owens. It interweaves fact, fiction, and tall tale. The episode begins when Jesse was a boy living on a farm and briefly tells of his move to Cleveland, joining a track team and becoming a champion runner at Ohio State University. The tall tale portion of the episode takes place during the 1936 Olympic Games in Berlin, Germany.

Teachers will need to need to briefly build a background with their students if they have never been exposed to the United States' history of the time period in which this episode takes place. Major historical events occurring during this episode are listed below.

Fact:
- Jesse (1913-1980) lived at a time when blacks were faced with segregation and "No Blacks Allowed" signs.
- His family originally farmed for a living (before moving to Ohio) and Jesse did work as a delivery boy.
- He lived during the Great Depression.

- He was a star runner for Ohio State University and he won four gold medals in the 1936 Berlin Olympics when Adolph Hitler was in power touting the superiority of the white German Aryan race over all other races.

Fiction:
- Jesse saved the lives of his prejudiced boss's wife and children from the speeding truck the boss was heedlessly driving.

Tall Tale:
- Jesse defeated a time machine ray gun Hitler's scientists developed to slow Jesse in his Olympic races and destroyed the lab where the time machine weapons were made so that Hitler cannot use them in war.

Vocabulary

The following words used by the storyteller in the *Read It, Write It, Tell It* episode "Jesse Owens" may be unfamiliar to some students.

athlete	Great Depression	nationality
conquer	laboratory	Olympics
dictator	Melting Pot	prejudice
disintegrated	modesty	separate
	mysterious	

2 Before Viewing

1. Ask: What is a story? *Most students will probably associate the word story with a piece of fiction that tells about a group of events that are related to one another. The word story can be defined as the retelling of events, either true or fictional. Accept reasonable answers.*
2. Say: Think about the story [name a story with which the students are well acquainted, for example Goldilocks and the Three Bears].
3. Ask: Who are the main characters in the story? *Answers will depend upon the story chosen.*
4. Ask: Do all stories have main characters? *Most all fiction stories have characters.*
5. Ask: How would you tell the story if it had no characters? *Students may have no logical answers for this question.*
6. Say: As we view this *Read It, Write It, Tell It* episode "Jesse Owens", think about the characters the storyteller, J. D. Williamson mentions. Be prepared to answer the following questions.
   a. What are their names?
   b. Which ones are most important to the story and why are they important?
   c. Are the characters real?
   d. Why do the characters behave as they do?

3 After Viewing

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

1. List two characteristics of Jesse Owens. Support your answer with details from the episode.
   Answers will very. Accept reasonable responses. Students may say that Jesse was a fast runner, he was black, he ignored the actions prejudiced people directed toward him, he was dedicated to whatever he set his mind to do, etc.

2. The storyteller (J. D. Williamson) says that Jesse was modest. Do you agree or disagree? Support your opinion with details from the story.
   Jesse is modest. Accept reasonable answers. Answers might include: When the storyteller has Jesse working for a prejudiced man, he has Jesse say "I'm here to do a job, the very best that I can do; just like any other man." This shows that he does not feel superior to any other man. After Jesse was selected to run on the United States Olympic team, the storyteller quotes Jesse "I'm not running for myself, I'm running for my country, and everyone else who loves America and freedom around the world!" This shows that Jesse does not put himself before others.

3. Jesse ignores people's bad feelings and prejudice toward him and goes on with his life. Give details from the story that supports this statement.
   Accept reasonable answers. Jesse continues to work as a delivery man even when the boss does not treat him well. The storyteller has Jesse save the man's family from a speeding truck. Jesse runs in the Olympics in Germany even though Adolph Hitler was prejudiced against him – and many other groups of people.

4. List two people from the story who are prejudiced against Jesse.
   Two people who are prejudice against Jesse are his boss when he worked as a delivery person and Adolph Hitler at the 1936 Olympic Games.

5. Here is a list of behaviors. Which one is most like the Jesse Owens in this story? Justify you answer with proof from the episode.
    a. Jesse sees a horse that is badly stuck in the mud but he has to ignore it because he is almost late for an important race.
    b. Jesse's best friend asks Jesse to loan him some money and Jesse tells him no.
    c. Jesse answers a "Help Wanted" ad in the newspaper but finds a "No Blacks Allowed" sign in the shop window. Later that night Jesse returns to the shop and breaks all of the windows.
    d. Jesse is running in a cross-country race and comes across a lost child. He stops racing and helps the child find its parents.

    Based upon the character developed by the storyteller, answer d. Jesse is running in a cross-country race and comes across a lost child. He stops racing and helps the child find its parents. Justifications will vary. Accept reasonable answers. For example: In the story, Jesse always chose to do the "right" thing even when it might not be good for him personally. Jesse saved the family of his boss when he knew that his boss did not like him.

4 *Lesson*

Materials:
*   Student Handout "Exploring Your Main Character"
*   Student Handout "Exploring Simon Harrington"
*   A short story or passage that features a well-developed character.

Procedure:
1. Display the handout "Exploring Your Main Character". Display the handout via computer, a projected image, or give each student a blank copy.
2. Discuss the main divisions of the character development on handout: 2. physical description (the rectangle), 3. conflict (the hexagon), and 4. non-physical character traits (the trapezoid).
3. Whole class activity. Choose a story with which the students are familiar and have the students collaborate to fill in the "Exploring Your Main Character" based on what they know about the main character and the plot of that story.
    a. Explain to the students that not everything in the chart happened or was described in the source story so they will need to think about the character and the story and then use their imaginations to complete the chart.
    b. The story could be a selection which the students have read or listened to, a well known children's book or story, a recent movie or media production with which they are familiar, etc.
    c. Discuss how knowing how a character acts or behaves in known events can help readers/listeners/viewers to predict how they would probably behave in new events.
    d. Fill "Exploring Your Main Character" for the selected story as a group and discuss the results.

4. Group Activity. Break the students into collaborative groups.
    a. Tell the students that they will be creating a character totally from their own imaginations. One student may act as the recorder for the group's ideas but each student should have a personal copy of the handout to which to refer. You may wish to give them a copy of the student handout "Exploring Simon Harrington" so that they can see a completed example. If there is not enough room on the handout to write all of the group's ideas, students may write on a separate sheet of paper or use a computer's word processing application.
    b. Have the students share their work with their classmates.
    c. Ask each group to come up with a new story event that is not already listed as an idea in Part 4, the trapezoid.
5. Individual Activity.
    a. Each student will write a story based on the Parts 1, 2, and 3 of the handout "Exploring Your Main Character." Explain that Part 4 tells how their character would react to a few events that could happen. Students will have the option of choosing one or more of the events listed – or they are free to create a new event(s) for their stories.
    b. Give each student a new copy of the "Exploring Your Main Character" handout to help them with their planning and organizing. Tell the students that they may use the handout as they choose. They may write brief notes on the handout, simply refer to the blank handout for ideas, or fill it in completely.
    c. Write the stories. Stories may be written on paper, typed into computers, or told to scribes or recording devices. Differentiated instruction: Provide a scribe in the form of an older student, a classroom aid or volunteer, etc. to write for students who cannot write. Students could also dictate or tell their stories to a recording device.
    d. Publish the stories. Completed stories can be bound into a classroom book, typed into a computer and uploaded to your school's website, or told orally and recorded via video recorder to be turned into digital video images for emailing to parents or sharing via podcasts on the Internet.
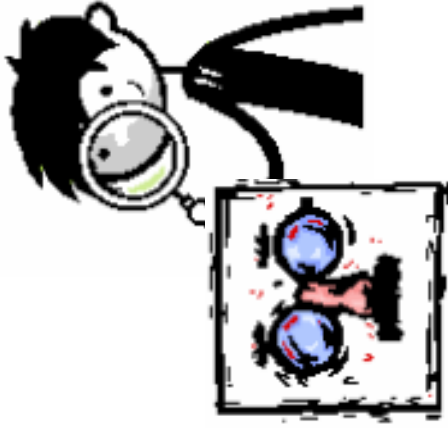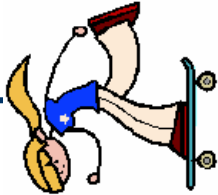
Exploring Your Main Character

2.

A. What type of being is it? _____

(Is it a human being, an animal, or some other type of being like a space alien or a talking toaster?)

B. Describe your character's physical looks.

C. Describe anything else special about how it looks.

3. Friends and/or Helpers

A. Name any friends or helper characters:

B. Tell why they are friends or why they want to help.

C. Name any enemies or villains:

D. Tell why they don't get along with the main character.

Enemies and/or Villains

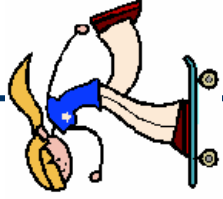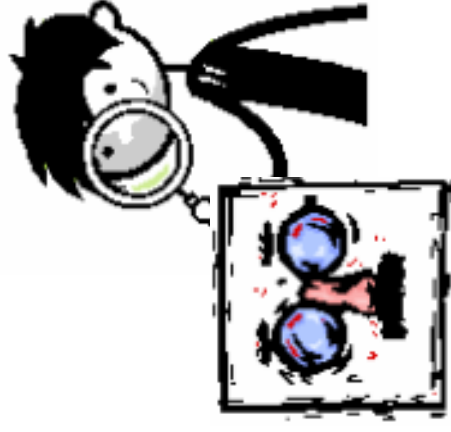**4. Actions and Behaviors**

How would your main character act or behave if…

A. …s/he could never go home again.

B. …s/he was given a gift of lots and lots of money.

C. …his/her friend or helper was in big trouble.

Character

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RI, WI, TI

Main Character Example: Exploring Simon Harrington

2.

A. <u>What type of being is it?</u>   Simon Harrington is a human being.
(Is it a human being, an animal, or some other type of being like a space alien or a talking toaster?)

B. <u>Describe your character's physical looks.</u>

Simon is a 11 year old boy who has bright red hair that sticks straight up on top. He is missing one front tooth and he has a lot of freckles on his nose and cheeks. He always smiles. His eyes are bluish-green and he squints some but he doesn't wear glasses. He is a little taller than his classmates and thin. His arms are pretty strong and he is the fastest runner in his whole grade. He usually wears tennis shoes, jeans, and a T-shirt that says, "Disney World" on the front.

C. <u>Describe anything else special about how it looks.</u>

Simon has a birthmark on his right upper arm that looks like the continent of Africa.

1. Character's Name:

Simon Harrington

4. Actions and Behaviors

<u>How would your main character act or behave if…</u>

A. <u>…s/he could never go home again.</u>

He wouldn't care too much. His parents died when he was 4 and he lives with an aunt who is not home much. He thinks she likes him a little but he is not sure.

B. <u>…s/he was given a gift of lots and lots of money.</u>

Simon would give his friends some of it, buy a new television and 3 pizzas, and then put the rest of it in the bank. He really wants to become a scientist – and he'll have to pay for college.

C. <u>…his/her friend or helper was in big trouble.</u>

He'd do almost anything he could to help them. He is loyal to his friends. He thinks of Jerry and Moshe as his brothers and he's sure that they would help him if he was in trouble.

3. Friends and/or Helpers

A. <u>Name any friends or helper characters:</u>

Jerry Yarrow and Moshe Kinton

B. <u>Tell why they are friends or why they want to help.</u>

Jerry and Moshe are Simon's friends because they have known each other since 1st grade, they all love to watch the same Saturday morning cartoons, eating pizza with sausage and hot peppers, and exploring.
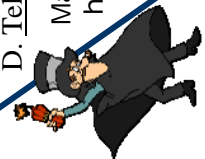
C. <u>Name any enemies or villains:</u>

Margaret Underwood

D. <u>Tell why they don't get along with the main character.</u>

Margaret doesn't like Simon because she thinks that he is the one who told her teacher that she was cheating on the Science test. Simon is not the one who reported Margaret.

Enemies and/or Villains

5 *Extension Activities*

Character Development • Teaching Suggestions

- Role play:
    - o News reporter interviews story character and asks the character to explain why s/he choose specific actions and how s/he feels about events and other characters in the story.
    - o Adopt a character's personality and interact to a new event in a manner that is consistent with the character developed by the author.
- Write journal entries as a character. The writer is to imagine feelings and actions that might have occurred before the story took place – or after the story ended.
- Create masks for characters where the facial expression on the mask suits the characters' dominant personality trait.
- Write a poem about a character's actions and what kind of character s/he was.
- Design an imaginary résumé for one of the story's characters showing his/her experience and qualifications.
- Write riddles or jokes that reflect a character's personality.
- Compare and contrast the problem solving abilities of two different characters in the story.
- If a character changed by the end of the story, list reasons that explain why and how the character changed.
- Use a graphic organizer to create a web of a character's physical and personality traits.
- Character Trading Cards:
    - o http://readwritethink.org/materials/trading_cards/
    - o This interactive online site prompts users to type in a character's appearance, personality, thoughts, feelings, major problem, goal, outcome, actions, interactions, and the student's likes, dislikes, and personal connections to the character.
    - o After entering the information the "card" can be printed in full color, cut out, taped together, and a picture of the character may be added to the front of the card.

Character Development • Online Resources

Ohio Instructional Management System

- https://ims.ode.state.oh.us. Use the IMS Quick Search:
- Chose ⊙ Lesson Plans, Content Area: English – Reading ∀, Grade Level: as desired ∀, Keyword: type Dialogue. Click Search.

"Punctuating Dialogue - Grade Six"
- In this lesson, students create and accurately punctuate dialogue necessary to help the plot progress, reference setting and develop character.

Ohio Resource Center • Reading http://www.ohiorc.org/search/search_adv.aspx

- Advanced Search: Choose Free Text and ORC Number from the drop down menus and type the ORC Lesson number in the center box. Scroll down and click Submit. For example:
Search for resources that…contain Free Text ∀ 2773 in the ORC Number ∀

"Charlotte is Wise, Patient, and Caring: Adjectives and Character Traits," Grades 3-4
- ORC Lesson# 2773
- In this activity, students apply their knowledge of adjectives as they study characterization. Students locate examples of adjectives in a text, then describe one of the major characters.

"Cinderella Folktales: Variations in Character," Grades 3-4
- ORC Lesson# 1068
- Although the Disney version is the most popular in America, hundreds of versions of the Cinderella story exist. This resource provides lessons, in which students define the major differences in the characteristics of the heroine (e.g., meek, assertive) in a variety of Cinderella tales.

"Planning Story Characters Using Interactive Trading Cards," Grades 3-5
- ORC Lesson # 6440
- This lesson uses trading cards of fictional characters to support students' literacy development in writing narrative texts. Students begin by exploring popular picture books, noting how authors develop the characters in these stories.

"Bright Morning: Exploring Character Development in Fiction," Grades 4-6
- ORC Lesson# 1337
- This lesson teaches characterization through *Sing Down the Moon* by Scott O'Dell; however, any fictional text (even picture books) that all students have read or heard can be adapted to fit the lesson. Thinking about how an author writes to make a character "come alive" in a piece of literature is the focus of this lesson.

"What a Character!" Grades 4-6
- ORC Lesson# 2305
- This lesson features methods in which students learn strategies for developing strong characters in their own writing. Students are guided through a series of pre-writing activities as they complete a character sketch.

"Lights, Camera, Action: Interviewing a Book Character," Grades 4-7
- ORC Lesson# 2838
- During a novel study, students closely examine the different characters in the text by keeping journal entries, meeting for group discussions, and using graphic organizers. This extensive character examination is designed to help them to prepare a final project that involves creating an interview-style television show.

"Beyond the Story: A Dickens of a Party," Grades 6-8
- ORC Lesson# 2758
- To complete this lesson, students are invited to attend a 19th Century party playing the role of a character from Charles Dickens' A Christmas Carol. To play this role, students must understand the values and customs Dickens' characters represented in Victorian society.

"Story Character Homepage," Grades 6-8
- ORC Lesson# 1389
- This lesson effectively combines collaborative work, deep analysis of a character, and integration of technology. Working in small groups, students analyze a character from a piece of fiction and create a website to represent their interpretation of that character.

"Truman Capote: Other Voices, Other Rooms," Grades 6-8
- ORC Lesson# 1189
- Character development is the primary focus of this lesson, which uses Truman Capote's short story, "A Christmas Memory," as the basis for a character study. Teachers initiate the activity by leading a discussion about the plot and the main character of the short story.

"Press Conference for *Bud, Not Buddy*," Grades 6-8
- ORC Lesson# 3814
- This lesson can be used after the reading of *Bud, Not Buddy*, by Christopher Paul Curtis. The lesson encourages students to use higher-level thinking skills, and asks them to examine different character perspectives. Students demonstrate comprehension of the story by actively involving themselves in group and whole-class discussions. Information about the author contributes to their understanding of historical fiction. By further analyzing the characters in preparation for a class "press conference," students better understand the characters' impact in the story. The development and responses to critical-thinking questions leads to deeper understanding of the story.

Other Internet Resources

- "Using Picture Books to Teach Characterization in Writing Workshop" Grades 3-5
  - http://www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=101
- "Characterization" by Manning, Maryann. Look Smart Article, May 2001, Teaching PreK-8
  - http://www.findarticles.com/p/articles/mi_qa3666/is_200105/ai_n8935272
- "Language Arts: Writers Invent Character and Point of View" Grades 6-12
  - http://www.howard.k12.md.us/langarts/Curriculum/character.htm
- "Primary and Derivative Attitudes and Ideals" – Leland L. Bernard
  - http://spartan.ac.brocku.ca/~lward/Bernard/1926/1926_27.html
- "Character"
  - http://www.wakakirri.com/waka_storyguide_character.html
- "Understanding Character" This site has downloadable PDF files:
  - Character Analysis Graphic Organizer
  - Character Analysis T-Shirt Project Instructions
  - Character Analysis T-Shirt Rubric
  - http://content.scholastic.com/browse/lessonplan.jsp?id=39
- "The Art of Storytelling: Who Are Your Main Characters?" *Because of Mama: Creating a Short Film*
  - http://www.dartmouth.edu/~shortflm/process/characters.html
- "Creating Original Characters, Themes, and Visual Metaphors for Your Digital Short Film"
  - http://www.peachpit.com/articles/article.asp?p=174318&rl=1

Jesse Owens • Follow-up Activities

Research these historical figures:
- Adolph Hitler
  - Where is Berlin, Germany?
  - What happened to Berlin during World War II?
  - How did Hitler's Germany treat athletes who were non-Ayran during the 1936 Olympics?
- Jesse Owens
  - Did Jesse Owens ever work as a delivery boy?
  - Does the tall tale reflect Jesse Owens's true feelings about being an Olympic athlete?

Categorize figurative language from the "Jesse Owens" episode:
- Jesse kept running even though his feet felt like heavy rocks and his arms like metal sledge hammers.
- Jesse moved so fast he was able to pick up each member of the boss's family and take them out of harms way.
- Jesse moved like a blur, then like wildfire, he rocketed out like a missile. [He] picked up speed and moved like lightening.

6 *Figurative Language*
Read It, Write It, Tell It Episode: "Johnny Appleseed"

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 FIGURATIVE LANGUAGE 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.BD.L**03**.I05   Explain how an author's choice of words appeals to the senses.

2001.EL.S05.G04-07.BG.L**04**.I08   Identify figurative language in literary works, including **idioms**, **similes** and **metaphors**.

Ohio Achievement/Proficiency Tests Figurative Language Question Types

- The author used the words "*xxxx*." What do the words mean?
- The author used the words "*xxxx*." What is the author describing?
- Given a list of quotations from the figurative language used in the selection, choose the quotation that means "*xxx*."

Johnny Appleseed

Episode Overview

The episode begins with some factual information about Johnny Appleseed who traveled through Ohio selling and giving away apple trees and apple seeds. The tall tale portion of the episode finds Johnny dealing with a giant bear with a thorn bush stuck in its paw – and then the jealous Ant brothers, Ignor Ant and Arrog Ant.

Facts:
- Johnny Appleseed's (1775-1845) real name was John Chapman.
- He knew the ways of nature and apples, he was a constant traveler, and he dressed very simply.
- He was a friend to all and a stranger to none.
- During the War of 1812, Chapman ran 30 miles to get reinforcement to help Mansfield, Ohio, and to warn other settlers of impending Indian attacks. (The attacking Indians were allies of the British.)

Fiction:
- Fiction: Johnny Appleseed wore a pan for a hat. Fact: A *Harper's New Monthly Magazine* article from November, 1871 states that Appleseed tried wearing the tin vessel he cooked his mush in as a hat. The pan did not keep the sun out of his eyes so he made a pasteboard hat that "became his permanent fashion." http://mason.gmu.edu/~drwillia/apple/ja4sm.html
- The episode gives the impression that earning money was not a part of John Chapman's life. He believed in helping others but he was also an entrepreneur. Chapman tried to predict where the pioneers were likely to settle in the early days of the Northwest Territory. He would get there before most of the settlers with his apple seeds, find a fertile piece of land to claim or buy, plant

he seeds, and wait. By the time the bulk of settlers arrived, he would have an orchard of two- to three-year old apple trees ready to sell at five or six cents apiece.
http://www.straightdope.com/mailbag/mjappleseed.html

Tall Tale:
- Johnny Appleseed was a friend of Paul Bunyan and Daniel Boone.
- A giant bear with an injured paw threatens a town until Johnny, with the help of giant birds and tiny honey bees, helps the grateful bear.
- Ignor Ant and Arrog Ant try to attack Johnny because they are jealous of his hero status. The giant bear returns to help Johnny.

Vocabulary

The following words used by the storyteller in the *Read It, Write It, Tell It* episode "Johnny Appleseed" may be unfamiliar to some students.

familiar	harvest	trance
fierce	hive	vanished
	ignorant	

Figurative Language in Johnny Appleseed

hyperbole .... eat a whole tree of apples all at the same time

hyperbole .... a giant bear – at least 100 feet tall

hyperbole .... they were so scared and shaky that they shook their rifles apart

idiom .... live off the land

idiom .... fit to be tied

idiom .... know them like the back of my hand

personification .... nature played out all four seasons

slang .... hornswoggled (deceived, tricked, cheated)

slang .... horsefeathers (nonsense, worthless, insincere talk)

simile .... they were as quiet as a mouse

Figurative Language

②Before Viewing

1. Ask: How quiet is a mouse? Have you ever been as quiet as a mouse? Think about where you were and why you were being quiet.

2. Say: When I call on you, be ready to make the phrase "as quiet as a mouse" a complete sentence. Add your name (or another name) in front of the phrase and then tell where you were and why you were quiet. Here are a couple of examples:
   a. Ms. Smith was as quiet as a mouse when she tiptoed in to check on her sleeping baby.
   b. Jimmy was as quiet as a mouse because he did not want his grandmother to know he was sneaking pretzels from the cupboard.

3. Ask: What else is very quiet? When I call on you, be ready to finish the phrase "as quiet as a ____" with something that is very quiet.

4. Ask: Why do you think a storyteller or a writer would say "He was as quiet as a mouse" instead of just saying "He was very quiet?"
   Answers will vary. Use the responses to discuss reasons why authors use figurative language such as: to make it sound more funny, to make it more meaningful, more interesting, more exact, more beautiful, etc.

5. Say: All of the phrases you have shared for "as quiet as a" are examples of similes. They describe something by comparing it to something else.

6. Say: We are going to watch the *Read It, Write It, Tell It* episode about Johnny Appleseed. While you watch listen for words and groups of words that paint a picture for your mind.

③After Viewing

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

1. Think about the phrase "all the rest of his born days." What does that phrase mean?
   The phrase "all the rest of his born days" means for the rest of his life or for as long as he lived.

2. Think about the phrase "fit to be tied." What does that phrase mean?
   The phrase "fit to be tied" means very angry.

3. Think about the phrase "live off the land." What does this phrase suggest about Johnny Appleseed?
   The phrase "live off the land" suggests that Johnny is intelligent and resourceful. He is able to get all the water, food, clothing, and shelter he needs without any outside help and with few outside supplies. Students may also think that it suggests that he is a hard worker.

4. Rewrite the sentence "John was as quiet as a mouse" as a metaphor.
   The simile rewritten as a metaphor would be "John was a quiet mouse."

4 Lessons

Idiom

Materials:
- Locate or create a list of idioms with which the children can work. The following websites may be of help:
  - "English Idioms and Proverbs"
    - Includes illustrations drawn by students, meanings, and examples.
    - http://humanities.byu.edu/elc/student/idioms/idiomsmain.html
  - "A to Z List of Idioms"
    - http://www.usingenglish.com/reference/idioms
  - "ESL Idiom Page" – Dennis Oliver
    - http://www.eslcafe.com/idioms/id-list.html
  - "American English Idioms"
    - Includes 600 idioms with meanings by Paul and Bernice Noll.
    - http://www.paulnoll.com/Books/Clear-English/English-idioms-01.html
  - "Appendix: English Idioms" Wikipedia
  - http://en.wiktionary.org/wiki/Wiktionary:List_of_idioms_(alphabetic)
- Drawing, painting, or computer graphic supplies. See #1 below for ideas and suggestions.

Procedure:
1. Divide the class into groups. Assign each group one or more idioms to interpret and illustrate for inclusion a dictionary of idioms. The dictionary could be used by ESL students. Illustrations may be produced in any medium to which the students have access. Examples include: pencil, paper, paint, poster board, dry erase board, and computer creations using word processing, presentation, or graphic organizer software, etc.
2. Tell the students that two illustrations will be needed for each idiom.
   a. One illustration will depict and list the literal meaning of the idiom.
   b. The other will depict and list the figurative meaning of the idiom.
      Example: For the idiom "frog in his throat" students might draw a picture of a person with a frog sitting in his/her throat for the literal meaning. A drawing of a person standing before a group of people with a pained look on the person's face.
3. Share and post the students work.
4. Have the students orally create or write sentences using both the literal and figurative meanings of five or more idioms.

Simile

Materials:
- Select one to three similes that are often overused and for which the figurative meanings are easily understood. *Examples: "light as a feather" or "strong as an ox." The following websites have lists of similes*. The following websites may be useful:
  - "Similes" from Said What
    - http://www.saidwhat.co.uk/spoon/similes.php
  - Wikipedia
    - http://en.wikipedia.org/wiki/Simile#Examples_of_similes_in_everyday_speech
  - "Striking Similes"
    - http://www.ansible.co.uk/misc/striking.html

- o "English Similes List"
  - Includes similes with meanings and comments.
  - http://www.englishclub.com/vocabulary/figures-similes-list.htm
- o "A Crop of Clichés from the Garden"
  - http://www.gardendigest.com/cliche.htm

Procedure:
1. Discuss the figurative meanings of the selected simile(s).
   For example: "light as a feather" means very light and "strong as an ox" means very strong physically.
2. Challenge the students to come up with several alternatives to replace an overused simile while maintaining its basic meaning.
   For example: Change "as light as a feather" to as light as a cloud, as light as a butterfly's wing, as light as a rose petal, as light as a milkweed seed floating on the wind, as light as the single hair that tickles my cheek, etc.
3. Have the students choose the alternative(s) that they prefer and use them to write complete similes.
   Example: Heath walked through the woods with footsteps as light as a milkweed seed floating on the wind.

Metaphor

Materials:
- Student Handout "Similes and Metaphors"

Procedure:
1. Use the student handout "Similes and Metaphors" worksheet found in this section or create your own list of 5 to 10 sentences that use similes. Have the students locate the simile in each sentence. See the Similes lesson above to locate websites that list similes or you may create your own list.
   The examples below match the Simile and Metaphor worksheet.
   - *The overfed dog was as big as an elephant.*
   - *The boy's hair was as black as coal.*
   - *The child waiting his turn at the dentist's office was as brave as a lion.*
   - *It might only be thirty minutes after lunch but he was as hungry as a bear.*
   - *She was like a hornet when she learned that her sister was using her jacket.*
   - *Sam was as proud as a peacock when he got a 95% on his math test.*
   - *As quick as lightning, Marika raced to the office to warn the school about the dark cloud she had seen.*
   - *The little horse was like an oak tree able to carry twice as much as other horses.*
   - *She was only 10 years old but she stood as tall as a giraffe compared to her classmates.*
   - *He acted as if he was as tough as nails but most of the time he just felt scared.*
2. Have the students interpret each sentence.
   The examples below match the Simile and Metaphor worksheet.
   - *The dog was very fat.*
   - *The boy's hair was black in color.*
   - *The child waiting his turn at the dentist's office was brave.*
   - *It might only be thirty minutes after lunch but he was really hungry.*
   - *She got very angry when she learned that her sister was using her jacket.*
   - *Sam was proud when he got a 95% on his math test.*
   - *Marika was very fast when she raced to the office to warn the school about the dark cloud she had seen.*
   - *The little horse was very strong and able to carry twice as much as other horses.*

- *She was only 10 years old but she was very tall compared to her classmates.*
- *He acted tough but most of the time he just felt scared.*

3. Have the students rewrite the similes as metaphors.
   The examples below match the Simile and Metaphor worksheet.
   - *The overfed dog was an elephant.*
   - *The boy's hair was coal.*
   - *The child waiting his turn at the dentist's office was a brave lion.*
   - *It might only be thirty minutes after lunch but his hunger was a bear.*
   - *She became a buzzing hornet when she learned that her sister was using her jacket.*
   - *Sam was a peacock when he got a 95% on his math test.*
   - *Marika was a bolt of lightening as she raced to the office to warn the school about the dark cloud she had seen.*
   - *The little horse was an oak tree able to carry twice as much as other horses.*
   - *She was only 10 years old but she was a giraffe compared to her classmates.*
   - *He was a tough nail on the outside but most of the time he just felt scared.*

Similes and Metaphors

Name: _____ **Date:** _____

Part A. Directions: In each sentence below underline the simile. Then write the simple meaning of the sentence. The first one has been done for you.

1. The overfed dog was <u>as big as an elephant</u>.

    ### The overfed dog was very fat.

2. The boy's hair was as black as coal.

3. The child waiting his turn at the dentist's office was as brave as a lion.

4. It might only be thirty minutes after lunch but he was as hungry as a bear.

5. She was like a hornet when she learned that her sister was using her jacket.

6. Sam was as proud as a peacock when he got a 95% on his math test.

7. As quick as lightning, Marika raced to the office to warn the school about the dark cloud she had seen.

8. The little horse was like an oak able to carry twice as much as other horses.

9. She was only 10 years old but she stood as tall as a giraffe compared to her classmates.

10. He was as tough as nails on the outside but most of the time he just felt scared.

Part B. Directions: Rewrite any five of the sentences so that the simile is changed into a metaphor. You may use the back of this paper or a sheet of your own paper. *For example: 10. He was a tough nail on the outside but most of the time he just felt scared.*

5 Extension Activities

Johnny Appleseed • Information Links
- Fact Monster.com: http://www.factmonster.com/ce6/people/A0811384.html
- Straight Dope.com: http://www.straightdope.com/mailbag/mjappleseed.html
- Apple of Your Pie.com: http://www.appleofyourpie.com/apples/johnny_appleseed.html
- Swedenborg.org: http://www.swedenborg.org/jappleseed/history.html (John Chapman was a missionary for the Swedenborg Church founded by the Swedish theologian Emanuel Swedenborg.)

Figurative Language • Internet Resources

Ohio Information Management System
- https://ims.ode.state.oh.us Use the IMS Quick Search:
- Chose ⊙ Lesson Plans, Content Area: English – Reading ▾ , Grade Level: as desired ▾ , Keyword: type part or all of the title of the lesson. Click Search.

"Descriptive Language and Theme – Grade Three"
- Students tune their ears to listen for and appreciate descriptive language within texts. They identify and synthesize description and consider how it shows, supports or enhances an author's intended message.

"Visions of Poetry – Grade Four"
- See, feel, hear and experience mood! This lesson offers students an opportunity to internalize the meaning of mood and its expression in a variety of different media.

"The Right Mood – Grade Six"
- In this integrated lesson, students compare how the three disciplines of music, art and literature create mood. They use this information to produce a piece of descriptive writing based on a piece of art or music selected to evoke a particular mood. While the concept of mood is introduced to students in the fourth grade, it remains a challenging concept for many. This lesson helps make the concept come alive at the same time it requires students to take a more advanced look at the meaning of mood.

Ohio Resource Center • Reading http://www.ohiorc.org/search/search_adv.aspx
- Advanced Search: Choose Free Text and ORC Number from the drop down menus and type the ORC Lesson number in the center box. Scroll down and click Submit. For example:
  Search for resources that…contain Free Text ▾ 2674 in the ORC Number ▾

"I Have a Metaphor" ORC Lesson #2674, Grades 4 - 7
- Topics: Reading – Reading-Strategies & Skills; Reading; Literature; Nonfiction
- Professional Commentary: Many teachers integrate the speeches of Martin Luther King Jr. into their classroom instruction.

"Figurative Language Awards Ceremony" ORC Lesson #2799, Grades 4 - 5
- Topics: Reading – Vocabulary; Children's Literature; Reading; Writing; Writing Strategies; Communication; Speaking; Literature
- Professional Commentary: Using their knowledge of figurative language, students complete activities to identify examples of similes, metaphors, and personification heard during read aloud. Students compile a list of phrases, then nominate and vote on the best terms.

"Lift Every Voice and Sing" ORC Lesson #4540, Grades 5 - 7
- Topics: Reading -- Vocabulary; Literature; Poetry
- Professional Commentary: How does a poem or a song express feelings and meanings? Using the book *Color Me Dark* and a poem by James Weldon Johnson entitled "Lift Every Voice and Sing", this lesson explores the use of figurative language and imagery. Students explore the origins of the poem and come to understand how it conveys a sense of hope and unity despite hardship.

Other Internet Resources

"Directed Reading Activity Lewis Carroll's Alice Adventures in Wonderland" Grades 6-7
- http://pirate.shu.edu/~koellnth/additional%20pages/directed_reading_activity.htm
- Online text: http://home.earthlink.net/~lfdean/carroll/nursery/index.html
- Audio version: http://wiredforbooks.org/alice/

"Pictures in Words: Poems of Tennyson and Noyes," Grades 6-8
- http://edsitement.neh.gov/view_lesson_plan.asp?id=426

"Figurative Language Lesson Plans & Activities"
- http://languagearts.mrdonn.org/figurative.html

Hyperbole

- "Hyperbole" by Celine Ellison
  - This lesson uses "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out" from Shel Silverstein's *Where the Sidewalk Ends*.
  - http://faculty.rcoe.appstate.edu/smithtw/RE_3150_web/Craft_Minilessons/RE_3150_s03/Celine_Ellison_Hyperbole.htm

Idioms

- "In Step with Idioms" Story and Interactive Quiz: http://library.thinkquest.org/4382/idiom.html
- "Face Idioms" Interactive activity. Match idioms with their definitions: http://www.quia.com/jg/66234.html
- "Figurative Language: Teaching Idioms," Grades 3-5: http://www.readwritethink.org/lessons/lesson_view.asp?id=254
- Valentine's Day Hearts, ESL 3-12
  - Use Valentine's Day to give your students an interesting opportunity to learn and use figurative language in English.
  - http://www.everythingesl.net/lessons/valentine_hearts.php

Similes and Metaphors

- "Poetry: Simile and Figurative Language," Grades 3-4
  - eMINTS began in Missouri - eMINTS is an acronym for the project enhancing Missouri's Instructional Networked Teaching Strategies. eMINTS can be found in classrooms across the United States.
  - http://www.emints.org/ethemes/resources/S00001448.shtml
- Interactive Simile Practice
  - http://international.ouc.bc.ca/cultureshock/simile.htm

- "Lonely as a Cloud: Using Poetry to Understand Similes"
  - Includes links to poems that have similes such as "Willow and Ginkgo" by Eve Merriam, "A Red, Red Rose" by Robert Burns, "spring is like a perhaps hand" by E.E. Cummings, "Lost" by Carl Sandburg, "People Who Must" by Carl Sandburg, "Since Hannah Moved Away" by Judith Viorst, and "The Daffodils" by William Wordsworth
  - http://www.readwritethink.org/lessons/lesson_view.asp?id=907
- "A Simile and Metaphor Sample Lesson Plan for Teaching Similes and Metaphors," Grades 5-12
  - http://volweb.utk.edu/Schools/bedford/harrisms/2poe.htm
- "Writing: Similes and Metaphors"
  - http://www.emints.org/ethemes/resources/S00000561.shtml
- "The Bilingual Students: Understanding Language Imagery" by Ruth M. Wilson
  - http://www.yale.edu/ynhti/curriculum/units/1984/3/84.03.10.x.html
- "Language Arts Lesson 1: Word Analysis, Fluency and Vocabulary Development," Grades 4-6
  - http://etap.org/demo/langart4_6/langart1/instructiontutor_last.html
- Proteacher.net Discussion Threads
  - "Figurative Language": http://www.proteacher.net/discussions/showthread.php?t=26560
  - "Teaching Similes and Metaphor," Middle/School-Junior High: http://www.proteacher.net/discussions/showthread.php?t=1686
- "Creating Original Characters, Themes, and Visual Metaphors for Your Digital Short Film"
  - Scroll down the page to the Metaphor and Symbol Charts
  - http://www.peachpit.com/articles/article.asp?p=174318&seqNum=3&rl=1

7 Themes, Patterns, and Symbols
Read It, Write It, Tell It Episode: "Neil Armstrong"

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 THEME 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.BE.L**03**.I06	Identify stated and implied themes.
2001.EL.S05.G04-07.BE.L**04**.I05	Determine the theme and whether it is implied or stated directly.

Ohio Achievement/Proficiency Tests Theme Question Types

- What would be another good title for this selection?
- What is the theme of this selection?

Neil Armstrong
Episode Overview

The episode begins when Neil Armstrong was a Boy Scout exploring near his home with friends. The majority of the episode is a tall tale where Neil meets supernatural characters and props. He uses his new companions to save his hometown from a fire.

Fact:
- Neil Armstrong (1930-) lived in Ohio when he was a child and he earned the rank of Eagle Scout in the Boy Scouts of America organization.
- He was an astronaut and the first human being to walk on the moon.
- Neil hiked with friends as a boy.

Fiction:
- Neil's scout group was "old time". The scout troop Neil joined in Upper Sandusky, Ohio was newly formed. It was established during World War II by the Boy Scouts as part of their nationwide effort to support the United States. Wartime scouts helped by conducting scrap drives, wastepaper collections, providing messenger services, and many other special jobs. They collected almost two billion pounds of metal, rubber, and other materials for the war effort and sold more than $1.957 billion in war bonds.
- Neil thought about traveling to the moon some day. Neil was interested in flying airplanes. Armstrong, himself, debunks an often repeated story of childhood days spent using a neighbor's telescope to study the stars.

Tall Tale:
- In the tall tale portion of the episode a fog carries Neil away from his friends. He meets an ancient Indian Chief who gives him a "destiny staff" walking stick. The chief disappears but the staff

protects Neil as he journeys on. A giant eagle appears and the staff and the eagle help Neil spot a forest fire heading for his hometown. As the eagle carries him into the sky Neil sees the moon and thinks about going there one day. The eagle leaves Neil in town. Neil sees that the townspeople are losing the fight against the fire and that more water is needed. The destiny staff helps Neil summon the eagle who then carries troughs of water to put out the fire. The town is saved and young Neil is honored.

Vocabulary

The following words used by the storyteller in the *Read It, Write It, Tell It* episode "Neil Armstrong" may be unfamiliar to some students.

adventurous	douse	prepared
ancient	drench	pulsated
challenge	exclaimed	scenery
civilian	fanged	serpent
cliff	incredible	soar
destined	majestically	spirit
destiny		troughs

Themes List
(Quotations, Mottos, Proverbs and Old Sayings)

Prejudice
- Things are not always as they appear.
- Things are usually not as bad as you think they will be.
- Look for the golden lining.
- Beauty is only skin deep.
- Prejudice leads to: wrong conclusions, violence, false perceptions, a vicious cycle, oppression.
  - Don't judge a book by its cover.
  - Mercy triumphs over judgment.
- Beware of strangers.
- People from other cultures are really very much like us.
- Look before you leap.

Belief
- Believe in yourself. To succeed, we must first believe that we can.
- Believe one who has proved it. Believe an expert.
- The thing always happens that you really believe in; and the belief in a thing makes it happen.
- One needs something to believe in, something for which one can have whole-hearted enthusiasm.
- As long as people believe in absurdities, they will continue to commit atrocities.
- Moral skepticism can result in distance, coldness, and cruelty.

Change
- People are afraid of change but things always change.
- Things are usually not as bad as you think they will be.
- Knowledge can help us prepare for the future.
- Forewarned is forearmed.
- It is impossible to be certain about things.

Good and Evil
- Good triumphs over evil.
- Evil is punished and good is rewarded.
- Power corrupts and absolute power corrupts absolutely.
- Bullies can be overcome.
- Good manners have positive results.
- Greed leads to negative outcomes: suffering, disaster, catastrophe, evil, callousness, arrogance, megalomania.
- It is possible to survive against all odds.
- Jealousy leads to negative outcomes: guilt, resentment, loneliness, violence, madness.
- Good and evil coexist.

Love
- Treat others as you want to be treated.
- Act kindly without seeking ultimate reasons. Practice random acts of kindness.
- Love is blind.
- Love triumphs over all: hate, selfishness, cruelty, tragedy, death
- Love one another.
- Love your neighbor.
- Non-human animals are beings with rights that deserve protection.

Love (continued)

- Friends are a person's most valuable possession.
- Blood is thicker than water.
- When in love, one must suffer.
- Love is a force for happiness and fulfillment.
- One should be willing to sacrifice for the person one loves.

Politics

- Follow the rules.
- Our system of government is better than other systems.
- Our system of government would be better if we would change.
- Rules are there to protect and help us.
- Personal freedoms, like those listed in the United States Bill of Rights, are good and necessary.
- Personal freedoms have gone too far and must be curtailed.
- Freedom cannot exist without personal responsibility.
- Freedom is worth fighting (or dying) for.
- Peace is worth fighting (or dying) for.
- Our system of government is worth fighting (or dying) for.

Growing up

- Growing up is a great time of life.
- Growing up is a challenge for everyone.
- It takes a village to raise a child.
- It takes a family to raise a child.
- Good communication between generations leads to: satisfaction, understanding, better relationships, cooperation.

Ambition

- Too much ambition leads negative results: self-destruction, envy, greed, neurosis, downfall.
- One needs ambition in order to succeed.
- Hard work can bring a great reward.
- We grow small trying to be great.
- Goals are dreams we convert to plans and take action to fulfill.

Courage and Fear

- Understanding feelings of cowardice.
- Accepting a challenge leads to positive results.
- One can be courageous and cowardly at the same time.
- Courage is not the absence of fear, but rather the judgment that something else is more important than fear.
- Courage is resistance to fear, mastery of fear, not absence of fear.
- Face your fears.
- Where fear is present, wisdom cannot be.
- I have not ceased being fearful, but I have ceased to let fear control me.

Intentions

- Actions speak louder than words.
- It's not the gift that counts.
- Don't cry over spilled milk.
- It is difficult to say who does you the most harm: enemies with the worst intentions or friends with the best.

Knowledge

- Knowledge is power.
- Ignorance is bliss.
- Ignorance is never better than knowledge.
- If you have knowledge, use it to help others.
- Know your enemy.
- Too much learning is a dangerous thing.
- Be curious always! For knowledge will not acquire you: you must acquire it.

Perseverance

- Never give up.
- Try, try again.
- When you come to the end of your rope, tie a knot and hang on.
- The race is not always to the swift, but to those who keep on running.
- To protect those who are not able to protect themselves is a duty which every one owes to society.
- It is better to light a candle than to curse the darkness.
- Our duty is to be useful, not according to our desires, but according to our powers.

Happiness

- Enjoy life while you can.
- Happiness is not having what you want. It is wanting what you have.
- Happiness is not a station you arrive at, but a manner of traveling.
- The Grand essentials of happiness are: something to do, something to love, and something to hope for.
- Happiness depends upon ourselves.
- To ease another's heartache is to forget one's own.

Truth

- You can fool some of the people all of the time, and all of the people some of the time, but you can not fool all of the people all of the time.
- Believe those who are seeking the truth; doubt those who find it.
- Everyone is entitled to their own opinion, but not their own facts.
- Nothing is easier than self-deceit. For what each man wishes, that he also believes to be true.
- The truth which has made us free will in the end make us glad also.
- Falsehood is easy, truth so difficult.
- Oh what a tangled web we weave, when first we practice to deceive!

2 Before Viewing

- Ask the students to raise their hands if they ever spent time exploring their neighborhood, community, or other area of their environments.
- Ask the students to imagine how they would react if something totally unexpected had occurred during one of their adventures? For example:
  - An olive green, wool blanket large enough to cover a football field suddenly fell from the sky and landed in a heap just in front of you.
  - A gigantic blue flying saucer settled to the ground just 50 feet ahead of you.
  - 200 chickens suddenly appeared; saw you and all began walking slowly toward you.
- Ask the students if they would continue to explore when faced by the unexpected.
- Ask the students how they think U. S. astronaut Neil Armstrong would react when faced with the unexpected.

3 After Viewing

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

1. What was Neil Armstrong doing just before the fog carried him away?
   Neil was hiking in the woods behind his house with his friends.

2. Do you think Neil expected to be carried away?
   No. There is no evidence in the episode that would lead the viewer to think that Neil was expecting anything unusual to occur.

3. Do you think Neil expected to be challenged by the ancient Indian Chief?
   No. There is no evidence in the episode that would lead the viewer to think that Neil was expecting a challenge.

4. How did Neil react to the ancient Indian Chief's challenge?
   Neil tells the ancient Indian Chief that he accepts the challenge.

5. List two challenges Neil faced in the episode and explain how Neil reacted to each of them. Use evidence from the story to support your answers.
   - *A snake tries to bite Neil. Neil was forewarned by the walking staff and moved swiftly to the side when he saw the snake.*
   - *A forest fire threatens the town. Neil jumped off a cliff so the eagle could catch him and carry him to town to warn the sheriff.*
   - *The fire cannot be put out by the citizens of the town. Neil calls on the eagle to come and help put out the fire.*

6. Did Neil run away from challenges?
   No, Neil accepts the challenges and in the end, he saves his town.

7. Which of the following would be a title that best shows the theme of the Neil Armstrong episode?
   - Neil Armstrong Meets an Ancient Indian
   - Neil Armstrong and the Friendly Giant Eagle
   - Neil Armstrong Accepts Challenges
   - Fire in the Valley
   The title that best represents the theme is "Neil Armstrong Accepts Challenges"

4 Lesson

Materials:
- Examples of Aesop's fables. See #2 below for ideas and suggestions.
- List of themes. See the "Themes List" above or create your own list.
- Student Handout "Marika and the Bully"
- Student Handout "Using Theme in a Story"

Procedure:
1. Provide the students with a definition of theme that they can understand. For example:
   - *The theme of a story is the lesson, truth or understanding about the nature of human beings that the author thinks readers or viewers can use to make their own lives better.*
2. Share one or more of Aesop's fables and lead the children to discuss how the moral of the story could be applied in their own lives.
   - Suggested fables:
     - The Dog in the Manger: "People often resent others enjoying what they cannot enjoy themselves."
     - The Boy Who Cried Wolf (also known as The Shepherd's Boy and the Wolf): "Nobody believes a liar...even when he is telling the truth!"
     - The Fox and the Grapes (also known as: Sour Grapes): "It's easy to despise what you cannot have."
     - The Hare and the Tortoise (also known as The Tortoise and the Hare): "Don't brag about your lightning pace, for Slow and Steady won the race!"
   - Aesop's Fable Directories:
     - http://www.storyarts.org/library/aesops/index.html
     - http://www.umass.edu/aesop/fables.php
3. Provide the students with a list of themes and ask them choose one. See the "Theme's List" included in this unit. Some examples include:
   - Accepting a challenge leads to positive results.
   - Good triumphs over evil.
   - Growing up is wonderful and should be enjoyed.
   - Growing up is full of challenges well worth taking on.
   - Our futures are built by our dreams.
   - Making things better for others/another (people or animals) benefits both you and the others.
4. Display or give the students the handout "Marika and the Bully" so that they may see the elements of a theme-based story planning framework.
5. Give the students the handout "Using Theme in a Story" to use as a tool to help them create a theme-based story. Explain that they may simply refer to the framework, write notes on it, or fill it out completely as part of their prewriting, organizing stage.
6. Have the students compose a theme-based story.
7. Evaluate the writing with a holistic-writing rubric such as:
   - Ohio Department of Education: Grade 4: Downloadable PDF file:
     http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=9862
   - http://www.eed.state.ak.us/tls/frameworks/langarts/42tools.htm#holisticwritingassessment
   - http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/2wrt_hol.htm

Using Theme in a Story

Name: _____

Theme: Write the idea, lesson, or statement of truth that you wish others to learn.

Write the event that will teach the main character (or the audience) the lesson of your theme.

Main Characters: Name your characters and describe each one's usual behavior.
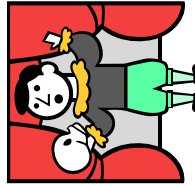
Plot: Write what happens before the main character (or the audience) learns the lesson.

Plot: Write what happens after the main character (or the audience) learns the lesson.
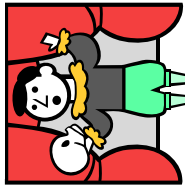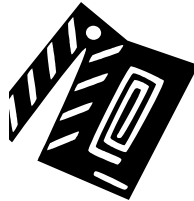
Theme Example: Marika and the Bully

Theme: Write the idea, lesson, or statement of truth that you wish others to learn.

People working together are stronger than a bully.

Write the event that will teach the main character (or the audience) the lesson of your theme.

Marika carries out the students' plan. She whistles the special whistle that calls all of the Bully Boycotters to form a giant circle around Brutus the Bully and his two helpers.

Plot: Write what happens before the main character (or the audience) learns the lesson.

Marika is bullied by Brutus and his friends. Mandee finds Marika crying and learns why. Mandee tells Mr. Magnuson and he tells Mandee how he and his friends overcame a bully years ago. Mandee likes the plan but knows that others must join her in making the plan work. Mandee tells Mervin. Mervin and Mandee get Markus to help. Markus works out a special whistle and starts teaching others. Mindie and Merilee want to be part of what Markus is doing and join the others. Mervin works out a plan for what the kids will do once everyone comes together and shares it with everyone. Mandee helps Merilee learn to keep the plan a secret.

Plot: Write what happens after the main character (or the audience) learns the lesson.

Brash and Buggy run away but Bill cannot get out of the circle of students. Marika, with Markus on one side and Mandee and Mervin on the other, tells Bill how things are going to be from now on.

Main Characters: Name your characters and describe each one's usual behavior.

- Brutus the Bully: mean to everyone, even his friends.
- Marika: friendly to everyone but kind of scared of most people.
- Mervin: doesn't seem to notice other people very much, always thinking about math problems.
- Merilee: always talking, has many friends.
- Markus: always playing sports, has many friends.
- Mandee: shy, always reading.
- Mindie: always fixing her hair, knows what to wear.
- Mr. Magnuson: the custodian, always helping others
- Brash and Buggy: always hanging around Bill and acting mean.

5 Extension Activities

Theme, Pattern, and Symbol • Activities
- Conduct a debate centered around possible themes for the story.
- Design a poster to advertise the theme of the story.
- Write an original story with the same theme of a given story.
- Write, tell or show how the theme of the story would be different if another character was the main focus of the story.
- Research current trends and/or opinions in the United States for the story's theme.

Theme • Online Resources

Online Sources of Quotations
- The Quotations Page: http://www.quotedb.com/
- Famous Quotes: http://famous-quotes.ws/
- Wisdom Quotes: http://www.wisdomquotes.com/
- Quotations: http://quotations.about.com/
- Business Quotes by Business Leaders: http://www.woopidoo.com/business_quotes/index.htm
- The Quote Cache: http://quotes.prolix.nu/
- Quote DB: http://www.quotedb.com/

Read • Write • Think
- http://www.readwritethink.org
- ReadWriteThink, established in April of 2002, is a partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Verizon Foundation.

"Writing ABC Books to Enhance Reading Comprehension," Grades 3-5
- http://www.readwritethink.org/lessons/lesson_view.asp?id=392
- In this lesson, students will use an online interactive, the Alphabet Organizer, to think critically about a piece of literature. Using the alphabet as an organizing structure, students will analyze literary elements in the story, such as characters, setting, and themes, organizing their observations in an alphabet book.

"Creating Classroom Community by Crafting Themed Poetry Collections," Grades 3-5
- http://www.readwritethink.org/lessons/lesson_view.asp?id=391
- Back to school means new teachers, new classmates and many unanswered questions. In this lesson, students create poetry collections with a back-to-school theme of "getting to know each other."

"Literature as a Catalyst for Social Action: Breaking Barriers, Building Bridges," Grades 3-5
- http://www.readwritethink.org/lessons/lesson_view.asp?id=105
- Picture books are used to invite students to engage in critical discussion of complex issues of race, class, and gender.

"Flying to Freedom: *Tar Beach* and *The People Could Fly*," Grades 3-5
- http://www.readwritethink.org/lessons/lesson_view.asp?id=32
- Comparing the award-winning books *Tar Beach* and *The People Could Fly* enables students to interpret themes of liberation and racism in a complex, multifaceted manner.

"Book Report Alternative: Comic Strips and Cartoon Squares," Grades 6-8
- http://www.readwritethink.org/lessons/lesson_view.asp?id=195
- Students tire of responding to novels in the same ways. They want new ways to think about a work of literature and new ways to dig into it. By creating comic strips or cartoon squares featuring characters in books, they're encouraged to think analytically about the characters, events, and themes they've explored in ways that expand their critical thinking by focusing on crystallizing the significant points of the book in a few short scenes.

"Doodle Splash: Using Graphics to Discuss Literature," Grades 6-8
- http://www.readwritethink.org/lessons/lesson_view.asp?id=190
- Taking advantage of students' natural tendency to doodle, students keep a doodle journal while reading short stories by a common author. In small groups, students combine their doodles into a graphic representation of the text that they present to the class while discussing their story. Students also do individual graphics and, ultimately, write group essays analyzing the author's themes.

Ohio Instructional Management System
- https://ims.ode.state.oh.us. Use the IMS Quick Search:
- Chose ⊙ Lesson Plans, Content Area: English – Reading ⋎, Grade Level: as desired ⋎, Keyword: type theme. Click Search.

"Descriptive Language and Theme - Grade Three," English Language Arts > Reading > Literary Text
- Students tune their ears to listen for and appreciate descriptive language within texts. They identify and synthesize description and consider how it shows, supports or enhances an author's intended message.

"Seeing Themes in Young Adult Literature - Grade Seven," English Language Arts > Reading > Literary Text
- The lesson teaches/reviews the concept of theme. Students then explore common themes found in literature dealing with issues of adolescence. In the Post Assessment, students respond to a series of self-selected readings by identifying themes and the details which support and develop them. A mandatory extension activity allows students to respond to their reading and discussion with either a comparison paper or an open-ended original creation.

Neil Armstrong • Follow up Activities

Figurative Language from the Neil Armstrong Episode
- Neil and his friends' walking sticks had a compass on top, 50 feet of corded rope wrapped around it and every fishing lure known to man hooked on the sides for a complete survival kit.
- A giant eagle carries Neil to touch the moon and carries water troughs to save the town.
- Shifting fog lifted Neil up away from his friends.
- The magic walking staff warns Neil of a snake on the trail, [it] pulsates, and [its] carvings shift.

Research Ideas
- Armstrong is flown about by a giant eagle in the episode. What does this bird have to do with Armstrong's real life?
- Did Armstrong ever touch the moon?
- What does Ohio look like where Neil Armstrong grew up? Does it have hills as mentioned in the episode?
- What is an Eagle Scout? Can girls become Eagle Scouts, too?

NOTES:

8 *Storytelling*
Read It, Write It, Tell It Episode: "Cy Gatton"

Lesson Overview

The purpose of the lessons in this unit is to help Ohio students in grades 3-7 see the interrelationships of all of the Literary Text benchmarks explored in *Read It, Write It, Tell It* units 1-7. The lessons revolve around the fiction genre tall tales and storytelling. The lessons are divided into two sections: Grades 3-4 and Grades 5-7.

Ohio Academic Content Indicators

English Language Arts: Reading: Literary Text: Character Development, Setting, Plot, Point of View, Theme, Genre, Mood, and Figurative Language: Grades 3-4.

1 Cy Gatton
Episode Overview

This episode highlights Cy Gatton, a storyteller and folk hero from Richland County, Ohio. The tall tale portion of the episode tells of Cy's rivalry with Rusty McNabb in the Apple Cider Race. Rusty sabotages Cy's wagon and drives away his horses. Cy needs an alternative way to carry the eleven cider barrels he must transport for the race. He mixes magical Richland County soil with rabbit food to produce gigantic rabbits.

Fact:

- Cyrus Gatton (1836-1916) was a storyteller and entrepreneur who lived in Wildcat Hollow just west of Butler, Ohio in Richland County.
- He was a family man who owned what is now the Wade and Gatton Nursery and a vacation area that was near Gatton Rocks in Richland County.

Vocabulary

The following words used by the storyteller in the *Read It, Write It, Tell It* episode "Cy Gatton" may be unfamiliar to some students.

chores	scoundrel
puny	taunted

②Before Viewing

- Ask students to share a tall tale they already know: Paul Bunyan, Pecos Bill, etc.
- Review the elements of tall tales:
  - Character
    - The hero or heroine is superhuman or larger-than-life.
    - The hero uses everyday language.
    - The hero often displays character traits most admired by the people who helped create the stories such as courage, strength, honor, thoughtfulness, and intelligence.
  - Plot
    - A problem is solved in a humorous or outrageous way.
  - Hyperbole – Exaggeration
    - Descriptions or characters and events are often so exaggerated that they are impossible and/or funny.
- Say: While we watch the *Read It, Write It, Tell It* episode "Cy Gatton" think about the elements of a tall tale. Be ready to share details from the episode that are examples of the elements of a tall tale.

③After Viewing

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

1. What example of superhuman or larger-than-life characteristics did you see in the "Cy Gatton" episode? Support your answer with evidence from the episode.
   Cy Gatton was stronger and quicker than a normal human being. "Cy woke up early to get all of his 1,000 stable chores done, eat breakfast, do 1,000 more chores, THEN, get ready for the race. Cy began to fill the wagon with the apple cider barrels. He stacked five on each hand and rolled the 11th barrel with his feet."

2. What example of everyday language did you hear in "Cy Gatton?"
   There are many examples of everyday language. Including "your horses are puny," "that mean ol' Rusty had a plan to do some dirty tricks," "It had to be that no good, no count varmint," "I have to think real fast. I need something really big. Wait a second, real big and fast," etc.

3. Describe the character traits of Cy Gatton.
   Cy Gatton was physically strong, fast, agile, and intelligent. He could do thousands of chores in a single day, carry more than a normal human, ride bareback and he quickly thought up a way to outwit Rusty McNabb.

4. What problem was solved?
   Rusty McNabb stole Cy's wagon wheels and chased away his horses making it impossible for Cy to compete in the Apple Cider Race. Rusty found a way to overcome the losses by growing giant rabbits that were capable of carrying apple cider barrels around their necks.

5. What was humorous in the episode?

   Answers will vary. Students may feel that the following incidents were humorous: the description of Rusty as "Rotten Rusty," words such as "Jumping Jingos" and "varmint," rabbits eating dirt, rabbits growing as large as horses, and the rabbit, Skip, kicking Rusty McNabb into the river when Rusty tried to cut the reins Cy was using to guide the rabbits.

6. Give an example of hyperbole from the "Cy Gatton" episode.

   Examples include:

   - *"Paul Bunyan heard they needed water in five different areas. So, Paul stuck out his hand in the earth and helped create the Great Mohican from his palm. It had five forks from his fingers: the Black, Rocky, Muddy, Cedar, and Clear Forks."*
   - *"Cy woke up early to get all of his 1,000 stable chores done, eat breakfast, do 1,000 more chores, THEN, get ready for the race. Cy began to fill the wagon with the apple cider barrels. He stacked five on each hand and rolled the 11th barrel with his feet."*
   - *"I'll mix some soil in with the rabbit's food. Maybe, they'll grow super fast too; just like the carrots!" They grew all right, big as horses, all 11 of them."*
   - *"Skip, kicked him so hard, he flew up in the air and landed in the Great Mohican."*

4 Lesson

Materials:
- A tall tale familiar to your students. See #2 below for ideas and suggestions.
- Student Handout "Is the Story a Tall Tale?"

Procedure:
1. Review the elements of a tall tale. Create and display a list of the elements.
2. View, read, recite, or review a tall tale with which the students are familiar. Each of the *Read It, Write It, Tell It* episodes is a tall tale. The following websites are sources of tall tales:
   - American Folklore:
     http://www.millville.org/Workshops_f/Dich_FOLKLORE/FOLKTEXT/folkhome.htm
   - Tall Tales American Folklore:
     - http://www.americanfolklore.net/tt.html
     - Retellings of American folktales and legends, Native American myths, weather folklore, ghost stories and more from each of the 50 United States of America. Check out characters such as Paul Bunyan and Babe the Blue Ox, Pecos Bill, Johnny Appleseed and Ethan Allen as we explore American folktales from every region.
3. Have the students complete the handout "Is the Story a Tall Tale?" and discuss the evidence of tall tale elements in the selected story.
4. As a group, brainstorm elements for a tall tale the students will create and tell.
5. Allow students time to create the tall tale individually or in groups.
6. Have the students tell their tales to the class. The sample rubric at the end of this lesson may be used to evaluate the tale.

Is the Story a Tall Tale?

Name:	**Date:**

Instructions: Read each of the characteristics of a tall tale. Mark the box (☑ or ☒) in front of each statement that applies to the story you are evaluating. Give an example from the story to support each marked element.

Characteristic:	Example:
☐ The story uses hyperbole, that is, it has many exaggerations in it.	
☐ The main character has a problem to solve.	
☐ The main character is bigger than life and has super-human abilities.	
☐ The plot of the story is funny and impossible.	
☐ In the end, the main character solves a problem, overcomes an obstacle and/or defeats an antagonist (bad guy/girl).	
☐ The story includes lots of action.	
Is the story a tall tale? ☐ YES ☐ NO	

5 Extension Activities

Provide group and individual learning activities. Provide a variety of resources to accommodate various modalities. Suggested resources are listed below

Storytelling • Books
Suggestions, Booklists, and Online Access to Ohio's School and Public Libraries

- A Storytelling Bookshelf for Teachers: http://www.storyarts.org/store/bookshelf/index.html
- INFOhio's K-12 School Online Catalogs: MultiLIS and SirsiDynix K-12 Sites: http://www.infohio.org/web2/web2.html
- State Library of Ohio: Ohio's participating public libraries: Locate Books of Line in your area: http://seoweb.seo.lib.oh.us/Library%20Info/participating%20librarys.htm
- Children's Book Awards and Other Literary Prizes: http://falcon.jmu.edu/~ramseyil/awards.htm
- ATN Booklists
  o http://nancykeane.com/rl/
  o These recommendations are harvested from a variety of listserv such as LM_NET, Childlit, Booktalkers@egroups.com, YALSA, etc. The reading lists were started as part of a librarian collaborative project, All Together Now, begun by Dale Copps.
- Books for Younger Students:
  o *Peggony Po: A Whale of a Tale* by Andrea Pinkney.
  o *Dona Flor* by Pat Mora
  o *Snickerdoodle!* By Clare Ham Grosgebauer
  o *Sitka Rose / Shelley Gill* by Shannon Cartwright

Ohio Resource Center • Reading http://www.ohiorc.org/search/search_adv.aspx
- Advanced Search: Choose Free Text and ORC Number from the drop down menus and type the ORC Lesson number in the center box. Scroll down and click Submit. For example:
  Search for resources that…contain [Free Text ▾] [93_____] in the [ORC Number ▾]

- "Born on a Mountaintop: Davy Crockett, Tall Tales, and History," Grades 3-6
  o ORC Lesson# 93
  o This resource, maintained by the National Endowment for the Humanities, uses historical documents and tall tales about Davy Crockett as the focus for a unit on American tall tales. The suggested lessons allow students to examine the characteristics of tall tales and how these tales reflect historical events.
- "Exploring American Tall Tales" Grades 4-5
  o ORC Lesson# 4542
  o In this lesson, students explore the common elements of folktales and tall tales, while learning how these stories built the spirit of American pioneers. Students identify the elements of tall tale and write responses to these tales, including a composition in the form of a monologue or a news report.
- "A Variety of Unwise Characters," Grades 4-5
  o ORC Lesson # 4539
  o In this lesson, students explore the common elements of folktales and tall tales, while learning how these tales built the spirit of the American people. Students also identify the common characteristics of tall tales.
- "Myths, Folktales, and Fairy Tales: Writing with Writers," Grades 2-3
  o ORC Lesson# 216
  o This promising practice, part of Scholastic's "Writing With Writers" series, provides

strategies for teaching students to craft their own fairy tales. Designed for implementation within writing workshop, this cross grade level writing project features several components, including fractured fairy tale activities inspired by Jon Scieszka.

- "Fairy Tale Autobiographies" Grades 6-8
  - ORC Lesson# 1350
  - URL: http://www.readwritethink.org/lessons/lesson_view.asp?id=1
  - This lesson uses fairy tales as a vehicle for story analysis and discussion. Students work together in small groups to read, discuss, and analyze three fairy tales for characters, setting, conflict and theme.

Storytellilng • Other Online Resources

- "The Value of Storytelling:" http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li4lk28.htm
- "Developing Literacy Skills Through Storytelling:" http://www.nationalserviceresources.org/resources/newsletters/resource_connection/volume_2_number_4/developing_literacy.php
- "Story Arts Online:" http://www.storyarts.org/index.html
- Arts Edge • Kennedy Center
  - "Weaving Words: The Art of Storytelling:" http://artsedge.kennedy-center.org/content/3481/
  - "Storytelling Stage:" http://www.artsedge.kennedy-center.org/content/3520/stage.html
  - "Spinning Stories, Telling Tales:" http://www.artsedge.kennedy-center.org/content/3448/story.swf
  - "Coaching Youth Storytellers:" http://artsedge.kennedy-center.org/content/3266/
- Storytelling Educator Resources List:
  - http://www.multcolib.org/events/tales/educators.html
  - Multnomah County Library, Portland, Oregon
- National Storytellers Network Resources: http://www.storynet.org/Resources/index.html
- Storytelling Workshop with Gerald Fierst: http://teacher.scholastic.com/writewit/storyteller/index.htm
- Tim Sheppard's Story Links: http://www.timsheppard.co.uk/story/storylinks.html
- Center for Digital Storytelling: http://www.storycenter.org/index1.html
- "The Celebrated Jumping Frog of Calaveras County" by Mark Twain.
  - Audio book from Wired for Books
  - www.wiredforbooks.org/twain
- "The Art of Storytelling: Tall Tales"
  - Clearvue & SVE. ©1986. 29 minutes. Grades 3-6.
  - Educational video from Power Media Plus
  - http://www.powermediaplus.com
- "O.O.P.S! The Ohio Order for the Preservation of Storytelling"
  - http://www.oopstorytelling.org/index.htm
- Southern Ohio Storytelling Festival: http://www.sostoryfest.com/
- What is Storytelling?
  - For Parents
  - KYBU, Brigham Young University, Provo, Utah
  - http://www.callofstory.org/en/storytelling/

Cy Gatton • Follow Up Activities

Research factual details mentioned in the episode:

- Where in Ohio is Richland County? Learn about the geography and/or history of Richland County.
- What kind of soil does Richland County have?
- Where is the Mohican River? Is it in or near Richland County? Are there forks of the Mohican called Black, Rocky, Muddy, Cedar, and Clear Forks?

Academic Content Correlations Lists
Ohio Department of Education
http://www.ode.state.oh.us

English Language Arts

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
    A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
    B. Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.
    C. Make meaning through asking and responding to a variety of questions related to text.
    D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

Reading Applications: Literary Text
    A. Describe and analyze the elements of character development.
    B. Analyze the importance of setting.
    C. Identify the elements of plot and establish a connection between an element and a future event.
    D. Differentiate between the points of view in narrative text.
    E. Demonstrate comprehension by inferring themes patterns and symbols.
    F. Identify similarities and differences of various literary forms and genres.
    G. Explain how figurative language expresses ideas and conveys mood.

Communication: Oral and Visual
    A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
    B. Explain a speaker's point of view and use of persuasive techniques in presentations and visual media.
    C. Vary language choice and use effective presentation techniques including voice modulation and enunciation.
    D. Select an organizational structure appropriate to the topic, audience, setting and purpose.
    E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.
    F. Give presentations using a variety of delivery methods, visual materials and technology.

How to Help Children Choose Appropriate Reading Materials

- The Goldilocks Strategy: A Tool for Students to Use When Choosing Books
  - Vacation books (easy, familiar, good for independent reading):
    - I have read the book several times before or I have read books like it
    - I understand the book
    - I understand almost all of the words and I can figure out the hard words
    - I can read it smoothly and with expression
  - Just right for challenge (some challenges but someone can help me):
    - The book is new to me or pretty new
    - I understand most of the book
    - There are only a couple of words on each page that I'm not sure of
    - I can read some of the book smoothly and I only have a few trouble spots
    - Someone can help me with the book
  - Dream books (too difficult to read on my own):
    - I am confused about what is happening in the book
    - There are many words I don't know
    - My reading is choppy
    - I would like someone to read the book to me
- Based on Ohlhausen, M., & Jepsen, M (1992). "Lessons from Goldilocks: Somebody's Been Choosing My Books But I Can Make My Own Choices Now!" The New Advocate, 5, 36. The labels "vacation" and "dream" are from Roller, C. (1996).
- Variability not Disability: Struggling Readers in a Workshop Classroom. Newark, DE: International Reading Association.

Teacher Feedback Form

Please complete this form and return it to eTSEO. Thank you for sharing your thoughts with us. Your help is very much appreciated and it will be very useful when we develop future multimedia projects, teacher resources guides and websites.

Please complete and return this form to eTSEO at

eTSEO
528.5 Richland Avenue
Athens, OH 45701

School: *(optional)*		School Year:	
Teacher Name: *(optional)*		Grade Level:	
School Address: *(optional)*			

Choose one response per question.	Yes	Neutral	No
1. Would you recommend *Read It, Write It, Tell It* to other teachers?			
2. Did the *Read It, Write It, Tell It* materials match Ohio's English Language Arts Academic Content Standards, especially those for literary text?			
3. Were the *Read It, Write It, Tell It* materials appropriate for the grade levels indicated?			
4. Did the *Read It, Write It, Tell It* materials advance student understanding of the elements of literary text: plot, theme, mood, character development, etc.?			
5. Did the students enjoy working with the *Read It, Write It, Tell It* materials?			

6. Please comment on the overall value and quality of the *Read It, Write It, Tell It* DVD.

7. Please comment on the overall value and quality of the *Read It, Write It, Tell It* Teacher Resources Guide.

8. Please comment on which of the following were the most valuable to you and your students: the videos, the lessons, and/or the extension activities?

Parent Feedback Form

Please complete this form and return it to eTSEO. Thank you for sharing your thoughts with us. Your help is very much appreciated and it will be very useful when we develop future multimedia projects and websites.

Please complete and return this form to eTSEO at

eTSEO
528.5 Richland Avenue
Athens, OH 45701

School: *(optional)*		Date:	
Parent Name: *(optional)*		Grade Level of Child/Children:	
Address: *(optional)*			

Choose one response per question.	Yes	Neutral	No
1. Would you recommend *Read It, Write It, Tell It* to other parents?			
2. Were J. D. Williamson's "Tips to Parents" video segments of value to you?			
3. Did your child enjoy the *Read It, Write It, Tell It* materials?			
4. After using the *Read It, Write It, Tell It* materials, did your child show an increased interest in reading, writing, and/or storytelling?			
5. Would you like to have access to more of these types of educational resources from WOUB/eTSEO?			

6. Please comment on the overall value and quality of the *Read It, Write It, Tell It* video episodes.

7. Please tell us how you acquired or accessed the *Read It, Write It, Tell It* materials.

8. Please describe one of more of the ways you used the *Read It, Write It, Tell It* materials in a home setting.

Resources

Wired for Books

- *Wired for Books*, a website from the WOUB Center for Public Media at Ohio University, is a resource for children and adults. It provides streaming audio and MP3 files of readings of literary texts and one-on-one interviews with many of the greatest writers of the English language. The interviewer is Don Swaim, CBS Radio, New York. The chart below lists the audio files available for K-12 students.
- http://www.wiredforbook.org

Wired for Books Audio Files		
Author	**Title**	**Approximate Level**
Beatrix Potter	The Tale of Squirrel Nutkin	Grades 2-3
Beatrix Potter	The Tale of Two Bad Mice	Grades 2-3
Beatrix Potter	Peter Rabbit	Grades 2-3
Lewis Carroll	Alice's Adventures in Wonderland	Grades 4-7
Charles Dickens	A Christmas Carol	Grades 4-7
Mark Twain	The Celebrated Jumping Frog of Calaveras County	Grades 6-7
Walt Whitman	I Hear America Singing	Grades 9-12
Edgar Allan Poe	The Tell-Tale Heart	Grades 6-12
Edgar Allan Poe	The Fall of the House of Usher	Grades 6-12
Emily Dickinson	Series 1: Life Poems (1-26)	Grades 7-12
Emily Dickinson	Series 1: Love Poems (1-18)	Grades 7-12
Emily Dickinson	Series 1: Nature Poems (1-31)	Grades 7-12
Emily Dickinson	Series 1: Time and Family (1-40)	Grades 7-12
Emily Dickinson	Series 2: Love Poems (1-16)	Grades 7-12
Emily Dickinson	Series 3: Life Poems (1-55)	Grades 7-12
William Shakespeare	Macbeth	Grades 8-12
William Shakespeare	Anthony and Cleopatra	Grades 8-12
William Shakespeare	Love's Labour's Lost	Grades 8-12
William Shakespeare	The Merchant of Venice	Grades 8-12
William Shakespeare	Much Ado About Nothing	Grades 8-12
William Shakespeare	The Taming of the Shrew	Grades 10-12
William Shakespeare	Titus Andronicus	Grades 10-12
William Shakespeare	The Tragedy of Julius Caesar	Grades 8-12
William Shakespeare	Sonnets 29, 30, 73, and144	Grades 10-12

PowerMediaPlus

- PowerMediaPlus is a national, award-winning media-on-demand service provided free of charge to all school districts in southeastern Ohio at the time this document was published. The service is funded via Ohio government grants and the WOUB Center for Public Media at Ohio University. PowerMediaPlus is a division of Discovery Education's Clearvue & SVE branch.
- http://www.powermediaplus.com

PowerMediaPlus Audio/Video Files		
Author	**Title**	**Approximate Level**
Charles Dickens	A Christmas Carol	Grades 4-7
Jules Verne	A Journey to the Interior of the Earth	Grades 4-7

PowerMediaPlus Audio/Video Files		
Author	**Title**	**Approximate Level**
Lewis Carroll	Alice's Adventures in Wonderland	Grades 4-7
Lucy Maud Montgomery	Anne of Green Gables	Grades 4-7
Jack London	Call of the Wild	Grades 4-7
Jacob & Wilhelm Grimm	Grimm's Fairy Tales (55 Files)	Grades 3-4
Daniel Defoe	Robinson Crusoe	Grades 7-9
Rudyard Kipling	The Children of the Zodiac	Grades 7-9

"Storytime Online" from the Kennedy Center
- http://www.kennedy-center.org/multimedia/storytimeonline/home.html
- Watch and listen to children's books online.

Ohio Resource Center for Mathematics, Science, and Reading
- http://www.ohiorc.org/browse/reading.aspx
- Choose to view the resources either by grade or by topic.

Ohio Department of Education
- Ohio Academic Content Standards
  - http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=305
- IMS (Ohio Information Management System)
  - http://ims.ode.state.oh.us/ode/ims/Default.asp?bhcp=1
  - Ohio's Instructional Management System (IMS) is the vehicle for communicating State Board adopted model curricula.
- Practice Tests for Grades 3-8 Achievement Tests
  - http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=240&Content=16143
- Released Test Items for Grades 3-8 Achievement Tests
  - http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1070&Content=15863

Read It Resources
- INFOhio Online School Library Catalogs (MultiLIS and SirsiDynix K-12 Sites)
  - http://www.infohio.org/web2/web2.html
  - Click your area of the map then navigate to your district and school.
- Ohio Public Library OnLine Catalogs
  - http://seoweb.seo.lib.oh.us/Library%20Info/participating%20librarys.htm
  - Click the number on the map that is closest to your location. If the library has an active link, you may browse the library's catalog on line. You may be able to reserve books on line.
- "Creative Ways to Encourage Students to Read"
  - http://www.creativeteachingsite.com/read1.htm
  - All of these methods may not work with every student, but some may be the key for some students. These are geared toward parents, but apply well to teachers.
- "Promote Reading, Share Books – How to Make a Difference in 15 Minutes"
  - http://www.charityguide.org/volunteer/fifteen/reading-books.htm
- Read Across America, National Education Association
  - http://www.nea.org/readacross/index.html

- Developing Reading Engagement, Chapter 4
  - http://www.cast.org/publications/books/ltr/chapter4.html
  - CAST is the Center for Applied Special Technology
- Reading Rockets.org.
  - http://www.readingrockets.org
  - This is a WETA PBS site for the Reading Rockets project but there are some helpful features that are useful to all teachers. Including: Strategies to Help Kids Who Struggle, Techniques for Teaching Effectively, Find Great Kid's Books & Authors, Research & Reports
  - Free Podcasts
    - Meet the Author • Interviews with top children's authors and illustrators. The podcasts may be viewed via Google Video, iTunes, or OMN, the Open Media Network – public broadcasting's digital distribution service.

Especially for Parents:

- "Tips for Making Reading Palatable and Pleasurable for Kids" By Patricia Donovan: http://www.buffalo.edu/reporter/vol36/vol36n9/articles/Reading.html

Write It Resources

Interactive Sites

Literary Elements Mapping from Read•Write•Think.org
- http://www.readwritethink.org/materials/lit-elements/
- Graphic Organizers for: Character, Conflict, Resolution, Setting

Story Stew Lesson from North Street Elementary School, Brockway, PA
- http://www.teachers.net/lessons/posts/1353.html
- Story Elements focus: character, plot, setting

Older/Advanced Students

- "Literature: What Makes a Good Short Story" Annenberg Foundation's Learner.org:
  - http://www.learner.org/exhibits/literature/index.html
  - The site focuses on the classic short story, "A Jury of Her Peers," by Susan Glaspell. The story is available at the website and sections on plot, point of view, character development, setting, and theme.
- "Mrs. Dowling's Literature Terms"
  - http://www.dowlingcentral.com/MrsD/area/literature/LitTerms.html
  - Each term contains a lesson, exercises and quizzes.
  - See also "Figurative Language" http://www.dowlingcentral.com/MrsD/area/literature/Terms/figspeech.html

The Elements of Good Storytelling
- http://www.skotos.net/articles/ELEMENTS.shtml
- Setting, character, plot, back-story, and detail are the core elements required to tell stories – in books, movies, or games. Kimberly Appelcline, a Creative Writing graduate student at SFSU, explores these topics and offers advice on how to tell good stories in this instructional series.

Book:

Tarlow, Ellen. *Teaching Story Elements with Favorite Books: Creative and Engaging Activities To Explore Character, Plot, Setting, and Theme--That Work with Any Book!* Scholastic, Inc., Penguin Press. East Rutherford, NJ. 1998.

Tell It Resources

- *Weaving Words: The Art of Storytelling* - The Art of Storytelling from ArtsEdge, the Kennedy Center: http://artsedge.kennedy-center.org/content/3481/
  - "Storytelling Stage"
    - http://www.artsedge.kennedy-center.org/content/3520/stage.html
    - Watch and listen to professional storytellers share their stories
  - "Spinning Stories, Telling Tales"
    - http://www.artsedge.kennedy-center.org/content/3448/story.swf
    - Use this interactive site to discover the who, what, when, where, why and how of storytelling.
- "Storytelling Workshop" from Scholastic by Gerald Fierst
  - http://teacher.scholastic.com/writewit/storyteller/index.htm
- Storytelling Educator Resource List
  - http://www.multcolib.org/events/tales/educators.html
- StoryArts Online: http://www.storyarts.org/
  - Storytelling Activities & Lesson Ideas from StoryArts
    - http://www.storyarts.org/lessonplans/lessonideas/index.html

Differentiated Instruction

- "Differentiated Instruction for Reading"
  - http://www.k8accesscenter.org/training_resources/readingdifferentiation.asp
- "Differentiating Reading Instruction in the Language Arts Classroom"
  - http://www.glencoe.com/sec/teachingtoday/subject/diff_reading_la.phtml
- "Differentiation Strategies"
  - http://www.manteno.k12.il.us/curriculumdiff/differentiationstrategies.htm
- Enhance Learning with Technology "Strategies for Differentiating"
  - http://members.shaw.ca/priscillatheroux/differentiatingstrategies.html
- "Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom" Carol Ann Tomlinson, ERIC Digest E536.
  - http://www.ericdigests.org/1996-3/mixed.htm
- *Guys Read*
  - http://www.guysread.com/
  - This website was developed by a writer who taught elementary school. She started the site because she feels that boys need to choose what they read, pick from all different kinds of reading – not just school novels, and find out what other guys like to read.
- "ESL - Listening as an Integral Part of Reading and Writing Instruction,"
  - http://www.alliance.brown.edu/tdl/elemlit/orallanguage.shtml#strat1
- "English Language Learners with Special Needs: Effective Instructional Strategies" by Alba Ortiz, The University of Texas at Austin, Center for Applied Linguistics.
  - http://www.cal.org/resources/digest/0108ortiz.html
- "Improving Comprehension for Students with LD" by Joanna P. Williams
  - http://www.readingrockets.org/articles/86