READ IT WRITE IT TELL IT

English Language Arts Teacher Resources Guide
Reading Applications ➢ Literary Text

Funding for *Read It, Write It, Tell It* was provided by the eTech|Ohio Commission
Advancing education and accelerating learning for all Ohioans
through the use of technology.

Teacher Resources Guide for:

READ IT, WRITE IT, TELL IT
Grade 5-7 Edition

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

Guide Writers
Jayne Stehle, M. A.
Alice Tope, M. A.

Copyright 2006

Permission to copy this guide in whole or part is given to schools and educational institutions. For information about the teacher's guide and videocassette copies of programs, please contact:

WOUB-TV
9 South College Street
Athens, OH 45701
(800) 825-1771

READ IT, WRITE IT, TELL IT

Teacher Resources Guide
Grade 5-7 Edition
Table of Contents

***Read It, Write It, Tell It* Introduction**

Multimedia Resource 5
Teacher Resources Guide 7

Units

1. Genre • Mike Fink 9
Lessons 13
Extensions and Additional Resources 26

2. Plot • Ohio Odyssey 27
Lessons 29
Extensions and Additional Resources 35

3. Mood & Setting • Annie Oakley 37
Lessons 40
Extensions and Additional Resources 43

4. Point of View • Harriet Beecher Stowe 47
Lessons 50
Extensions and Additional Resources 55

5. Character Development • Jesse Owens 59
Lessons 62
Extensions and Additional Resources 66

6. Figurative Language • Johnny Appleseed 69
Lessons 72
Extensions and Additional Resources 74

7. Theme • Neil Armstrong 77
Lessons 83
Extensions and Additional Resources 87

8. Storytelling • Cy Gatton 89
Lessons 91
Extensions and Additional Resources 96

Appendix

Ohio Standards Correlations 99
Helping Children Choose Books 100
Teacher/Parent Feedback Forms 101
Internet Resources:
Hear and See Books on Line 103
Ohio Department of Education & Ohio Resource Center 104
Read It Links, Write It Links, Tell It Links 104
Differentiated Instruction 106

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 *Read It, Write It, Tell It Teacher Resources Guide* is for grades 5-7. The entire multimedia resource is presented in cooperation with the WOUB Center for Public Media, Ohio University, Athens, Ohio.

Project Manager
Fred Charles Harner, M. A.
eTSEO Executive Director

Executive Producer
Mark Brewer M.P.A., Associate Director
WOUB Center for Public Media

Content Specialist
Jayne Stehle, M. A.
eTSEO Curriculum and Applications

Content Specialist
Alice Tope, M. L. S.
eTSEO Associate Director

Content Consultant
Deborah Edgar, M. A.
Exceptional Children
Belpre Middle School

Content Consultant
Alexis Seebaugh, B. A.
Reading Endorsement
Belpre Middle School

Resources Guide Cover Graphic
James D. Williamson, B. A.
Artist

Cartoonist/Storyteller
James D. (J. D.) Williamson, B. A.
Member:

- Artsbridge
- Greater Columbus Arts Council
- West Virginia Storytellers Guild

J. D. Williamson Contact Information
Email: cartoonstogo@earthlink.net
Phone: (304) 375-7888 or (304) 375-9912

Resources Guide Design/Graphics
Jayne Stehle, M. A.
eTSEO

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 5-7. 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 Grade Three students at the top and those usually asked of Grade Four 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.

Ohio Academic Content Indicators

2001.EL.S05.G04-07.BF.L**05**.I06	Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.
2001.EL.S05.G04-07.BF.L**06**.I06	Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.
2001.EL.S05.G04-07.BF.G**07**.I06	Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.

Ohio Achievement/Proficiency Tests Setting Question Types

- Given a list of details, select the detail which shows that the selection in an example of Genre *X*.
- Given a list of possible genres, select the correct genre for the selection.
- The selection is best described as which type of work?
- Given a list of characteristics of one or more genres, which is a characteristic of the genre demonstrated by the selection?

1 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	

Before Viewing

Examine Fact and Fiction
Say: Are the following statements fact or fiction? Be prepared to support your opinion.

- Statements:
  - The sun rises in the west.
    - *Fiction. It rises in the east.*
    - *Source: "Watching the Sunrise". http://www.classzone.com/books/earth_science/terc/content/investigations/es0405/es0405page02.cfm. Accessed 11/26/2006.*
  - The Green Bay Packers is a National Football League team from Green Bay, Ohio.
    - *Fiction. The team is from Green Bay, Wisconsin.*
    - *Source: "Green Bay, Wisconsin". http://en.wikipedia.org/wiki/Green_Bay,_Wisconsin . Accessed 11/26/2006.*
  - Keelboats are like rafts.
    - *Fiction. Keelboats were not rafts. They had keels or shallow v-shaped hulls rather than being flat on the bottom. Like rafts, they could be moved by the river's current, be rowed or be poled but, unlike rafts, they could travel upstream against the current.*
    - *Source: Keelboat.com. "LBJ Library Project and Photos." http://www.keelboat.com/lbjpics.html. Accessed: 11/20/2006.*
  - A light year is a measure of distance equal to around 9×10^{18} meters or 6×10^{15} miles.

        - *Fiction. It is a measure of distance but an extra period of zeros (000) has been added to each answer. The correct approximations of a light year are 9×10^{15} meters and 6×10^{12} or 6 trillion miles. Sources:*
        - *Baez, John. "Distances." http://math.ucr.edu/home/baez/distances.html. Accessed 11/20/2006.*
        - *Fact Farm. "What and how far is a light year?" http://www.faqfarm.com/Q/What_and_how_far_is_a_light_year. Accessed 11/20/006.*
    - The Sons of Liberty actually held four Boston Tea Parties between 1773 and 1774 where tea cargoes were destroyed in order to protest British taxes. Only the first one is remembered.
        - *Fiction – there were two, not four.*
        - Source: State of Delaware. "Little Known Facts about the American Revolutionary War." *http://www.state.de.us/facts/ushist/revfacts.htm . Accessed 11/20/2006.*
    - The pressure on an unprotected human at the deepest point in the ocean is so heavy that it would feel like 50 jumbo jets were pressing down on him/her.
        - *Non-fiction.*
        - Source: Marine Bio.org. "Ocean Facts." *http://www.marinebio.com/MarineBio/Facts/. Accessed 11/20/2006.*
    - The increase in the internal energy of a thermodynamic system is equal to the amount of heat energy added to the system plus the work done by the system on the surroundings.
        - *Fiction. The word "plus" should read "minus".*
        - *Source: Wikipedia.org. "The First Law of Thermodynamics." http://en.wikipedia.org/wiki/First_law_of_thermodynamics. Accessed 11/20/2006.*
- Say: If a sentence is stated as a fact and it can be proven to be untrue, is the statement then an opinion? *Answers will vary. Accept responses that the students can support.*

Discuss Genre

- Ask: What makes a genre unique?
    - Say: Make a mental list of all the different types of genres of which you are aware. Then mentally review the characteristics of each genre.
    - Say: Be prepared to identify the genre of this episode.

Preparing for "Mike Fink"

Ask the students to listen for each of the following as they watch the episode.

- Mike Fink's character traits – physical and personality
- Conflict
- Figurative Language
- Plot events

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 genres.

1. What problem did Mike Fink need to solve?
   He needs to keep the Buckeye Bandits from stealing his cargo.

2. How did he solve the 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.

3. Did Mike Fink use any technology such as machines or inventions to solve his problem?
   Mike uses his own physical strength and intelligence. Technology tools are not an integral part of his solution. He does travel on a keelboat and secures one of the pirates with an iron bar.

4. What magic did Mike Fink use to solve his problem?
   None. Although Mike has powers real people do not have, the story does not tell how he got his powers.

5. Is this episode an example of the genre Science Fiction? Support your opinion.
   No, it is not Science Fiction. Students may list reasons such as:
   - *It takes place in the past, not the future.*
   - *There is no science mentioned in the story.*
   - *Technology does not help Mike Fink solve his problems.*
   - *The story does not stick to physical laws.*

6. Into which genre would the Mike Fink episode best fit? Support your opinion.
   Folktale would be the best answer based on the genres that Ohio students must know by the end of Grade Seven. Students may list reasons such as:
   - *Mike Fink was a real person but the plot is not real.*
   - *Mike faced a problem that real people had to face at that time in American history – river pirates on the Ohio River – but solved the problem in a fictional manner.*
   - *His abilities (speed, strength) are human qualities that many people admire.*
   - *There are no talking animals, magic, or magical events in the story.*
   - *The story is short.*

   The episode is actually the type of folktale called a tall tale. A tall tale is a folktale that has the additional attributes of humor, action, and most especially hyperbole.

4 Genre Lessons

Exploring Genres

Materials:

- Genre Bookmarks Handout: completed version or blank version.

Procedure:

1. Say: The genres you will be expected to know by the end of 7th grade in Ohio include: fiction, non-fiction, poetry, fairy tale, folktale, fables, fantasy, myth, biography, autobiography, drama, and science fiction.
2. Copy and print out one of the two versions of the Genre Bookmarks – blank or completed.
    a. Genre Bookmarks – Completed
        i. Have the students cut the bookmarks apart and use them as study aids.
    b. Genre Bookmarks – Blank
        i. Assign students to research the characteristics of each genre. There are 12 bookmarks. The students may complete this activity in small groups.
        ii. Look for websites specific to a genre. For example: Prof. Waller Hastings' web page: "Defining the Fairy Tale" http://www.northern.edu/hastingw/ftdefine.htm .
        iii. You can begin with an online search that included the specific genre's name in one of the following phrases: "define ___", "characteristics of ___" or "genre ___ understand".
        iv. The following websites are general and have information about several genres at each website:
            1. "Genre Definitions": http://www.kent.k12.wa.us/staff/SusannaTaylor/genre_definitions.htm
            2. "Genre Study": http://www.glencoe.com/sec/literature/course/course1/index.html Mouse over to display and then click the links for definitions and interactive activities for: poetry, non-fiction, drama, short story, and folktale.
            3. "List of Literary Genres": http://www.kimskorner4teachertalk.com/readingliterature/genres/menu.htm Scroll down the page to find this section. Not all genres have been completed.
            4. "Reading Genre Definitions": http://www.booknutsreadingclub.com/genrelist.html
            5. "Reading Genre": http://www.orangeusd.k12.ca.us/yorba/reading_genre1.htm
            6. "Recommended Literature: K-12 Literary Genres": http://www.cde.ca.gov/ci/rl/ll/litrlgenres.asp

Fairy Tales vs. Folktales

Materials:

- *Read It, Write It, Tell It* episode "Mike Fink."
- Comparing Folktales and Folktales handout: "Cinderella vs. Babe the Blue Ox" or "Fairy Tales vs. Folktales."

1. Choose one of the two handouts that compare fairy tales and folktales:
    a. **"Fairy Tales vs. Folktales"**: The "Folktale" and "Differences" columns are blank.
        i. Choose a folktale, have the children read the folktale, and fill in the Folktale column.
        ii. The following websites are sources for fairy tales and folktales:
            1. American Folklore: http://www.americanfolklore.net/
            2. Fairy Tales, University of Maryland: http://www.lib.umd.edu/ETC/ReadingRoom/Fiction/FairyTales/
            3. Grimm's Fairy Tales by Jacob Grimm and Wilhelm Grimm: http://www.gutenberg.org/etext/2591
            4. Myths, Folklore and Fairy Tales: http://teacher.scholastic.com/writewit/mff/
            5. Tales of Wonder, Folk and Fairy Tales from Around the World: http://www.darsie.net/talesofwonder/
            6. Welcome to Classic Fairy Tales: http://webtech.kennesaw.edu/jcheek3/fairytales.htm
        iii. Have the students fill in the Differences column.
        iv. Discuss and explain the similarities and differences between folktales and their subgroup fairy tales.
        v. Have the students create a list of the characteristics of folk and fairy tales
    b. **"Cinderella vs. Babe the Blue Ox"** Both the "Fairy Tale" and "Folktale" columns are complete but the "Differences" column is blank.
        i. Have the students read the information on the worksheet and fill in the "Differences" column.
        ii. Discuss and explain the similarities and differences between folktales and their subgroup fairy tales.
        iii. Have the students create a list of the characteristics of folk and fairy tales.
2. Watch the "Mike Fink" *Read It, Write It, Tell It* episode a second time.
3. Say: Decide if the 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.
4. Extend the lesson. Have each student rewrite part of the episode so that it is a fairy tale.

Fairy Tales vs. Folktales

Name: Date:

Folktales:
Fairy Tales:

Characteristic	Fairy Tale Cinderella	Folktale	Differences
Human Characters	Cinderella, her father, stepmother, stepsisters, handsome prince		
The main character is likeable.	Cinderella is mistreated but still keeps on trying. She is good and kind to people.		
Magical Characters	Fairy Godmother		
Problem	Cinderella is treated badly by her stepmother and stepsisters.		
Animals	Mice become horses; birds and other animals can understand Cinderella and help her.		
Magic Numbers	Magic ends on the stroke of midnight		
Magic	Shoes turn into glass slippers, a pumpkin turns into a carriage		
Solution to Problem	The handsome prince marries Cinderella and she is no longer mistreated. The prince sees to it that the stepmother and the stepsisters are punished.		
Author	Charles Perrault, wrote the version that included glass slippers in France in 1697.		
"Cinderella" accessed from: http://www.pitt.edu/~dash/type0510a.html#perrault			

Cinderella vs. Babe the Blue Ox

Name: _____ Date: _____

Folktales have main characters that may have really once lived. They are human and have human abilities – but over time their abilities have become larger than life. They are not just strong; they are very, very, very strong. They are not just smart; they are smarter than anyone else. It is often impossible to track down an original author for a folktale.

A fairy tale is a kind of folktale. Fairy tales often have witches and queens, giants and elves, princes, dragons, talking animals, ogres, princesses, and sometimes even fairies. Magical things happen to characters in fairy tales. They often have an author, such as Hans Christian Andersen.

Characteristic	Fairy Tale *Cinderella*	Folktale ***Paul Bunyan: Babe the Blue Ox***	Differences
Human Characters	Cinderella, her father, stepmother, stepsisters, handsome prince	Paul Bunyan and his logging camp crew	
The main character is likeable.	Cinderella is mistreated but still keeps on trying. She is good and kind to people.	Paul is powerful and strong yet he rescues Babe and cares for his crew.	
Magical Characters	Fairy Godmother	None	
Problem	Cinderella is treated badly by her stepmother and stepsisters.	Paul needs to straighten out the roads so that logging is easier for him and his crew.	
Animals	Mice become horses; birds and other animals can understand Cinderella and help her.	Babe, the blue ox and Bessie the yellow cow are regular animals that grow very large when they are with Paul.	
Magic Numbers	Magic ends on the stroke of midnight	None	
Magic	Shoes turn into glass slippers, a pumpkin turns into a carriage	None	.
Solution to Problem	The handsome prince marries Cinderella and she is no longer mistreated. The prince sees to it that the stepmother and the stepsisters are punished.	Paul uses his super strength, and Babe's, to yank roads straight. Bessie makes milk and butter for everyone. Paul knows what is best and how to do what needs to be done.	
Author	Charles Perrault, wrote the version that included glass slippers in France in 1697.	Retold by S. E. Schlosser	
"Cinderella" accessed from: http://www.pitt.edu/~dash/type0510a.html#perrault		"Babe the Blue Ox" accessed from: http://www.americanfolklore.net/folktales/mn3.html	

Cinderella vs. Babe the Blue Ox Answer Key

Name: _____ Date: _____

Folktales have main characters that may have really once lived. They are human and have human abilities – but over time their abilities have become larger than life. They are not just strong; they are very, very, very strong. They are not just smart; they are smarter than anyone else. It is often impossible to track down an original author for a folktale.

A fairy tale is a kind of folktale. Fairy tales often have witches and queens, giants and elves, princes, dragons, talking animals, ogres, princesses, and sometimes even fairies. Magical things happen to characters in fairy tales. They often have an author, such as Hans Christian Andersen.

Characteristic	Fairy Tale *Cinderella*	Folktale *Paul Bunyan: Babe the Blue Ox*	Differences
Human Characters	Cinderella, her father, stepmother, stepsisters, handsome prince	Paul Bunyan and his logging camp crew	All folktales have human characters. Fairy tales also have magical characters. In some fairy tales all the characters are magical.
The main character is likeable.	Cinderella is mistreated but still keeps on trying. She is good and kind to people.	Paul is powerful and strong yet he rescues Babe and cares for his crew.	None. Both have main characters who are likeable.
Magical Characters	Fairy Godmother	None	Folktales do not rely on magic to solve problems.
Problem	Cinderella is treated badly by her stepmother and stepsisters.	Paul needs to straighten out the roads so that logging is easier for him and his crew.	None. Both kinds of tales have problems that human beings can understand.
Animals	Mice become horses; birds and other animals can understand Cinderella and help her.	Babe, the blue ox and Bessie the yellow cow are regular animals that grow very large when they are with Paul.	Folktale animals are real animals that may have larger than life abilities. Fairy tale animals are often magical or mythical beasts like dragons and unicorns.
Magic Numbers	Magic ends on the stroke of midnight	None	Folktales do not rely on magic.
Magic	Shoes turn into glass slippers, a pumpkin turns into a carriage	None	Folktales do not rely on magic.
Solution to Problem	The handsome prince marries Cinderella and she is no longer mistreated. The prince sees to it that the stepmother and the stepsisters are punished.	Paul uses his super strength, and Babe's, to yank roads straight. Bessie makes milk and butter for everyone. Paul knows what is best and how to do what needs to be done.	Both folktales and fairy tales solve problems that are sometimes difficult for regular human beings to solve.
Author	Charles Perrault, wrote the version that included glass slippers in France in 1697.	Retold by S. E. Schlosser	Fairy tales are more likely to have known authors.
"Cinderella" accessed from: http://www.pitt.edu/~dash/type0510a.html#perrault		"Babe the Blue Ox" accessed from: http://www.americanfolklore.net/folktales/mn3.html	

Genre Characteristics Bookmarks - Blank

NON-FICTION

Characteristics:

- o
- o
- o
- o
- o
- o
- o

FICTION

Characteristics:

- o
- o
- o
- o
- o
- o
- o

POETRY

Characteristics:

- o
- o
- o
- o
- o
- o
- o

Genre Characteristics Bookmarks - Blank

BIOGRAPHY

Characteristics:

- o
- o
- o
- o
- o
- o
- o

AUTOBIOGRAPHY

Characteristics:

- o
- o
- o
- o
- o
- o
- o

DRAMA

Characteristics:

- o
- o
- o
- o
- o
- o
- o

Genre Characteristics Bookmarks - Blank

FANTASY

Characteristics:

- o
- o
- o
- o
- o
- o
- o

FABLE

Characteristics:

- o
- o
- o
- o
- o
- o
- o

SCIENCE FICTION

Characteristics:

- o
- o
- o
- o
- o
- o
- o

Genre Characteristics Bookmarks - Blank

FAIRY TALE

Characteristics:

- o
- o
- o
- o
- o
- o
- o

FOLKTALE

Characteristics:

- o
- o
- o
- o
- o
- o
- o

MYTH

Characteristics:

- o
- o
- o
- o
- o
- o
- o

Completed Genre Characteristics Bookmarks

NON-FICTION

The usual purpose of a non-fiction work is to inform.

Non-fiction:

- Has a topic or subject area.
- Has content which has been researched by the author(s).
- Sites the sources of the author's research in correct bibliographic style.
- Contains statements of fact that were true at the time the selection was written or recorded.
- Often contains labeled pictures, illustrations charts, graphs, diagrams, tables, or maps to clarify information.
- Usually has a table of contents, index, and a list of resources.

FICTION

The usual purpose of a work of fiction is to entertain.

Fiction:

- 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 – a general idea or insight about life.
  - 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 which may or may not be human beings.
- Has content that is an invention of the author(s).
- Uses pictures or illustrations to show an event or setting from the story.
- Has as a beginning, a middle, and an end.

POETRY

Poetry is a form of art. A poem uses language for its beauty, and often enhances the literal or superficial meaning of the words the poem contains.

Poetry:

- Expresses the writer's personal meaning.
- Creates an overall mood.
- Focuses on a single topic – usually from personal life.
- Uses precise and vivid words.
- Creates imaginative sensory images.
- Uses figurative language.
- Breaks lines so each image stands on its own.
- Often creates rhythm and meter (pattern/beat).

Completed Genre Characteristics Bookmarks

BIOGRAPHY

A biography is a type of non-fiction that gives an account of the life of a real person – living or dead.

A biography:

- Is not written by the subject.
- Often has elements of fiction such as a narrative style and a plot.
- Is based on the author's research, not imagination.
- Sites the sources of author's research such as:
  - Written accounts.
  - Interviews with the subject and/or with others who knew the subject – if any of them are still alive.

AUTOBIOGRAPHY

An autobiography is a type of non-fiction about the life of a real person.

An autobiography:

- Is written by that person.
- May have story elements similar to fiction such as a narrative style and a plot.
- Is based on the author's memories of events from his or her life and any written accounts s/he may have such as journals, diaries, letters, etc.
- Includes personal feelings and thoughts.

DRAMA

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.

Dramas:

- Are often works of fiction.
- Have elements of a story such as plot, theme, mood, etc.
- Do not rely on the just words for effect.
- 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.

Completed Genre Characteristics Bookmarks

FANTASY

A fantasy is a type of fiction.

A fantasy:

- Contains elements that are not realistic such as:
  - Talking animals.
  - Magical powers.
- Is often set in a medieval universe.
- May have mythical beings such as dragons, unicorns, winged horses, phoenixes, etc.
- Downplays or ignores physical laws.
- Has the common elements of fiction stories.
  - Plot
  - Point of View
  - Theme
  - Mood
  - Character Development

Fable

A fable is a type of fiction.

A fable:

- Is usually short.
- Teaches a lesson, has a moral, or makes a cautionary point.
- Often uses animals that speak and act like human beings.

SCIENCE FICTION

Science fiction is a type of fiction.

Science fiction:

- Projects, extends, or expands known physical laws, technology and current reality to predict or suggest what might occur in the future.
- May describe technologies, ideas, or theories that are a combination of factual details the author has researched with fictional ideas from the author's imagination.
- May describe scientific theories or technological advances that are wholly imaginary.
- Has a setting in the future, in space, on a different world, or in a different universe or dimension.
- Has the common elements of fiction stories.
  - Plot
  - Point of View
  - Theme
  - Mood
  - Character Development

Completed Genre Characteristics Bookmarks

FAIRY TALE

A fairy tale is a subgroup of the kind of fiction called fantasy. Fairy tales 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 transforms one thing into another like a pumpkin into a carriage or a shoe into a glass slipper.
- Often takes place in an undefined time and place.
- Often has characters that are not well developed.

FOLKTALE

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

A folktale:

- Uses hyperbole, that is, it has many exaggerations in it.
- 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.
- Includes lots of action.

MYTH

Myths are a type of fiction, but their original creators thought that the stories were non-fiction.

A myth:

- Is usually sacred (religious).
- Has characters that are heroes, Gods, Goddesses, and/or non-human.
- Is often set in the distant past and/or in distant locations of the world.
- May deal with or explain the origins (beginnings) of a culture's important features such as its ceremonies, medicines, or how the culture came into being.
- May explain some feature of nature such as why the sun disappears at night.

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 Follow-up Ideas

- 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

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.

Ohio Academic Content Indicators

2001.EL.S05.G04-07.BC.L**05**.I03	Identify the main incidents of a plot sequence and explain how they influence future action.
2001.EL.S05.G04-07.BC.L**06**.I03	Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
2001.EL.S05.G04-07.BC.G**07**.I03	Identify the main and minor events of the plot, and explain how each incident gives rise to the next.

Ohio Achievement/Proficiency Tests Plot Question Types

- At Point *X*, what is the main problem?
- 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.
- At the beginning of the selection, *X* was happening/was the mood/was the setting. Later in the selection, *X* is different. (The difference is stated for the student.) Write *y* number of things from the selection that caused the change. Write them in the order that they happen in the selection.
- List (or complete a web showing) *x* number of things Character *Y* did to solve Problem *Z*.
- 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?
- In the beginning (middle/end) of the selection, what is the main problem the protagonist/main character faces?
- In the beginning (middle/end) of the selection, what is the main problem the protagonist/main character faces and how does s/he solve it?
- For each of a series of listed events, give the action that resulted from or occurred because of it.
- Describe Character A's problem in the selection and explain how s/he solves it. Then state a way that s/he works toward her specific goal and identify a plot event that demonstrates a sign of progress.
- Identify the main and minor events from the selection and explain how each gives rise to the next.

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 event occurred at end of the story ___? [Choose a selection with which the children are familiar such as a childhood tale, a story the class has recently read together or had read to them, a television show or movie that is currently very popular, etc.]
2. Say: What event started the story?
3. Say: What was the most exciting or important event in the story?
4. Say: While you watch the *Read It, Write It, Tell It* episode "Ohio Odyssey" think about the individual events that occur in the story the storyteller, J. D. Williamson, is telling. Be prepared to decide which of the events is the most important to the successful conclusion of the story, that is, the event that is the story's climax.

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 major conflict in the "Ohio Odyssey" episode?
   A giant serpent/snake wanted to eat the whole Earth.

2. List five or more of the events that lead to the resolution of the conflict.
   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.

3. How does Johnny Appleseed feel about Mike Fink? Support your response.
   He feels that Mike sometimes jumps into things on his own. Viewers could imply that Johnny does not feel that jumping into things alone is always a good thing because he asks Mike to wait for help from others before the serpent is attacked. Johnny seems to feel that Mike is impulsive.

4. Why didn't Johnny tell Mike everything that the storyteller told us about Mike? Support your response.
   Answers will vary. Students may respond that Johnny did not want to hurt Mike's feelings. They may feel that Mike would not listen to Johnny's advice anyway or that telling Mike the truth would cause him to become angry and precipitate an premature attack on the serpent. Johnny needed Mike to get the other Buckeye Heroes and couldn't afford to have Mike impetuously attack the serpent.

5. Annie Oakley's bullets would not pierce the snake's skin. To what event did that lead?
   Annie filled her gun with war paint and attempted to blind the serpent.

6. How was the major conflict resolved?
   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.

7. What is the climax of "Ohio Odyssey"?
   The serpent consumes itself.

8. What events happen following the climax of the episode?
   The heroes discuss the importance of teamwork and friendship and then start home.

4Lesson

Materials:

- Display or duplicate: "Ohio Odyssey Plot Events and Symbol Suggestions"
- Display or duplicate: "Ohio Odyssey Plot Line"
- Generate a list of stories, chapters from books or complete books that you wish your students to use for the Ohio Odyssey Plot Line activity. Add three (3) titles to the student page before duplicating the page. Online text resources see:
  - Kids Space: Short Stories, Internet Public Library: http://www.ipl.org/div/kidspace/browse/rzn3000/
  - Bibliomania: Short Stories: http://www.bibliomania.com/0/5/frameset.html
  - Classic Short Stories: http://www.classicshorts.com/
  - Wikipedia Short Stories (scroll to the bottom of the page): http://en.wikipedia.org/wiki/Short_stories
- Duplicate: "Plot Events and Symbols Planning Matrix"
- Duplicate: "Plot Line"
- Unlined paper 8.5 x 11 inches – or larger. Note this activity could also be completed on a computer using a word processing application such as MS Word or a graphic organizer software application such as Inspiration.
- Drawing materials such as rulers, pencils, colored pencils, and/or fine line markers.

Procedure:

1. Display or give students the handout "Ohio Odyssey Plot Events and Symbol Suggestions." Point out the relationship between the suggested symbols and the plot events and how the events are grouped into sections.
2. Review the elements of Plot.
    - *The plot is the series of events in a story.*
    - *It is composed of the problem (conflict/exposition), rising action, climax, falling action and resolution.*
    - *The conflict is generally between the main character and another character, fate, him/herself, nature or society.*
    - *The rising action is the series of incidents leading to the climax.*
    - *The climax of a story is the most intense moment in the story.*
    - *The falling action is the series of incidents that occur following the climax.*
    - *The resolution is when the problem has been solved and there is a satisfactory ending to the story. Some descriptions of plot elements group the falling action and resolution into one category.*
3. Display or give the students the handout "Ohio Odyssey Plot Line" so that they may see how the plot event symbols may be displayed on a plot line.
4. Tell the students that they will be creating a plot line.
5. Give the students a copy of the handouts "Plot Line" and "Plot Events and Symbols Planning Matrix." Direct the students to fill out the numbered lines on the "Plot Line" handout to indicate the major division of a story's plot and to choose one of the suggested stories.
6. Remind students that not all stories are as linear as the "Ohio Odyssey" episode. Stories may use flashbacks (example: *Hatchet* by Gary Paulson and *Midnight Fox* by Betsy Byars) and parallel plot lines (Example: *Holes* by Louis Sachar and *A View from Saturday* by E. L. Konigsburg.) Have the class brainstorm what a plot line might look like if it had parallel plots or used flashbacks.
7. After the students have chosen a story from the list of generated titles, have the students fill in plot events for their chosen stories on the student page " Plot Events and Symbols Planning Matrix".
8. After the students have filled in their plot events, direct them to create a plot line using symbols – or text – for their chosen stories.

Read more about plot lines at Plot Profile or Plot Line from the Tasmanian (Australia) government's education website: http://wwwfp.education.tas.gov.au/english/plot.htm

Ohio Odyssey Plot Events and Symbol Suggestions

Introduction/Beginning/Exposition:

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

The Conflict/Problem:

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

Rising Action/Middle/Steps to solve the problem:

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

Climax

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

End/Falling Action/Resolution

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

Plot Events and Symbols Planning Matrix

Story Title: _____ Name: _____ Date: _____

Event	Symbol
Exposition:	
Rising Action:	
Climax:	
Falling Action and/or Exposition:	

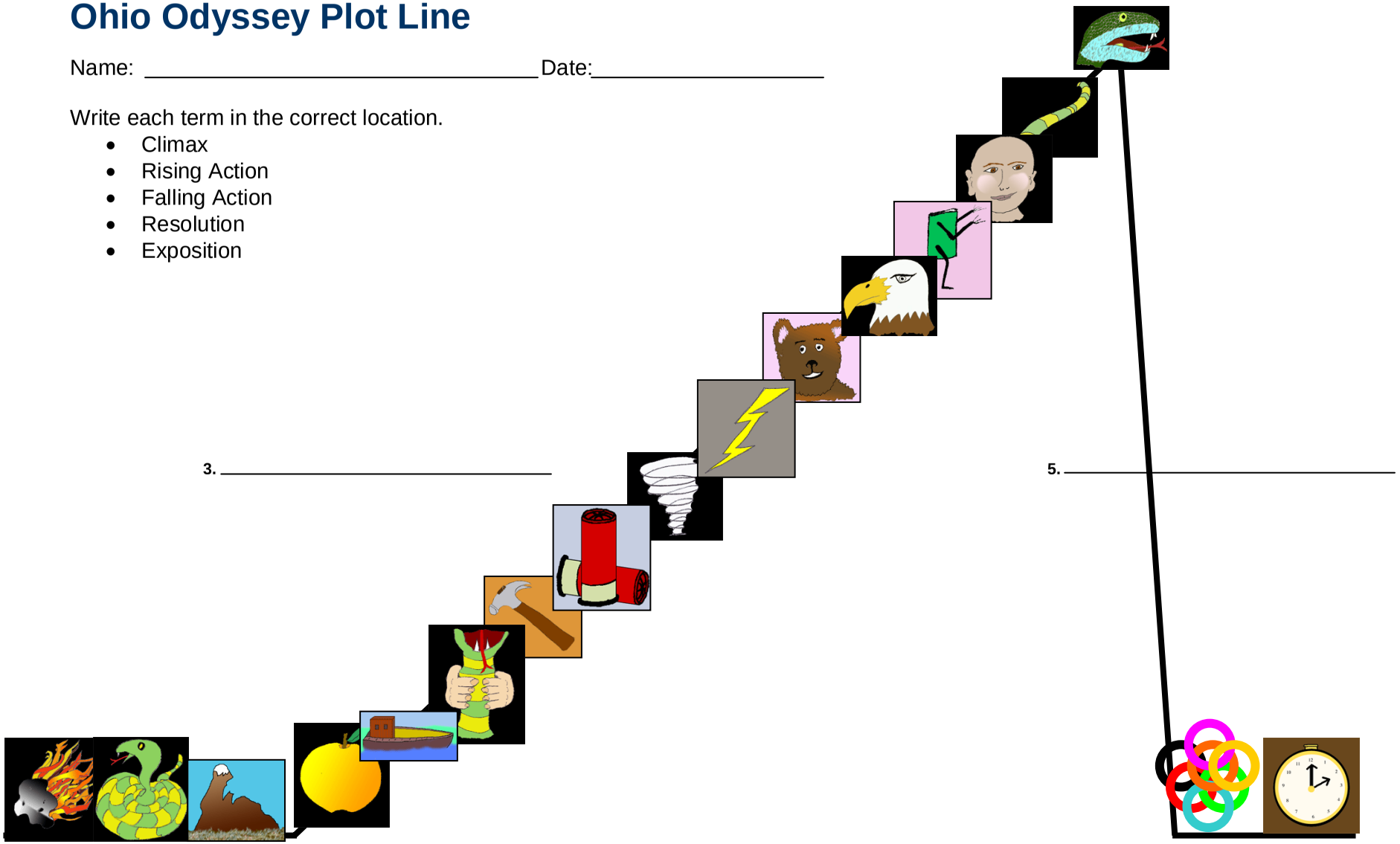
Ohio Odyssey Plot Line

Name: _____ Date: _____

Write each term in the correct location.

- Climax
- Rising Action
- Falling Action
- Resolution
- Exposition

4. _____



3. _____

5. _____

1. _____

2. _____

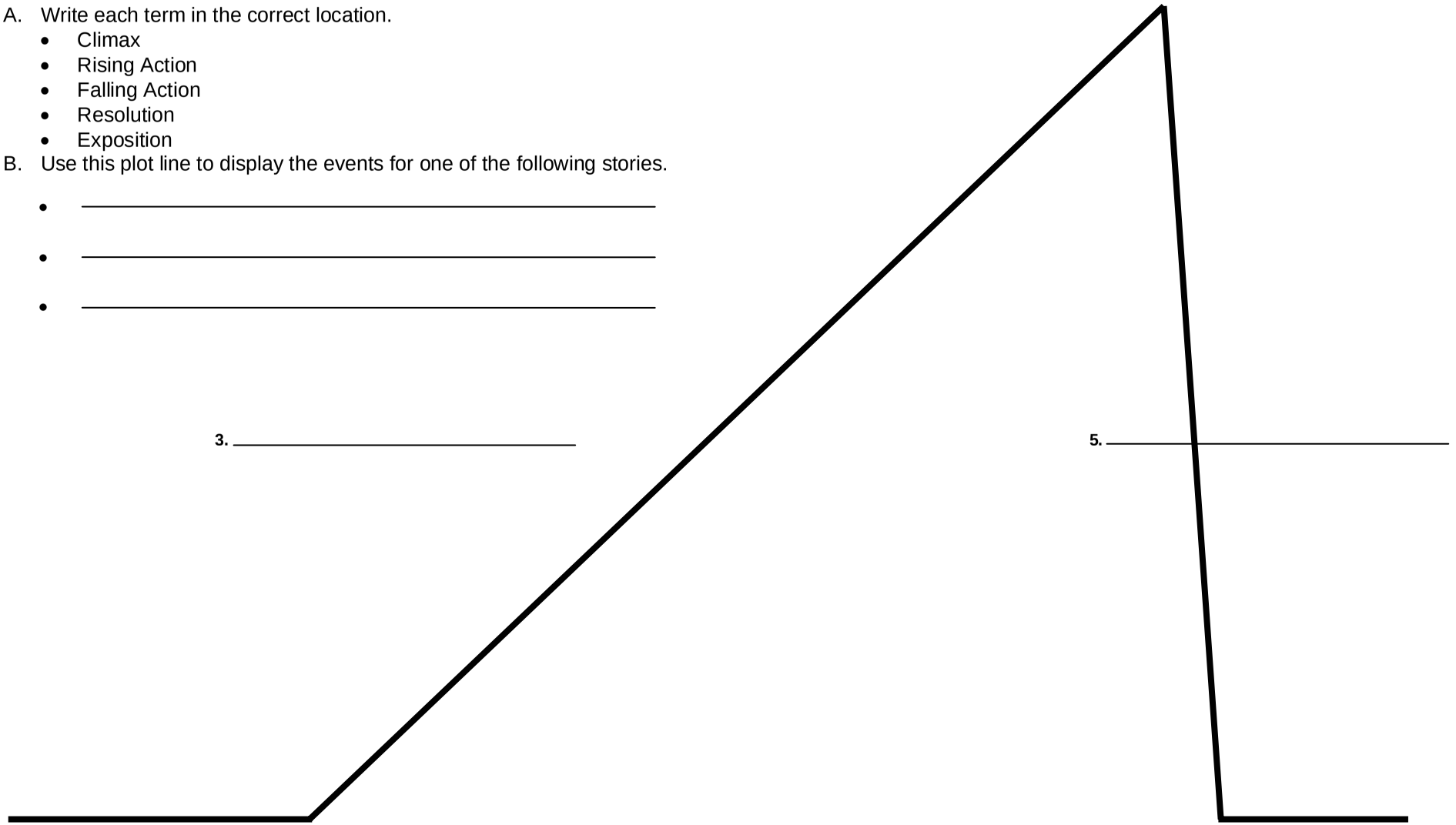
Plot Line

Name: _____ Date: _____

A. Write each term in the correct location.
- Climax
- Rising Action
- Falling Action
- Resolution
- Exposition

B. Use this plot line to display the events for one of the following stories.

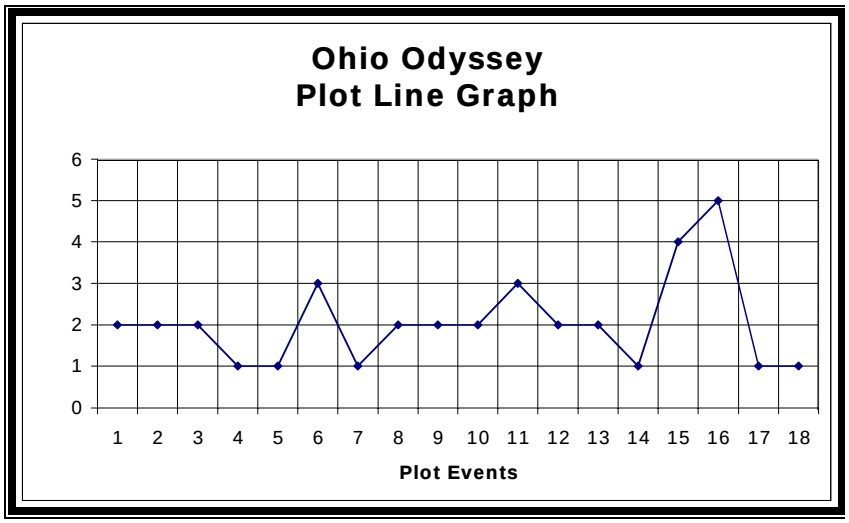
- _____
- _____
- _____



5 Extension Activities

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

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



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

Plot • Internet Resources

"Plot Diagram," an online interactive tool: http://www.readwritethink.org/materials/plot-diagram/

"The Story Man Game:" http://www.storytreeonline.com/StoryMan.html

"Elements of Fiction: Plot"

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

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

Plot Profile or Plot Line
- http://wwwfp.education.tas.gov.au/english/plot.htm

Genre Study: The Short Story: Plot Line
- A sample diagram is displayed and a link to an interactive “Jack and the Beanstalk” plot activity.
- http://www.glencoe.com/sec/literature/course/course1/unit/shortstory.shtml

Manning, MaryAnn. “Plot.” *Teaching PreK-8*. April 2001.
- http://www.findarticles.com/p/articles/mi_qa3666/is_200104/ai_n8949682
- 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.

Ohio Academic Content Indicators

Mood

2001.EL.S05.G04-07.BG.L**05**.I07	Interpret how an author's choice of words appeals to the senses and suggests mood.
2001.EL.S05.G04-07.BG.L**06**.I07	Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.
2001.EL.S05.G04-07.BG.G**07**.I07	Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.

Setting

2001.EL.S05.G04-07.BB.L**05**.I02	Identify the influence of setting on the selection.
2001.EL.S05.G04-07.BB.L**06**.I02	Identify the features of setting and explain their importance in literary text.
2001.EL.S05.G04-07.BB.G**07**.I07	Analyze the features of the setting and their importance in a text.

Ohio Achievement/Proficiency Tests

Mood Question Types

- What is the mood of the selection?
- Given a list of emotion words, choose the one that suggests the mood of the selection.
- The author used the word(s)/paragraph "*xxxx*." What mood is the author creating?
- The author used the word(s) "*xxxx*." What does/do the word(s) "*xxxx*" suggest about how Character X was feeling in the selection?
- The author used the words " *xxxx xxxx xxxx xxxx*." What feeling does the language in the sentence/phrase primarily express?

Setting Question Types

- From a given list, choose the one that was a setting for the reading selection.
- Where is Character *X* going during/after a given event from the selection?
- Using a specific detail from the passage, identify the setting element (time, place, location) in which the story takes place. Then explain why the element is important to the story element (plot, theme, mood, etc.)

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. Say: Think about a book or a story that you have read, or heard read to you this year, which you enjoyed. *For students who cannot think of any enjoyable reading selection, be prepared to suggest a story or book with which you know they will be familiar.*
2. Ask: When and where did the story take place? *Share, as desired.*
3. Ask: Which of the following most nearly describes the overall mood of the story: mysterious, happy, exciting, sad, fearful, or calm? *Share, as desired.*
4. Say: Support your choice of mood with evidence from the story. *Answers will vary. Students might give a summary of the story, describe the feelings of the main character, or list detail(s) from the story that support their choices of mood. Share, as desired.*
5. Say: While you watch and listen to the *Read It, Write It, Tell It* episode "Annie Oakley," think about the setting and the overall mood of the selection. Be prepared to answer questions about the episode.

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) mood and setting.

1. In what time period would you place the life of Annie Oakley? Support your answer with evidence from the episode.
   Answers will vary. Accept reasonable responses. Many students should know that Annie was a real Ohioan. The real Annie was born in western Ohio in 1860 and died in 1926. Students may respond that Annie lived in the past when there were log cabins and people sold wild game in local markets. She lived in the past before there were cars and people still drove horses and wagons in the middle of New York City.

2. What influence would it have on the story if Annie Oakley grew up in the middle of New York City rather than in Darke County? Explain your answer.
   Answers will vary. Accept reasonable responses. Students may respond that it would have been much more difficult or impossible for Annie to have become a sharpshooter because there would have been nowhere for Annie to hunt game or to practice with her father's rifle. The only open areas within a large city are usually parks where hunting is illegal.

3. What is the mood of the episode at the beginning?
   Answers will vary. Accept reasonable responses. Students might choose one of the following moods: sadness over the loss of loved ones, worry over the difficulties of providing for a large family, calm acceptance of what cannot be changed, etc.

4. What is the mood of the episode while the mother and baby are trapped?
   Answers will vary. Accept reasonable responses. Students might choose one of the following: fear, suspense, terror, anxiousness, 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.

5. The storyteller tells us that Annie responded to receiving a key to New York by saying "I'm just being a good neighbor." What feeling does the language in the phrase primarily express?
   Answers will vary. Accept reasonable responses. Students might say that Annie was trying to be modest, humble, unassuming, self-effacing, etc.

4Lesson

Materials:

- Student Page: "Feelings, Moods, and Emotions II"
- Examples from the students' everyday life to which mood and emotion is connected. See #4 below for ideas and suggestions.
- Several passages, short stories, or poems with which the students are familiar. The passages can be used to practice identifying and understanding mood and setting. See #6 below for ideas and suggestions.

Procedure:

1. Provide the students with a definition of mood that they can understand.
    a. For example: The mood of a story is the feeling(s) you think about or feel when you listen to, watch, or read the story. The author's choice of setting, objects, details, images, and words all contribute towards creating a specific mood. A vivid description/depiction of the setting can help discern the mood of a story.
    b. Some students may need a definition for setting.
2. Discuss moods and feelings. Ask students to think about, list, or share the emotions felt by many people on the following occasions:
    a. The death of a loved family member.
    b. Winning a championship game in some sport following several losing seasons.
    c. Waking after a full night of sleep and remembering that the entire day is free to do exactly as one pleases.
    d. Waking from two hours of sleep and remembering that one must explain the car's shattered front windshield to ones parents.
3. "Feelings, Moods, and Emotions II." Distribute the handout "Feelings, Moods, and Emotions II" and have the students complete it. The worksheet has five parts. Directions and Answer Key:
    a. Part A. After the students have completed Part A, 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 B. After the students have completed Part B, ask them to share their choices.
    1. A child is terrified of a huge, menacing dog that is chained up next to the sidewalk where the child must walk.
    2. A child is ecstatic 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. A furious teenager is walking toward a bedroom after being grounded.
    6. A teen is thinking about what his/her parents will do when they learn that s/he wrecked the family car.
    7. An adult is watching a favorite comedy show and something hilarious happens.
    c. Part C. *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 D. *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 E. *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*.

4. Tune in to mood in everyday life. Choose one or more of the following methods and ask the students to share, list, or discuss the inferred, stated or implied moods:
   a. Display a text message followed by different emoticons. The following examples and symbols came from: "Text Messaging Shortcuts:" http://www.swalk.com/sms1.htm and "Emoticons:" http://www.computeruser.com/resources/dictionary/emoticons.html. *Emoticons are stylized faces. Tilt your head to see the faces. Emotions are created with* **:-)** *and without* **:)** *"noses".*

Message	*Translation*	Alternative Emoticons			
cu2nite >:(	*I'll see you tonight – angry.*	**:-||**	**:-{**	**>-<**	**:-@**
cu2nite :)	*I'll see you tonight – happy.*	**:-)**	**:-D**	**:]**	**:-]**
cu2nite :'(	*I'll see you tonight – sad, crying.*	**:*(**			
cu2nite :|	*I'll see you tonight – indifferent.*	**:-|**			
cu2nite O:)	*I'll see you tonight – wearing halo, angelic.*	**O:-)**			

   b. Select musical pieces that show distinct moods and play them for the students.
   c. Select artwork that show distinct moods and show them to the students.
   d. Select illustrations from children's books or the Internet that show distinct moods and share them to the students.
   e. Select short passages from books and read them to the students.
5. Have the students write indirect descriptions of settings in which the location is not stated. The descriptions should be rich in sensory details that help to infer or imply mood. Have students share their descriptions to see if their classmates can identify the setting.
6. Have the students read short descriptive passages to identify words, phrases, or sentences that speak to the mood of the story. See the beginning of this unit for examples of the types of setting and mood questions found on Ohio's tests. Have the students read the book or selection and identify the setting mood. Choose stories from current classroom texts, books from your local school or public library, or use one or more of the following Internet websites.
   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/
   h. Mrs. Dowling's Literature Terms: Mood: http://www.dowlingcentral.com/MrsD/area/literature/Terms/Mood.html

Feeling, Emotions and Mood II

Name: _____ Date: _____

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

An author writes "It was a fearsome night, dark and stormy with mighty gouts of wind scouring the fields."

A. Circle the word for the emotions you might feel during such a storm. Think about why you have the emotions you circled.

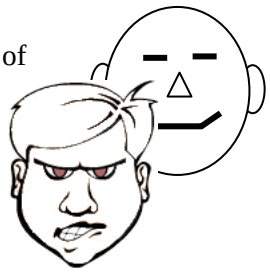
happy/pleased	excited/thrilled	annoyed/displeased
mad/angry	mean/cruel	sad/heartbroken
scared/fearful	bored/uninterested	calm/neutral

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

1. A child is terrified of a huge, menacing dog chained next to the sidewalk where the child must walk.
2. A child is ecstatic 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 chosen by his/her children is bored.
4. A cat is watching a mouse it wants to eat for dinner. It is waiting for a chance to pounce.
5. A furious teenager is walking toward a bedroom after being grounded.
6. A teen is thinking about what his/her parents will do when they learn that s/he wrecked the family car.
7. An adult is watching a favorite comedy show and something hilarious happens.

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

D. A face can show emotion. Draw a picture of the face of the main character from one of the seven sentences. Your drawing does not need to be perfect. Show how the eyes and mouth would look. Add the number of the sentence.



E. Write several sentences that describe the face that you drew for Part D 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.

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 and Setting • 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.

Ohio Academic Content Indicators

2001.EL.S05.G04-07.BD.L**05**.I04	Identify the speaker and explain how point of view affects the text.
2001.EL.S05.G04-07.BD.L**06**.I04	Explain first, third and omniscient points of view, and explain how voice affects the text.
2001.EL.S05.G04-07.BD.G**07**.I04	Identify and compare subjective and objective points of view and how they affect the overall body of a work.

Ohio Achievement/Proficiency Tests Point of View Question Types

- Given a list of characters from a selection, chose the one who is the speaker.
- 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?
- Which sentence, of several from a selection, shows that the narrator's point of view is subjective/objective?
- How does the author choose to present the entire selection's point of view?

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		

Before Viewing

1. Say: How do you determine the point of view for a reading selection?
2. Say: If you were telling a story about a famous person like George Washington, would you use 1st person, 2nd person, or 3rd person point of view? Explain your decision.
3. Say: Would you change the point of view for your story if you were creating historical fiction that included a real famous person?
4. Say: Watch the *Read It, Write It, Tell It* episode about Harriett Beecher Stowe. Be prepared to identify the genre and the point of view.

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 point of view.

1. Share something from the story you think is historically accurate.
   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 is fiction.
   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. Who is the narrator of the "Harriet Beecher Stowe" episode?
   The narrator of the episode is the storyteller, J. D. Williamson.

4. From what Point of View (1st Person, 3rd Person-Limited, or 3rd Person-Omniscient) was the story told? Support your answer. *3rd Person-Limited. The storyteller uses 3rd person pronouns to talk about Hattie and Abe Lincoln such as she, her, and him. The storyteller tells us only a little about the thoughts and feelings of Hattie and Abe but nothing about the book that came to life.*

5. Is the episode an example of subjective or objective point of view? Support your answer.
   The episode is subjective. The narrator does know what his characters are thinking even when they do not say anything aloud. Example: "Abe almost laughed to himself at her frustration and the sheer whimsy of it all, but he was also too shocked to say anything." An objective narrator might have said, "A brief smile crossed Abe's face but he said nothing."

4Lesson

Materials

- Student handout "Point of View"
- Student handout "Point of View Overview" (Optional)
- Student handout "Point of View Quiz"

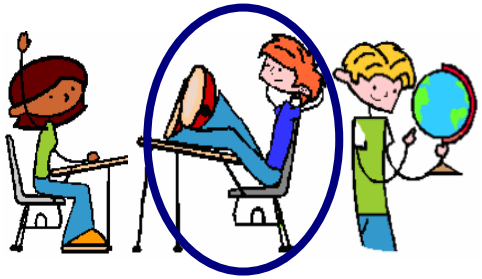
Procedure:

1. Use the handout "Point of View" to introduce or review 1st person, 3rd person-limited and 3rd person-omniscient.
2. Remind students to look outside quotation marks when trying to identify the narrator of a written selection.
3. Have the students rewrite the 1st person example from the "Point of View" handout from Markia's point of view.
4. Have the students rewrite the 3rd person-limited example from the "Point of View" handout from Sam' perspective.
5. Review or introduce the students to the differences between objective and subjective points of view.
   Subjective*: the author allows the narrator to have superhuman powers and to share information that includes the thoughts, feelings, and actions of one or more characters.*
   Objective*: the author allows the narrator to have the powers of a video camera and to share only what the camera might see and hear if it was recording the events passing before it. The reader/listener/viewer must add meaning to what is reported by the narrator.*
6. You may wish to give the students the handout "Point of View Overview."
7. You may wish to have the students conduct independent research of Point of View at one of the following websites:
   a. Wikipedia
      i. Point of View: http://en.wikipedia.org/wiki/Point_of_view_%28literature%29
      ii. Narrator: http://en.wikipedia.org/wiki/Narrator
      iii. Omniscient Narrator: http://en.wikipedia.org/wiki/Omniscient_narrator
      iv. Third person limited omniscient: http://en.wikipedia.org/wiki/Third_person_limited_omniscient
      v. Viewpoint Scope: http://en.wikipedia.org/wiki/Viewpoint_Scope_%28literature%29
   b. http://www.bloomington.in.us/~dory/creative/class10.html
   c. http://www.gaston.k12.nc.us/schools/highland/class/weaver/literary_terms.htm#point%20of%20view
8. Give the students the handout "Point of View Quiz" to evaluate their knowledge. See the teacher handout: "Point of View Quiz – Answer Key."

Point of View

An author thinks about a story and its characters before writing. In literary text, characters are very important. Who will be in the story? Who is the main character? Who, in the story, will narrate (tell) the story?

First Person



I leaned back in my seat and put **my** hands behind **my** neck. **I** saw Marika raising her hand. She's always ready to answer every question. She must really want to impress the teachers. Behind **me**, Sam looked at a globe.

Choose one character. Write the story as if you are that character. Pretend that you know nothing more about the other characters in the story than you know about other people around you in the real world. You can see what they do and they may have told you their feelings – or you may have guessed why they behave as they do. Use pronouns like **I**, **me**, and **my**.

Third Person, Limited

Nate leaned back in **his** seat and put **his** hands behind **his** neck. **He** saw Marika raising her hand. **He** knew that she was always answering every question and he felt she must really want to impress the teachers. Behind **him**, Sam looked at a globe.

Choose one character but don't become the character. You, the author, are not part of the story. Tell about what that character sees, feels, thinks, and/or does. Pretend to know nothing more about the other characters than the chosen character could know. Use pronouns like **he**, **him**, **his** or **she**, **her**, **hers**.

Third Person, Omniscient

Nate leaned back in **his** seat and put **his** hands behind **his** neck. **He** saw Marika raising **her** hand. Nate didn't know that **she** always had **her** hand up because **her** parents keep pressuring **her** to get straight "A"s. **She** feels **she** must work to stand out in class **for** them. Behind Nate, Sam looked at a globe.

Choose any or all of the characters but do not become any of them. As the author, you know everything that has or will happen including what everyone will be thinking and feeling and how they will behave. Tell your readers everything you think they should know about each character. Use **he/she, him/her, his/hers**.

Overview - Point of View

The point of view is the character (or observer) in a selection who tells readers/viewers/listeners the story. A skilled author can suppress his/her personal feelings, opinions, perspectives, or biases and become that narrator – telling the story as his/her narrator would see it.

- **Author** – The person or people who write a story.
- **First-person** – The narrator takes part in a story. The author uses pronouns like I, me, mine.
- **Limited omniscien**t – All-knowing narrator about one or two characters, but not everything and everybody.
- **Narrator** – The character or observer telling the story to the reader/listener/viewer.
- **Objective** – The narrator is unnamed and/or unidentified. An objective narrator simply reports on events and lets the reader supply the meaning.
- **Omniscien**t – All-knowing narrator. The narrator knows everything about all of the characters and the events of the story. The author decides what the narrator discloses about the character(s) and the events.
- **Subjective** – The narrator takes on the mindset of one (or more characters). The narrator shares opinions or makes judgments are made about events, other characters, and the characters' motivations.
- **Third-person** – The narrator is not a part of the story. The author uses pronouns like she, he, him, her, they.
- **Unreliable narrator** – The narrator cannot be trusted. Details shared about one or more characters and events may not be true.

Personal pronouns

	1st Person		2nd Person		3rd Person					
	Singular	Plural	Singular	Plural	Singular				Plural	
Subject pronoun	I	we	you	you	he	she	it	one	they	they
Object pronoun	me	us	you	you	him	her	it	one	them	them
Reflexive pronoun	myself	ourselves	yourself	yourselves	himself	herself	itself	oneself one's self	themself	themselves
Possessive adjective	***my***	***our***	***your***	***your***	***his***	***her***	***its***	***one's***	***their***	***their***
Possessive pronoun	mine	ours	yours	yours	his	hers	its		theirs	theirs

Source: Wiktionary > English inflection > Forms of Pronouns: http://en.wiktionary.org/wiki/Wiktionary:English_inflection

Point of View Quiz

Name: _____ Date: _____

Directions: Read each statement or example below. Choose one (or more) of the following Point of View terms and write it (or them) in the boxes in each row. Terms: **1st Person, 2nd Person, 3rd Person, 3rd Person - Limited, 3rd Person-Omniscient, Subjective, Objective**

	1. The author can shift focus from character to character. The author's narrator shares knowledge of each main character's thoughts and of events which no single character could be aware.
	2. The author, when speaking of the main character, uses pronouns like you and yours.
	3. The author picks one character and follows him or her around for the duration of the book.
	4. This point of view is the least often used by writers.
	5. The author, when speaking of the main character, uses pronouns like I, me, mine.
	6. You say, "I'm only going to say this once. I am not going with you to the mall." You hate doing it but have no intention of admitting to him that the reason is that you want to work on your history project.
	7. The author's narrator shares the thoughts, feelings, and memories of the main character.
	8. The author, when speaking of the main character, uses pronouns like he, him, his.
	9. Harry said, "I'm only going to say this once. I am not going with you to the mall."
	10. I said, "I'm only going to say this once. I am not going with you to the mall."
	11. The author's narrator tells only what can be seen and heard. The narrator does not give the reader the internal thoughts or feelings of any of the characters. This type of narration is like a store's surveillance camera recording the audio and video of the events that occur within its line of sight.
	12. Harry told Nathan, "I'm only going to say this once. I am not going with you to the mall." Harry felt he would loose Nathan's friendship all together if Nathan knew why he didn't want to go. Harry was judging Nathan too harshly. Nathan would have helped him study, not ditched him.
	13. Harry told Nathan, "I'm only going to say this once. I am not going with you to the mall." Nathan gave Harry a crooked grin, turned, and walked away. When Nathan was out of sight, he stopped and said, "I'll bet he wanted to study and he didn't want me to know it."
	14. The author takes on the personality of a character in the story and has that character narrate the story to the reader.

Point of View Quiz – Answer Sheet

Terms: **1st Person, 2nd Person, 3rd Person, 3rd Person - Limited, 3rd Person-Omniscient, Subjective, Objective**

Student Directions: Read each statement or example below. Choose one (or more) of the following Point of View terms and write it (or them) in the boxes in each row.

3rd Person – Omniscient Subjective	1. The author can shift focus from character to character. The author's narrator shares knowledge of each main character's thoughts and of events which no single character could be aware.
2nd Person	2. The author, when speaking of the main character, uses pronouns like you and yours.
1st Person	3. The author picks one character and follows him or her around for the duration of the book.
2nd Person	4. This point of view is the least often used by authors.
1st Person	5. The author, when speaking of the main character, uses pronouns like I, me, mine.
2nd Person Subjective	6. You say, "I'm only going to say this once. I am not going with you to the mall." You hate doing it but have no intention of admitting to him that the reason is that you want to work on your history project.
1st Person 3rd Person	7. The author's narrator shares the thoughts, feelings, and memories of one main character.
3rd Person	8. The author, when speaking of the main character, uses pronouns like he, him, his.
3rd Person	9. Harry said, "I'm only going to say this once. I am not going with you to the mall."
1st Person	10. I said, "I'm only going to say this once. I am not going with you to the mall."
3rd Person – Objective	11. The author's narrator tells only what can be seen and heard. The narrator does not give the reader the internal thoughts or feelings of any of the characters. This type of narration is like a store's surveillance camera recording the audio and video of the events that occur within its line of sight.
3rd Person – Omniscient Subjective	12. Harry told Nathan, "I'm only going to say this once. I am not going with you to the mall." Harry felt he would loose Nathan's friendship all together if Nathan knew why he didn't want to go. He judged Nathan too harshly. Nathan would have helped him study, not ditched him.
3rd Person – Omniscient Objective	13. Harry told Nathan, "I'm only going to say this once. I am not going with you to the mall." Nathan gave Harry a crooked grin, turned, and walked away. When Nathan was out of sight, he stopped and said, "I'll bet he wanted to study and he didn't want me to know it."
1st Person	14. The author takes on the personality of a character in the story and has that character narrate the story to the reader.

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 Internet 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: Describe the town from the point of view of a fictitious citizen who might have lived in the town long ago. 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.

NOTES:

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.

Ohio Academic Content Indicators

2001.EL.S05.G04-07.BA.L**05**.I01	Explain how a character's thoughts, words and actions reveal his or her motivations.
2001.EL.S05.G04-07.BA.L**06**.I01	Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.
2001.EL.S05.G04-07.BA.G**07**.I01	Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.

Ohio Achievement/Proficiency Tests
Character Development Question Types

General

- List *x number of* characteristics of Character *X*. Use details from the selection to support your answers.

Emotions

- Quotation *XXX* from the selection describes Character *Y*. From a list of feelings, choose the one which tells how Character *Y* feels.
- 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 a Character *X* feel (at the time of, about, after) Event *X*?

Conflict

- Given a list of feelings, choose how Character *A* feels about Character *B*?
- How does Character *A* feel about Character *B*? Give examples that support your answer.
- Why did Character *A* have a problem with Character *B*?

Thoughts/Actions/Behaviors/Attitudes/Motivations

- What does Character *X* think about Event *Y*?
- List *x* number of reasons why Character *Y* says Quotation *Z*.
- Given a list of reasons, choose the reason why Character *X* acts or behaves in the way she/he does?
- Why does Character *X* behave (or not behave) in Manner *Y* at Point *Z* in the selection.
- Given one or more quotations from a selection, explain why the character who spoke the words said them.
- Given Quotation *X*, what does the quotation suggest about Character *X*'s behavior?
- What does Character *X* believe or think?

- Describe Character *X*'s attitude at the beginning of the selection and at the end.
- Given Quotation *XXX* made by Character *X* in a selection and a list of possible attitudes (motivations/character traits/etc.), which attitude would best fit the character?
- Given Quotation *X* from the selection, explain why the character who was quoted made the statement and whether the statement holds true throughout the selection. Support your explanation with specific details from the selection.

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. Say: Who's your favorite character from (name a reading section with which the students are familiar and which most of the students seemed to like).
2. Say: Describe what the character looked like physically.
3. Say: Describe the character's behavior when s/he faced a major problem.
4. Ask: Have you heard Dr. Martin Luther King's statement "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character?"
5. Ask: How should the characters in fictional stories be judged – by their physical attributes or by the content of their characters? Explain why you feel as you do.
6. Say: As we view the *Read It, Write It, Tell It* episode "Jesse Owens," evaluate the character the protagonist (Owens) and the antagonist (Hitler).

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. How does Jesse feel about his delivery business boss? Justify your answer with details from the episode.
   Jesse knows that he is not liked by the boss but he doesn't let that bother him. The storyteller said "His boss did not like him much, but Jesse did not mind. He said…'I'm here to do a job, the very best that I can do; just like any other man'."

2. How does Jesse's boss at the delivery business feel about Jesse? Give an example from the story that supports your answer.
   Jesse's boss doesn't like him. The storyteller said "His boss did not like him much," "Jesse's boss sent him on deliveries and scheduled very little time to make all the stops," and "The boss, who had hoped Jesse would fail, was furious."

3. Why did Hitler have a problem with Jesse Owens winning gold medals at the Olympic Games? Give an example from the story that supports your answer.
   Hitler was prejudiced against anyone who wasn't white and a German. The storyteller said "Anyone, other than white Germans, Hitler thought were unacceptable people the world would be better off without."

4. Jesse says, "I'm here to do a job, the very best that I can do; just like any other man." Explain why Jesse made the statement and whether the statement holds true throughout the story. Support your explanation with specific details from the selection.
   Jesse was determined to succeed even if others were prejudiced against him. He never gave up and just kept on doing his very best and he never sought to treat others as he was being treated. When he did not have enough time to make all of his deliveries, he dug deeper and ran even faster. He saved the prejudiced boss's family even though the man did not like him. When Hitler turned the time machine ray gun on him, Jesse just worked all the harder and won the race anyway.

5. The storyteller (J. D. Williamson) has Hitler say, "This will keep Jesse from winning and Germany will be VICTORIOUS!" Based on this quote and on the events of the "Jesse Owens" episode, which attitude would best fit Hitler?
   a. Hitler was patriotic. His motivation was his love of Germany and his desire to make the country a world leader.
   b. Hitler was exploitive. His motivation was to promote German superiority without regard to who was harmed in reaching that goal.
   c. Hitler was scientific. His motivation was to support German industry in the creation of technological advances that could be sold to bring money into the country and improve the country's economy.
   d. Hitler was idealistic. His motivation was to make his citizens feel good about themselves and to create an age of hopefulness, justice and fair play.
   The best answer based on the story and the quote is b. Hitler was exploitive. His motivation was to promote German superiority without regard to who was harmed in reaching that goal. The storyteller said "He wanted to make everyone obey his commands. His goal was to be a world dictator. Anyone, other than white Germans, Hitler thought were unacceptable people the world would be better off without."

4Lesson

Materials:

- Student Handout "Henderson Appleway Matrix"
- Student Handout "Character Development Matrix"

Procedure:

1. Group Activity:
   a. Give your students the completed copy of the handout "Henderson Appleway Matrix" that profiles the character Henderson Appleway. Have the students read through the matrix.
   b. Discuss with the class whether or not they feel that Henderson Appleway is believable and lifelike. *Students will probably feel that Henderson is not a believable character as he is just too nice to be real.*
   c. Have the students suggest specific changes that would make the character more believable.
   d. Challenge the students to create a more believable character than Henderson.
   e. Display the handout "Character Development Matrix" for the students. The handout may be displayed via computer or each student may be given a blank copy. Brainstorm with the students the attributes of the person based on the matrix.
2. Individual Activity:
   a. Assign the students to develop a new character from their own imaginations and write a character sketch about the character.
   b. Students may use the Character Development Matrix handout as they see fit. They may simply refer to it for ideas, jot notes on it, or fill it in completely.
   c. Write a character sketch once they have finished the pre-writing personal brainstorming and organizing.
   d. Information and samples of character sketches can be found at the following sites.
      - "The Character Sketch"
        - http://lchs.k12.il.us/writeonlchs/CHARSKET.htm
      - "Writing a Character Sketch"
        - http://www.education-world.com/a_tsl/archives/04-1/lesson017.shtml
      - "Character Sketch or Analysis"
        - http://sd67.bc.ca/irp/docs/charactersketch.html
      - "How to Write a Character Sketch"
        - http://www.engl.niu.edu/wac/personass.html#char
      - "Character Sketch" Key Points

    - http://www.easttroy.k12.wi.us/hs/dept/english/theusch/soph/Character%20Sketch.htm
- "Grandma Atkinson" A Character Sketch
    - http://www.engl.niu.edu/wac/grandma.html
- Examples of character sketches written by students
    - http://cw.mariancollege.edu/jburns/Comp05/descriptionstudent_example.htm

3. Share the students' work orally, in a class book, or online.

Character Development Matrix

Name: **Date:**

Character's Name:

Physical Description

Type of Being: *human being, dog, etc.*

- Face and head:
- Body:
- Clothing and/or equipment:
- Other:

Attitudes and Attributes

Primary attitude(s) about life: *Examples: cheerful, thinks everything is a joke, serious, sad, friendly, etc.*

Greatest strength:

Things hated:

Things loved:

Things feared:

Biggest secret:

Greatest hope or dream for the future:

Greatest flaw, fault, or blind spot:

Actions and Behaviors

Describe the action this character would take in each of the following situations:

- An event most feared happens (or appears).
- The thing most loved is taken or destroyed by someone or something.
- His/her greatest strength is greatly increased.

Sample Character Matrix: Henderson Appleway

Name: Mindy Sampson **Date:** April 30, 2008

Character's Name: Henderson Appleway

Physical Description

Type of Being: *human being, dog, etc.* Henderson Appleway is a human being.

- **Face and head**: Henderson has a slightly egg-shaped head with small ears that lay close to his skull. His hair is light brown and cut long, just brushing his collar. He has dark brown eyes that seem to sparkle with flecks of gold. His nose is strong and straight while his smile, when it does suddenly appear, is slightly crooked.
- **Body**: Henderson has the body like a pro linebacker. He is muscular with not a trace of fat. He looks like he could lift three cheerleaders at one time and still have the strength to easily run a 100 yard dash. He is a bit shorter than most other boys his age.
- **Clothing and/or equipmen**t: Henderson is always dressed like he just stepped out of the latest copy of the most popular teen magazine. Count on Henderson to wear awesome clothes.
- **Other**: Henderson is 15 years old. He doesn't sit on a chair, he oozes onto it. He's very bright but his grades are mostly Bs. Henderson likes to go to the mall and the movies with his friends, Tyrell, Tommy, CeeCee, and Britney.

Attitudes and Attributes

Primary attitude(s) about life: *Examples: cheerful, thinks everything is a joke, serious, sad, friendly, etc.*
Henderson is friendly to everyone and believes that all people should be given a fair chance.
Greatest strength: His greatest strength is his ability to see what really makes people act the way they do. He is able to read the real person beneath some of his classmate's strange choices of clothes and their actions.
Things hated: prejudiced people, unfair teachers, Cracker Jacks, anything with a paisley print, and station wagons.
Things loved: hanging out with his friends, his dad and sister, chemistry, and just about every sport
Things feared: the dentist, suicide bombers, losing his dad to the cancer that killed his grandfather
Biggest secret: Henderson can solve complex mathematics equations in his head and loves math.
Greatest hope or dream for the future: He wants to develop a formula for a cheap medicine that will cure the kind of cancer that killed his grandfather.
Greatest flaw, fault, or blind spot: Henderson thinks he can help everyone. He refuses to believe that there are people that no amount of understanding and friendliness will change.

Actions and Behaviors

Describe the action this character would take in each of the following situations:

- **An event most feared happens** (or appears). Henderson's yearly checkup at the dentist showed that he had 7 cavities. He had to make 3 more trips to the dentist to get all the teeth repaired. Henderson shivered every time he had to go in the dentist's door but he kept repeating to himself, "I will not give in to fear."
- **The thing most loved is taken or destroyed by someone or something**. Henderson's dad got the same type of cancer as his grandfather. He stopped hanging out with his friends as often so he could be with his father and help his sister. When his dad died, Henderson and his sister went to live with an aunt who lived close by. Henderson decided to change the way he looked at getting good grades and started working to earn a scholarship to a college so that he could join the scientists fighting against cancer.
- **His/her greatest strength is greatly increased**. Henderson learned how to make his friends and classmates see the people in their class who did not fit in as he saw them. He started inviting some of these kids to join his friends when they went to the mall. When he and his friends accepted these kids, others in Henderson's class also began to see that "different" doesn't mean "bad".

5 Extension Activities

Character Development · Activities

- Role play:
  - 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.
  - 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:
  - http://readwritethink.org/materials/trading_cards/
  - 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.
  - 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.

Ohio Academic Content Indicators

2001.EL.S05.G04-07.BG.L**05**.I08	Identify and explain the use of figurative language in literary works, including **idioms**, **similes**, **hyperboles**, **metaphors** and **personification**.
2001.EL.S05.G04-07.BG.L**06**.I07	Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.
2001.EL.S05.G04-07.BG.G**07**.I07	Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.

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?
- Choose the feeling expressed in Quotation *X* from the selection.
- The author wrote "*xxxx*" about Character *Y*. What do the words suggest about Character *Y*?
- Given a list of quotations from the figurative language used in the selection, choose the quotation that means "*xxx*."
- The author used the words "*xxxx*." Given a list of different types of figurative language, chose the type represented by the author's words.
- What feeling is expressed by the words "*xxxx*?" Support you answer with *y* number of details from the selection.

1 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

2 Before Viewing

1. Ask: What does the idiom "fit to be tied" really mean?
   "Fit to be tied" means "to be very angry."

2. Say: An idiom is one type of figurative language. Tell me about other types of figurative language.
   By the end of Grade 5, Ohio students should be able to identify and use the following types of figurative language: idiom, simile, metaphor, personification, and hyperbole. Students in grades six and seven are expected to analyze and interpret figurative language.

3. Ask: Why does a storyteller or a writer use figurative language?
   Answers will vary. Writers and storytellers use figurative language for a variety of reasons. They may wish to be playful or poetic or to add layers of meaning or beauty to a text. Using figurative language allows the storyteller/writer to demonstrate their mastery of language, i.e. to be inventive, creative, polished and personal.

4. Listen for examples of figurative language while you watch the *Read It, Write It, Tell It* episode, "Johnny Appleseed."
   You may wish to display or give the students a list of some or all of the figurative language identified in the episode information above.

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 figurative language.

1. What type of figurative language is the phrase, "know them like the back of my hand."
   Know them like the back of my hand is an idiom.

2. What does the phrase "know them like the back of my hand" mean?
   Know them like the back of my hand means that the speaker knows them very well.

3. The storyteller used the words "born ignorant and loosing ground ever since." What is the author saying about the Ant brothers?
   The story teller is saying that the brothers started life knowing nothing and they know less and less as time goes by. His use of the word ignorant infers that the brothers would be capable of learning.

4. The author used the words "live off the land." What do the words suggest about the character mentioned in the quotation?
   Answers will vary. Accept responses that the student can support. For example: The phrase "live off the land" suggests that Johnny Appleseed knows how to get food, clothing, and shelter entirely on his own with no assistance and few outside supplies. Students might infer that he is resourceful, self-sufficient, hard-working, and intelligent.

5. The author used the words "nature played out all four seasons." Is the phrase an example of alliteration, simile, metaphor, personification, or hyperbole?
   The phrase "nature played out all four seasons" is an example of personification.

6. experiencing – fear, anger, confusion, contentment, or excitement?
   When Johnny Appleseed said "I'll be hornswoggled" he meant that he was feeling confusion. The townspeople had disappeared. Johnny says "I'll be horswoggled. If I didn't know better, I'd say that everyone ran off somewheres." Hornswoggled means deceived, bamboozled, hoaxed, or cheated.

4 Lessons

Hyperbole

Materials:

- Internet access (Optional)

Procedure:

1. Have the students define hyperbole and explain its use in literary text. Help the students if they need help with the definition or the explanation.
2. Visit the Worley School's website on Hyperbole.
   a. http://www.worsleyschool.net/socialarts/hyperbole/hyperbole2.html
   b. The site lists contributions by visitors who have completed sentences with hyperboles. A few of the sentence starters are "My sister uses so much makeup…," "My teacher is so old…," "My dog is so ugly…"
   c. Other sites with hyperbole examples are:
      - Wikiapedia
        - http://en.wikipedia.org/wiki/Hyperbole
      - Hyperbole
        - http://www.examples-help.org.uk/hyperbole.htm
3. Create you own sentence starter(s) and challenge the students to finish them creatively, vividly.
4. Hold a Hyperbole Throw Down to share student examples. Challenge listeners to identify hyperboles that are similes or metaphors.
5. Have the students create vivid hyperbole to replace the "Johnny Appleseed" storyteller's description of:
   a. The amount Paul Bunyon could eat – "Nobody, except maybe one of his GIANT friends like Paul Bunyan, could eat a whole tree of apples all at the same time."
   b. The size of a giant bear – "It was a GIANT bear that came into view. Larger than any bear Johnny had ever seen. He was so large, he was at least 100 FEET TALL and just as wide too!"

Personification

Materials:

- A brief literary text that demonstrates personification. See #2 below for ideas and suggestions.

Procedure:

1. Define personification (or have it students define it) and explain its use in literary text.
2. Choose a brief literary text that demonstrates personification. The following websites have examples:
   a. "Two Sunflowers Move in the Yellow Room" by William Blake, "April Rain Song" by Langston Hughes, and "The Sky is Low" by Emily Dickinson http://library.thinkquest.org/J0112392/personificationclassics.html
   b. "Summer Grass" by Carl Sandburg at http://www.missspott.com/personification.html
   c. Student Poems at http://www.watertown.k12.ma.us/cunniff/4grdpoetry/personification.html
   d. Personification lesson and worksheet for grades 5 and above at: http://volweb.utk.edu/Schools/bedford/harrisms/lesson7.htm

3. Have the students locate examples of personification in the text and identify the object being personified.
4. Have the students select one or more of the examples and describe the object without using personification.

Figurative Language

Materials:

- Internet Access

Ideas and Suggestions: Each of the links below leads to a website that addresses more than one type of figurative language.

1. Missouri Department of Elementary and Secondary Education Figurative Language Assignment
   - Students are provided three readings and complete charts to identify two examples of symbolism, two examples of imagery, and two examples of hyperbole for each reading. The charts also require students to interpret the meaning (not applicable for imagery) and the author's purpose of each.
   - Part I: a fictional journal entry
   - Part II: the short story "A Retrieved Reformation" by O.Henry
   - Part III: the poem "Discovery" by Marion Dane Bauer
   - http://dese.mo.gov/divimprove/curriculum/ModelCurriculum/mining_for_meaning/summative_assessment.htm

2. Examples of Figures of Speech, Terminology & Definitions. Scroll down the page to find the table. Select links from the table:
   - http://www.examples-help.org.uk/

Alliteration	Allegory	Allusion
Anacoluthon	Anadiplosis	Analogy
Anaphora	Anastrophe	Antithesis
Antonomasia	Apophasis	Aporia
Aposiopesis	Apostrophe	Chiasmus
Circumlocution	Climax	Ecphonesis
Epigram	Gemination	Hyperbole
Irony	Dramatic Irony	Situational Irony
Verbal Irony	Litotes	Malapropism
Meiosis	Metaphor	Metonymy
Onomatopoeia	Oxymoron	Personification
Pleonasm	Repetition	Sarcasm
Simile	Spoonerism	Synecdoche
Vision		Zeugma

3. "The Poetics of Robert Frost – Examples of Figurative Language"
   - http://www.frostfriends.org/figurative.html

4. "Mining for Meaning" – Figurative Language Grade 7 Lesson
   - http://dese.mo.gov/divimprove/curriculum/ModelCurriculum/mining_for_meaning/

5. "Figurative Language"
   - Separate pages for Alliteration, Metaphor, Hyperbole, Personification, Idiom, and Simile.
   - http://www.missspott.com/figurativelanguage.html

5 Extension Activities

Figurative Language • Online 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 Figurative Language 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 • Internet Resources

- "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

Idiom • Internet Resources

- "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

Simile and Metaphor • Internet Resources

- "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

Johnny Appleseed (Jonathan Chapman) Internet Resources

- 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.)

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.

Ohio Academic Content Indicators

2001.EL.S05.G04-07.BE.L**05**.I05	Summarize stated and implied themes.
2001.EL.S05.G04-07.BE.L**06**.I05	Identify recurring themes, patterns and symbols found in literature from different eras and cultures.
2001.EL.S05.G04-07.BE.G**07**.I05	Identify recurring themes, patterns and symbols found in literature from different eras and cultures.

Ohio Achievement/Proficiency Tests Theme Question Types

- What would be another good title for this selection?
- What is the theme of this selection?
- The selection focuses on which theme?
- Where is there a major contrast in the selection?
- Identify an example of a word or phrase that is repeated in the selection and explain why the author makes this repetition.
- What does (a given theme/action/pattern) from the selection symbolize?

1 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.

- 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 interpret a moral from one of Aesop's fables. The following examples are from the several hundred fables from an early translation of Aesop's works for which the full text is available at the University of Virginia's eText Center: http://etext.virginia.edu/toc/modeng/public/AesFabl.html:
    - The Dog in the Manger: "People often grudge others what they cannot enjoy themselves.."
    - The Ant and the Grasshopper: "It is best to prepare for the days of necessity."
    - The Bundle of Sticks (Original title: The Father and His Sons): "Union Gives Strength" (Original closing: "My sons, if you are of one mind, and unite to assist each other, you will be as this faggot (bundle of sticks, twigs, or branches bound together), uninjured by all the attempts of your enemies; but if you are divided among yourselves, you will be broken as easily as these sticks.")
- You can also find Aesop's fables at the University of Massachusetts' education department: http://www.umass.edu/aesop/fables.php or
- Ask the students to give a motto, moral, idea or saying that they have heard and believe to be helpful in their own lives.
- Ask the students to tune in the *Read It, Write It, Tell It* "Neil Armstrong" episode to see if they can identity an understanding, lesson, or statement of truth that they could apply to their own lives.

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. Identify an example of a word or phrase that is repeated in the episode.
   Destiny

2. Define destiny?
   Destiny may be defined as a fixed timeline of events that is inevitable and unchangeable. Many people believe that the future is already chosen or set by a force or forces outside of personal determination. Others believe that they choose their own destiny by choosing different paths throughout their life.

3. Do you believe that you have a destiny?
   Answers will vary.

4. Why does the storyteller have Neil Armstrong accept the destiny staff?
   Answers will vary. Accept reasonable responses. Students may feel that the storyteller (J. D. Williamson) wanted to express the idea that one may choose to either accept or reject the idea of destiny. They may feel that the storyteller wanted viewers to see that by accepting or recognizing ones destiny, one will be able to meet the challenges of ones future.

5. What does the giant eagle symbol stand for?
   Answers will vary. Accept reasonable responses that students can support. Some students may feel that the giant eagle stands for the space module – the Eagle – that separated from the Apollo spacecraft and landed Neil Armstrong and Buzz Aldren on the moon in July,1969. Some may feel that the giant eagle represents Armstrong's destiny – the journey to the moon. Some may feel that the eagle represents a spiritual entity that will help Armstrong realize his personal destiny.

6. What is the theme of the Neil Armstrong episode? Support your answer with evidence from the episode.
    - *Answers will vary. Accept answers that the students can support. Students may see the theme as:*
        - *Accepting challenges will lead to positive outcomes*
        - *Destiny exists – accept your destiny*
        - *Rely on spiritual helpers*
    - *Students may choose the storytellers closing words "Good friends are hard to find but well worth looking for" as the theme for the episode. His spiritual companions do help him but there is no evidence in the episode they interacted with Neil in a manner that one would expect of good friends.*

4Lesson

Identifying Theme

Materials:

- Internet Access. See numbers #1, #2, and #3 below.
- Passages, poems, or short stories for which the students will identify theme. See #2 below for internet sites that make text available on line.

Procedure:

1. Remind, teach or have the students research the definition of theme and its purpose in literary text:
    - One word themes are not usually enough. Example: A student might identify a theme as "freedom". That is not specific. It may mean, "Personal freedoms, like those listed in the United States Bill of Rights, are good and necessary." It may also mean, "Personal freedoms have gone too far and must be reduced," or "Freedom cannot exist without personal responsibility."
    - Sites the speak about the nature and purpose of theme include:
        - "Teaching Literature: Theme:" http://members.fortunecity.com/nadabs/literature-theme.html
        - "Theme (Literature):" http://en.wikipedia.org/wiki/Theme_(literature)
        - "Elements of Fiction: Definition of Theme"
            - http://bcs.bedfordstmartins.com/virtualit/fiction/elements.asp?e=6
        - "Theme: What does it mean?" http://staff.fcps.net/tcarr/shortstory/plot1.htm#Theme
        - "Literary Elements: Theme"
            - http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm#THEME
2. Have the students read short stories and identify the theme(s). Use a current classroom text or download public domain text from one or more of the following sites.
    a. http://etext.virginia.edu/toc/modeng/public/AesFabl.html
    b. http://classics.mit.edu/Aesop/fab.1.1.html
    c. http://onlinebooks.library.upenn.edu/webbin/gutbook/lookup?num=21 Choose from text, html, or handheld computer (Palm, Microsoft) versions.
3. The following sites offer routines or methods for identifying literary themes:
    a. "Finding the Theme" http://www.learner.org/exhibits/literature/read/theme2.html
    b. "Theme" http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm#THEME
    c. "Understand Theme" PowerPoint presentation by R. Fanning adm.uhcl.edu/School_of_Education/SoE/writing_project/demo/demo05/RFanning.ppt

Write a Theme-based Story

Materials:

- List of themes. See the "Themes List" in the introductory section of this unit or create your own list.
- Student Handout "Paulo's Story"
- Student Handout "Theme • Story Planning Framework"
- A holistic rubric for evaluating writing. See #6 below for suggestions and ideas.

Procedure:

1. Give the students a list of theme ideas. Choose from the "Themes List" provided in this unit, create your own list, or have the students develop their own list.
2. Have the student's choose one theme.
3. Display or give the students the handout "Paulo's Story" so that they may see the elements of the theme story planning framework.
4. Give the students the handout "Theme • Story Planning Framework" 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.
5. Have the students compose a theme-based story.
6. 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.
   - Ohio Department of Education: Grade 7: Downloadable PDF file: http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=17518.
   - http://www.eed.state.ak.us/tls/frameworks/langarts/42tools.htm#holisticwritingassessment
   - http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/2wrt_hol.htm

Theme • Story Planning Framework

Your story's characters may be human or anything that has the actions and feelings that humans have. Think about how you will have the main character learn the lesson that your theme teaches.

Name: _____ Date: _____

Theme:	
Past, Present, or Future:	
Location:	
Environment:	
Main Character:	
Main Character's behavior at the beginning of the story and at the end:	
Helper for Main Character (if any):	
Character that makes things more difficult (if any):	
Nature's Role (if any):	
What event will teach the main character (or the audience) the lesson of your theme?	
What other events will happen as story takes place?	

Theme Story Planning Example: Paulo's Story

Your story's characters may be human or anything that has the actions and feelings that humans have. Think about how you will have the main character learn the lesson that your theme teaches.

Name: Jim Smithson Date: October 30th

Theme:	Our futures are built by our dreams.
Past, Present, or Future:	This story will take place in the past – a few years ago.
Location:	Los Angeles, California
Environment:	A part of town where the buildings are falling down, the streets are filled with trash, and life is hard.
Main Character:	Paulo
Helper for Main Character (if any):	Paulo's mother and a man called Dom Roberto
Main Character's behavior at the beginning of the story and at the end:	At the beginning of the story, Paulo hates everyone and gets into a lot of trouble. At the end of the story, Paulo is working hard and does not get into trouble.
Character that makes things more difficult (if any):	No one. Paulo makes things hard for himself.
Nature's Role (if any):	None – the weather and the climate do not matter in this story.
What event will teach the main character (or the audience) the lesson of your theme?	On the day that Paulo passes his Judo tests and gets his Goyku (yellow belt), he will finally understand that he has changed and that he now has a dream. He will tell his close friends and his family his dream of being the best Judoko to ever come from his part of Los Angeles.
What other events will happen as story takes place?	He will get in trouble at school. He will be mean to other people. He will get in trouble on the streets. His mother will try to talk to him but Paulo won't listen. His mother will find a free Judo club and take Paulo to join the club. Dom Roberto will be a helper for Paulo and show him not only how to do the Judo moves but also how a person can help others and be a leader – even if you don't have a lot of money.

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.

Themes, Patterns and Symbols · Internet 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 Examples

- 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?

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.

Ohio Academic Content Indicators

English Language Arts: Reading: Literary Text: Character Development, Setting, Plot, Point of View, Theme, Genre, Mood, and Figurative Language: Grades 5-7.

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

2 Before Viewing

1. Ask: Of what genre is the tall tale a subcategory? *Tall tales are a part of the fantasy genre.*
2. Ask: What are the elements of a tall tale?
    - *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*.
3. Say: As you watch the *Read It, Write It, Tell It* episode "Cy Gatton" think about what is and what is not an element of a tall tale.

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).

1. List the major elements of a tall tale.
    - *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.*
    - *A problem is solved in a humorous or outrageous way.*
    - *Descriptions or characters and events are often so exaggerated that they are impossible and/or humorous*.

2. What examples of superhuman characteristics were displayed by Cy Gatton. 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."

3. What example of vernacular or dialect did you hear in the "Cy Gatton" episode?
   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.

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

5. What was the conflict and how was the conflict resolved?
   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.

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."*

4Lesson

Materials:
- *Read It, Write It, Tell It* episode "Cy Gatton"
- Student Handout "Cy Gatton"
- Student Handout "Tall Tale Story Matrix"
- Rubric "Tall Tale Rubric – Written or Oral"

Procedure:
1. Group Activity:
   - Work with the students to develop a list of the major elements of a tall tale. Display the completed list for the students.
   - Review the *Read It, Write It, Tell It* episode "Cy Gatton" and watch for the elements of a tall tale. The instructor may wish to stop or pause the video at appropriate scenes to help the students identify specific tall tale elements.
   - Give the students the complete "Cy Gatton" matrix based on the *Read It, Write It, Tell It* "Cy Gatton" episode. Compare the classes' results to the completed matrix.
   - Create an original tall tale. Display a blank copy of the "Tall Tale Story Matrix" handout for the class. As a group, brainstorm the elements for an original tall tale and complete the matrix.
2. Small Group or Individual Activity:
   - Write a tall tale. Allow students time to write a tall tale individually or in groups.
   - Students may use the details created during the class brainstorming session or create their own tall tale.
   - They may use individual blank copies of the "Tall Tale Story Matrix" as they desire to assist them in their pre-writing, organization and writing. They may simply refer to it without filling it in at all, make brief notes on it, or fill it in completely before they begin writing.
3. Evaluate the tall tales using the "Tall Tale Rubric – Written or Oral" included with this unit.

Tall Tales Rubric

Name: **Date:**

CATEGORY	4	3	2	1
Characters	The main characters are named and clearly described. Most listeners or readers could describe the characters accurately.	The main characters are named and described. Most listeners or readers would have some idea of what the characters looked like.	The main characters are named. The listener or reader knows very little about the characters.	It is hard to tell who the main characters are.
Action	Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting!	Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be.	A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way.	Little variety seen in the verbs that are used. The story does not hold the reader's/listener's interest.
Problem	It is very easy for the listener or reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the listener or reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the listener or reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Conflict	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Solution	Exaggeration is evident and developed.	There is some exaggeration.	There is a little evidence of exaggeration.	There is no evidence of exaggeration.
Resolution	Humor is very evident.	There is some humor.	There is a little humor.	There is no humor
Exaggeration	The main characters are named and clearly described. Most listeners or readers could describe the characters accurately.	The main characters are named and described. Most listeners or readers would have some idea of what the characters looked like.	The main characters are named. The listener or reader knows very little about the characters.	It is hard to tell who the main characters are.
Humor	Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting!	Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be.	A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way.	Little variety seen in the verbs that are used. The story seems a little boring.

Tall Tales Rubric

The following sections may be included for tall tales shared orally

CATEGORY	4	3	2	1
Voice	Speaks with an appropriate volume. Employs clear enunciation. Uses non-monotonous, vocal expression to clarify the meaning of the text. Voice differentiates between narrator and characters.	Speaks with a volume that has appropriate volume but lacks some expression. Employs clear enunciation. Voice tries to differentiate between narrator and characters.	Speaks with a voice that is inappropriate in volume part of the time. Usually enunciates clearly. Voice does not differentiate between narrator and characters.	Speaks with inappropriate volume. Does not enunciate clearly. Makes no attempt to differentiate between narrator and characters.
Non-verbal Communication	Eye contact with audience is engaging. Maintains a charismatic presence in space (stage presence). Seems comfortable, relaxed and confident in front of listeners.	Maintains eye contact with audience. Seems comfortable, confident, and relaxed in front of listeners but is not charismatic. Able to use some gestures and body movement.	Usually maintains eye contact with audience. Shows some signs of discomfort and/or lack of confidence in front of listeners. Seems rooted to one location and uses few gestures or body movements.	Does not maintain eye contact with audience. Is obviously uncomfortable in front of listeners. Shows no stage presence.

Tall Tale Story Matrix

Name: _____ Date: _____

Directions:

Some of the general elements of tall tales are listed below. Write the title of the tale you are reading or writing and then write details that correspond to each of the elements listed.

Title:

Literary Text Element:		
Character:	***Character names***	Main Character (Good Guy/Girl): Antagonist (Bad Guy/Girl): Other Characters (if any):
Character:	***Main Character's strengths***	Circle one or more (and/or add your own): Physically Strong | Brave or Courageous | Honorable Thoughtful or Caring of Others | Smart, Wise or Intelligent
Setting	***Time & Place***	
Plot:	***Main Problem to Solve***	
Plot:	***Action(s) or Event(s) that take place***	
Plot and/or Character:	***Exaggerations***	
Plot:	***Humor or Funny thing(s) that will happen***	
Plot:	***How Problem will be solved in the end***	

Example Tall Tale Matrix: Cy Gatton

Name: Jamie Smithson		Date: 2/1/2010
Directions: Some of the general elements of tall tales are listed below. Write the title of the tale you are writing and then write details that correspond to each of the elements listed.		
	Title:	**Cy Gatton**
Literary Text Element:		
Character:	*Character names*	Main Character (Hero/Heroine): Cy Gatton Antagonist (Bad Guy/Girl): Rusty McNabb Other Characters (if any): none
Character:	*Main Character's strengths*	Circle one or more (and/or add your own): (Physically Strong) | Brave or Courageous | Honorable Thoughtful or Caring of Others | (Smart, Wise or Intelligent)
Setting:	*Time and Place*	The story will take place in north central Ohio, around 1880
Plot:	*Main Problem to Solve*	Cy has to win the Apple Cider Race and Rusty is cheating to make sure Cy can't win.
Plot:	*Action that will take place*	• Cy will have to finish his chores before the race. • Rusty will take the wheels off Cy's wagon and chase away his horses. • Cy will mix soil with rabbit food • The rabbits will grow to giant size very quickly.
Plot and/or Character:	*Exaggerations*	• Cy is so fast and strong that he can do 1000 stable chores, eat breakfast and do 1000 more chores before the race. • Rusty McNabb is so tough that he cleanes his teeth with a sharp knife and flosses with barbed wire. • Each rabbit is so big it can carry a cider barrel around its neck just like the St. Bernard dogs. • The rabbits grow as big as horses from eating Richland County soil and are faster than horses. • Cy is so strong that he stacks five [cider barrels] on each hand and rolls the 11th barrel with his feet.
Plot:	*Humor or Funny thing(s) that will happen*	Huge rabbits racing against horses – and winning. Huge rabbits with cider barrels under their chins.
Plot:	*How Problem will be solved in the end*	The rabbits will grow large enough and fast enough to carry the apple cider barrels for Cy and win the race.

5 Extension Activities

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

Storytelling · Internet Resources

Books · Suggestions, Booklists, and Online Access to Ohio's School Libraries 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
    - http://nancykeane.com/rl/
    - 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:
    - *Peggony Po: A Whale of a Tale* by Andrea Pinkney.
    - *Dona Flor* by Pat Mora
    - *Snickerdoodle!* By Clare Ham Grosgebauer
    - *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
    - ORC Lesson# 93
    - 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
    - ORC Lesson# 4542
    - 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
    - ORC Lesson # 4539
    - 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

  - ORC Lesson# 216
  - 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.

Storytelling · 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 Resources

- "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