# Course Data

**Grade Level:** 6th

**Unit Topic:** Language Arts – Theme “Technology”

**Lesson Topic:** Literature –Intro to elements.

**Length of Lesson:** 45 min.

**Standards**

􀀳 **0601.8.9** Identify and analyze the setting (location and time) and its impact on plot,

character, and theme in literary texts.

􀀳 **0601.8.11** Identify the narration and point of view (e.g., first person, third person) in

literary texts.

**Materials**

-Jigsaw “Story Recipe Jot Charts”

-Expert Group materials/worksheets in different corners of the classroom: (Character, Plot/Conflict, Setting, Theme, & POV)

# Lesson Objectives

TSWBAT describe on his/her jot chart the key aspects of each literary element.

TSWBAT identify the following 5 literary elements discussed in jigsaw activity: Plot/Conflict, Setting, Character, Theme, & Point of View.

TSBWAT create an example of how one might see “Technology” embedded in his/her expert element.

TSWBAT work cooperatively in his/her learning group by contributing expert knowledge on a particular literary element.

# Anticipatory Set/Focus

|  |  |
| --- | --- |
| ABK | Recipes! |
| IA | Tell a neighbor your favorite recipe that you’ve ever made/eaten. What is in this recipe? Allow some students to share with whole class. |
| RRL | Why do we need recipes? How do they make a difference? |
| LL | Today we are going to talk about the ingredients, or elements, that make up a good story. You are going to become experts on one of these elements and teach it to your peers, while they also teach you about their own. Today also marks the first day of our “technology” themed unit. |

# Instruction

1. Set/Focus
2. Introduce “Jigsaw” activity. Have rules written on board:

Rules:

* + - Respect others by listening.
    - Everyone must contribute.
    - If you don’t understand something, try to figure it out with the peers in your group; someone in your group may have the answer to your question, so ask your group before asking the teacher.

1. Put students in their expert groups. Each expert group has a worksheet to go along with the particular element of literature that it focuses on. Students will read over this in their group, then complete a task and fill out their Jot Chart so they can help their learning group.

|  |  |
| --- | --- |
| Setting | 12345 |
| POV | 12345 |
| Character | 12345 |
| Theme | 12345 |
| Plot/Conflict | 12345 |

\*To go along with the “technology” theme, instead of labeling students with numbers, use examples of technology (i.e. “computers” “iPods” “cell phones” “Radios” “TV’s”).

1. Have students go into learning groups. (All the #1’s together, #2’s, etc.) Each student should bring knowledge of a particular Element of Literature that s/he will teach to the learning group. Together they fill out their charts.
2. Come back together as a class.

# Assessment

|  |  |
| --- | --- |
| Formal | Informal |
| Jot Charts  Peer evaluations | Monitor group activity  Travel around room from group to group  Ask/answer questions as they work |

# Closure

What are the 6 elements we learned today? (Have six different students tell about one of the six elements. They may not talk about their “expert” element.) Allow students to share an example. Do you have a favorite? Which do you believe is most important?

## Accommodations/Differentiated Learning Experiences

## ESL: Cooperative learning gives them an opportunity to ask peers to explain unknown vocabulary, and makes it easier for them to keep up to pace. Practice communication with English speakers.

Inclusion: Cooperative learning groups can help bring them up to speed if they struggle following. The jot charts help guide them in taking notes and learning.

## Enrichment: Advanced students can be creative with their example of how technology can fit into each literary element discussed. They may go above and beyond when they fill out their jot charts with their personal notes, and in teaching their knowledge to the learning group.

**Characters**

**Major or Minor:**

***Major*** characters appear throughout the novel, or in a major section of it - they are involved in the *important actions and conflicts*.

***Minor*** characters enter the novel for a specific reason and may then not be heard of again - or they may exist throughout the novel "in the shadow" of the major character - they may be involved in a conflict with a major character and are essential to the plot, but only so that something can be learned or shown about the major character.

Example:

*Charlotte’s Web* by E.B. White

Major Characters: Charlotte, Wilbur, Templeton

Minor Characters: The Sheep, Charlotte’s babies, Mr. Zuckerman

**Protagonist vs. Antagonist**

**Protagonist**: The main character in the story.

**Antagonist**: The character or force that *opposes* the protagonist.

\*[Help with remembering: “Pro” = *Good*, “Ant”= *Bad*]

**Point of View**

**“Point of view”** (or **POV**) is

**First Person**  
The narrator is a character in the story who can reveal only personal thoughts and feelings and what he or she sees and is told by other characters. He can’t tell us thoughts of other characters.

**Third-Person Objective**  
The narrator is an outsider who can report only what he or she sees and hears. This narrator can tell us what is happening, but he can’t tell us the thoughts of the characters.

**Third-Person Limited**  
The narrator is an outsider who sees into the mind of one of the characters.

**Omniscient**  
The narrator is an all-knowing outsider who can enter the minds of more than one of the characters.

**Plot/Conflict**

*What is the relationship between “plot” and “conflict”?*

All fiction is based on conflict and this conflict is presented in a structured format called “**PLOT.” Conflict** is the essence of fiction. It *creates* plot. The conflicts we encounter can usually be identified as one of the following:

**(External Conflict)**

1. **Man vs. Man**  
   Conflict that pits one person (or character) against another.
2. **Man vs. Nature**  
   A character comes against outside forces, for example: weather, animals, land
3. **Man vs. Society**  
   A character comes against or disagrees with societal values, laws, & beliefs.
4. **Man vs. Machine/Technology**  
   A character comes against some form of technology, (i.e. a car/plane, computer, etc.)

**(Internal Conflict)**

1. **Man vs. Self**  
   Internal conflict. Not all conflict involves other people. Sometimes people are *their own* worst enemies. An internal conflict is a good test of a character’s values. Does he give in to temptation or rise above it? Does he demand the most from himself or settle for something less? Does he even bother to struggle? The internal conflicts of a character and how they are resolved are good clues to the character’s inner strength.

**Setting**

**Setting is** the time and location in which a story takes place is called the setting.  For some stories the setting is very important, while for others it is not.  There are several aspects of a story's setting to consider when examining how setting contributes to a story (some, or all, may be present in a story):

1. **Place** - geographical location.  Where is the action of the story taking place?

Place may be a specific city, state, or country. It may also be unspecific, such as simply “urban” (city apartments) or “rural” (a farmhouse).

*Examples: Paris, France; Atlanta, GA; the zoo; the Amazon Rainforest; the Smoky Mountains*

1. **Time** - When is the story taking place? (Historical period, time of day, year, etc)

*Examples: Civil War Era; Ancient Rome; the future*

1. **Weather conditions** - Is it rainy, sunny, stormy, etc?

*Examples: Tornado, hurricane, blizzard*

1. **Social conditions** - What is the daily life of the characters like? Does the story contain local color (writing that focuses on the speech, dress, mannerisms, customs, etc. of a particular place)?

*Examples:*

* *During the Civil Rights Movement, racial tensions may be highlighted.*
* *Cultural values: religion of main characters & society; Is society more agricultural or industrial*

1. **Mood or atmosphere** - What feeling is created at the beginning of the story?  Is it bright and cheerful or dark and frightening? Sometimes the weather, or the feelings of the characters, can contribute to this mood.

*Examples:*

* *Scary* – the main character is lost in the woods at night.
* *Happy* – the main character is excited about his/her upcoming vacation
* *Somber* – the main character has lost something dear to him/her.

**Theme**

The **theme** in a piece of fiction is its controlling idea or its central insight.  It is the author's underlying meaning or main idea that he is trying to convey.  The theme may be the author's thoughts about a topic or view of human nature.

All works of literature have a theme. Generally, the theme revolves around a life-lesson that the author wants the reader to appreciate. Occasionally the reader may find a theme that the author never intended. This is because every reader may experience a book differently.

Theme is not always explicitly stated. This means that sometimes you must figure out the theme without the story actually telling you flat out what it is. The title of the short story or book usually points to what the writer is saying. Also, the author may use various figures of speech to emphasize his/her theme, such as: symbol, allusion, simile, metaphor, hyperbole, or irony.

*Examples: Common themes, and how they may be represented by literature.*

* + *Things are not always as they appear to be* – a boy may be small, but he ends up being the best player on the team.
  + *Love is blind* – a two people who look different fall in love.
  + *Believe in yourself* – a girl with a disability overcomes the challenge and succeeds at a sport.
  + *People are afraid of change* – a student moves to a new school and struggles to make new friends.
  + *Don't judge a book by its cover* – a boy seems mean and intimidating, but in his own time he likes to read and go on nature walks.
  + *Friendship isn’t easy & takes responsibility* – two friends have a conflict come between them and must work to make things right again.
  + *Don’t get in over your head* – a girl tries to take on too many things at once, and all of it falls apart.

|  |  |  |
| --- | --- | --- |
|  | **What are major characteristics of this element?** | **How does this element complete the “recipe” for a good story?** |
| **Character** |  |  |
| **Plot/Conflict** |  |  |
| **Setting** |  |  |
| **Theme** |  |  |
| **POV** |  |  |