

## Short Story Unit

We will be reading a number of short stories. As we read these stories, we will be learning about five different literary elements. These elements are ***characters, setting, plot, narrative perspective, and theme.***

### Tasks:

- a) You will **read each story**, and then **answer the questions** about the story in relation to the literary element in focus.
- b) For each story there will also be **extension activities** to extend your thinking and to allow you to show more of your learning.
- c) At the end, you will **create a cube** that visually represents each of the short stories.

Structure: We will read the stories in class. (If you are away you will be expected to read the story on your own time). You will be given time in class each week to work on the questions and extension activities. You will be given time at the end of the unit to complete the cube.

### Stories and the Literary Element in focus:

1. Setting – "*All Summer in a Day*" by Ray Bradbury. Where and when does the story take place? What details helped you visualize? Why is the setting important?
2. Character – "*The Rough-Face Girl*" by Rafe Martin. Describe the main characters – personality, physical, how other characters see them, how they are important to the plot. Who is the protagonist and antagonist?
3. Narrative Perspective – "*The Hockey Sweater*" by Roch Carrier. Who is telling the story? What tense is the story told in? What is the perspective? (1<sup>st</sup> or 3<sup>rd</sup> person?) What do we know about the narrator? What role does the narrator play in the development of the plot?
4. Plot – "*The Treasure of Lemon Brown*" by Walter Dean Meyers. Summarize what happens in the story, and outline the rising action, climax, and falling action.
5. Theme – "*The Dinner Party*" by Mona Gardner. What is the basic plot of this story? What is the life lesson, meaning or moral of the story?



Criteria: To demonstrate a "Proficient" level compare your work to this checklist:

- My answers to the questions are:
  - fully and correctly answered.
  - answered in complete sentences.
  - thoughtful and supported with details.
- My work is neat and it is my best effort.
- My written answers are edited for spelling and punctuation.
- For each story I completed at least one extension activity.
- I have finished and handed in the end project - a cube.

My cube:

- has a hand-drawn and coloured picture that shows something significant from each of the stories plus the title of each story and the author's name. (5 stories = 5 sides of the cube).
- has a title page (on 1 side) that shows my name plus a list of the literary elements we studied. (*Setting, Characters, Narrative Perspective, Plot, Theme*)
- is fully complete.
- is assembled in 3-D form.
- is neat and easy to read.

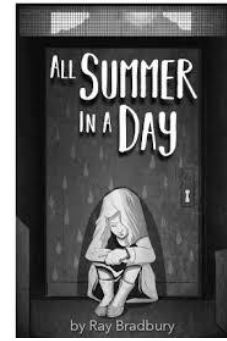


Due date: \_\_\_\_\_

"All Summer in a Day" by Ray Bradbury

Date: \_\_\_\_\_

Literary Element in focus: Setting



Questions:

- 1) Describe the setting. **Where** does the story take place? (Answer with at least 3 details) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2) **When** does the story take place? (Past, present, future? **Support your answers** with evidence from the story) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3) Bradbury writes with descriptive language. **Copy one sentence that you think is rich in description** and helps you visualize:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4) **Give an example of a simile** from the story that Bradbury uses to describe something:  
 \_\_\_\_\_  
 \_\_\_\_\_
- 5) The setting, and the weather, are important in this story. **Explain how this story, and the experience of Margot, would be different if it took place on Earth** (where it doesn't rain and rain for 7 years straight).  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Extension activities:** (Choose at least one. Complete on lined paper. Include the title of the story and your name at the top)

- 1) Write about a time you missed out on something.
- 2) Write about rain. Your memories, feelings, experiences, a personal story, etc.
- 3) Draw a picture based on this story and something you visualized. Write a short paragraph describing what you visualized and how the author's words helped you.
- 4) Write an ending to this story. What does Margot do?
- 5) Write a different plot line in which Margot does not get locked up, but gets to go outside.

# "The Rough-Face Girl" by Rafe Martin

Date: \_\_\_\_\_

**Literary Element in focus:** Character



**Questions:** (answer in complete sentences please)

1) In your own words what does "**protagonist**" mean?

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2) In your own words what does "**antagonist**" mean?

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3) **Who is the protagonist** of the story, and why do you think that?

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4) **Who is the antagonist** of the story, and why do you think that?

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5) **Describe Oochigeaskw** (the Rough Face Girl):

Personality: \_\_\_\_\_

Physical appearance: \_\_\_\_\_

What others 'see'/ what others think about her: \_\_\_\_\_

How you feel about her: \_\_\_\_\_



6) **Describe The Invisible One:**

Personality: \_\_\_\_\_  
\_\_\_\_\_

Physical appearance: \_\_\_\_\_  
\_\_\_\_\_

What others 'see'/ what others think about him: \_\_\_\_\_  
\_\_\_\_\_

How you feel about him: \_\_\_\_\_  
\_\_\_\_\_

7) How was Oochigeaskw transformed (changed)?

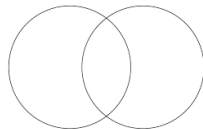
\_\_\_\_\_  
\_\_\_\_\_

8) Is there something we can learn from the character of the Invisible One's sister? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Extension activities:** (Choose at least one. Complete on lined paper. Include the title of the story and your name at the top)

- 1) **Compare this story** to the fairy tale "Cinderella". Use a Venn diagram. Minimum 4 facts in each section.



- 2) **Research a different version of the story** of "Cinderella" from another culture (there are many different versions around the world). Say how it is the same and how it is different from both the popular version of "Cinderella" and "The Rough-Face Girl."
- 3) **Write a connection** you have to the story. Make sure you say what event you are connecting to, and describe your connection with good details.
- 4) Does this story have a message for the reader or a moral? **Write about what you think the message or the moral of this story is.**

## "The Hockey Sweater" by Roch Carrier

Date: \_\_\_\_\_

Literary Element in focus: Narrative Perspective



Questions:

1) **Who is the narrator?** (Who is telling the story? Not necessarily the author!)

\_\_\_\_\_

2) **What do we know about the narrator?** List 3 facts:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) What is the **narrative perspective** (1<sup>st</sup> or 3<sup>rd</sup> person), and how do you know?

\_\_\_\_\_  
\_\_\_\_\_

4) What **verb tense** is the story told in, (past, present) and how do you know? (\*Note: this is not the same as the time period of the setting): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5) **What would you have done** if you were the boy and you received the 'wrong' hockey jersey? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Extension activities:** (Choose at least one. Complete on lined paper. Include the title of the story and your name at the top)

- 1) Write a **connection**. Have you ever had to wear something that you really didn't want to?
- 2) Write a **connection**. Are you fiercely proud of a particular sports team? Would you wear another team's jersey? Connect to the story with your own perspective.
- 3) **Research** Maurice Richard of the Montreal Canadiens. Write a paragraph about him.
- 4) **Write 5 questions** based on this story. They must be deep-level thinking questions. You **must also answer them** with complete sentences.
- 5) **Rewrite part of the story** from a different narrative perspective (ex. the mom, the ref, a teammate).

# "The Treasure of Lemon Brown" by Walter Dean Meyers

Date: \_\_\_\_\_

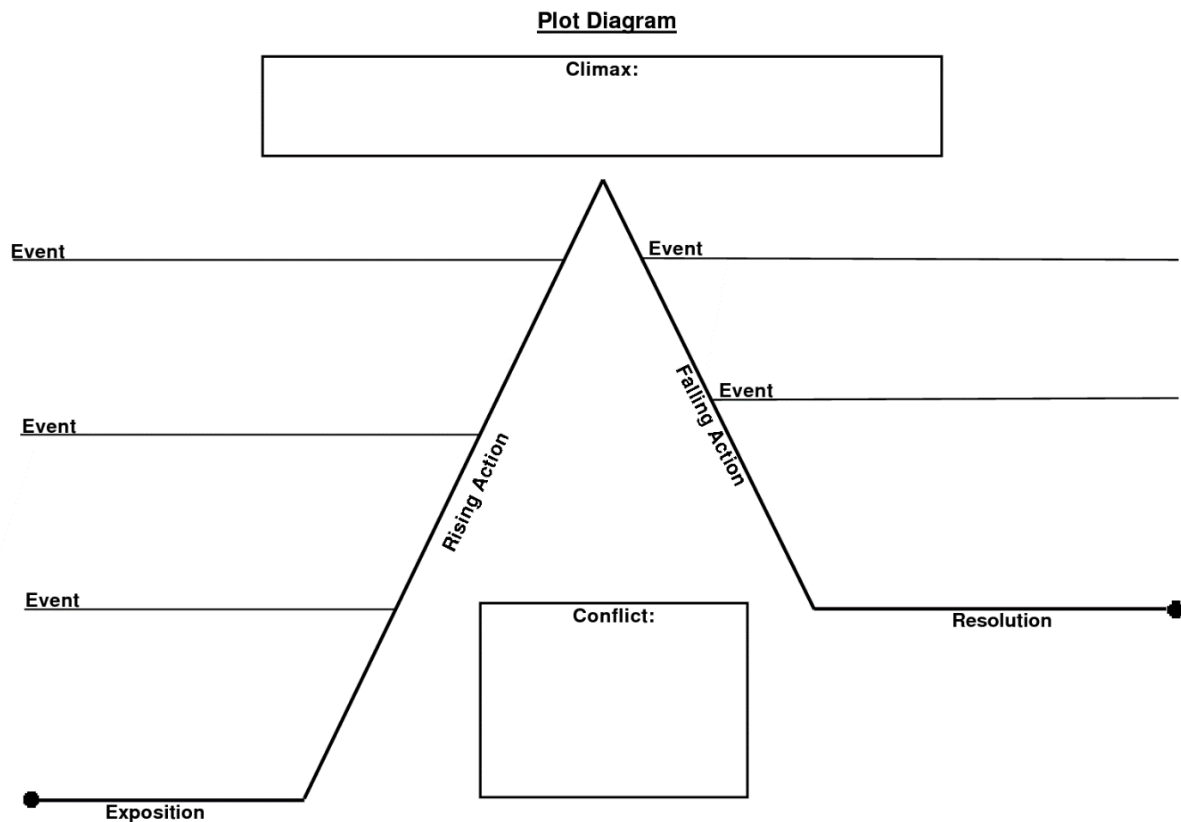
Literary Element in focus: Plot

Questions:

1) Complete the Plot Diagram:



Name: \_\_\_\_\_



**Extension activities:** (Choose at least one. Complete on lined paper. Include the title of the story and your name at the top)

- 1) **Connections.** Choose **at least 3 things** to connect to in this story. Describe what you are connecting to, and what your connection is. Support your answer with good details.
- 2) **Write a paragraph** that starts like this: "If I were Greg, I would have...(or "I would not have..."). Support your thinking with details.
- 3) **Write 5 questions** based on this story. They must be deep-level thinking questions. **You must also answer** them with complete sentences.
- 4) **Create another plot diagram** for a story you know.

## "The Dinner Party" by Mona Gardner

Date: \_\_\_\_\_

### Literary Element in focus: Theme

Theme is the life lesson, meaning, moral, or message about life or human nature. Theme is what the story teaches the readers.



**Questions:** Answer with complete sentences.

1) **How does the colonel from India believe women act "in the face of a crisis" or when there is something scary?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) **How did the American know that there was a snake under the table?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) At the end of the story, **why do you think the American asked Mrs. Wynnes how she knew** about the snake?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) **Who do you think was the bravest person in this story? Explain.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5) **What is the theme (or message) of this story?** Support your answer with details from the story.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Extension activities:** (Choose at least one. Complete on lined paper. Include the title of the story and your name at the top)

- 1) Write a connection you have to this story. Describe in detail. Make sure you say what you are connecting to.
- 2) This story is partly about stereotypes and assumptions. Write about what this means in relation to this story.
- 3) Use a dictionary to write the definition for these words: 1. Spacious, 2. Impulse, 3. Forfeit, 4. Emerge, 5. Attache, 6. Naturalist, 7. Veranda, 8. Rafters, 9. Arresting, 10. Rupees.(Choose the definition the fits the context of the story)