

Brown Bagging with Short Stories

Grade level: 8

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Length of Unit: 9 lessons (Approximately 3 to 4 weeks)

I. ABSTRACT

Distinguishing the elements of fiction in a short story is crucial to student recognition of these elements in any literary context. Once students understand these elements (plot, setting, theme, point of view, conflict, suspense, climax, characterization) by reading shorter selections focusing on these elements, they advance beyond that basic knowledge to be able to evaluate more critically how these elements mesh in the longer, more complex Core selections. Students will also have the opportunity to enrich their vocabulary through Greek/Latin roots exploration and to expand their cultural horizons through learning common foreign phrases. The short story unit will culminate with group collaboration in which students “construct” their own short story summary by interweaving one or more elements from the selections read. Students will long remember “The Dinner Party” in Dr. Heidegger’s study with the young girl stepping forward from the portrait in her ragged red sweater wishing on “The Monkey’s Paw” that she would never grow old.

II. OVERVIEW

A. Identify concept objectives:

1. Understand relationships between characters in a short story and be able to apply that knowledge to real life experiences.
2. Understand and appreciate how the elements of fiction contribute to the meaning of any story and apply that knowledge to the creation of an original work.
3. Understand the relationships created through the choices of individuals and the results of those choices and apply that knowledge to life experiences.

B. List specific content:

1. Short stories—“Dr. Heidegger’s Experiment,” “The Bet,” “God Sees the Truth But Waits,” “The Open Boat,” “An Honest Thief”
2. Foreign Phrases--piece de resistance, bete noire, coup de grace, savoir faire, raison detre, Madame/Mademoiselle/Monsieur, Merci, au revoir, faux pas, enfant terrible, avant garde
3. Greek/Latin Roots—culpa, occido, pugno, pathos, nego, positum, via, anthropos, aequus, fido, morior, solus, phobos, credo, possum, sophos, spiritus, ago, acta, canto

C. Skills to be taught:

1. Recognizing and identifying conflicts within a story.
2. Recognizing plot within a story and summarizing accordingly.
3. Determining setting within a story.
4. Identifying point of view in a story.
5. Creating alternate versions of a given story by changing the point of view in which it is told.
6. Explaining the theme of a given story and the elements of fiction that contributed to that theme.

7. Applying the understanding of the elements of fiction as a whole to the creation of an original story containing each element.
8. Judging the information in the beginning of a story in order to predict possible outcomes.
9. Identifying cause and effect relationships within a story.

III. BACKGROUND KNOWLEDGE

- A. For teachers:
 1. <http://www.kirjasto.sci.fi/tsehov.htm> Information on Anton Chekhov
 2. http://www.flo.tec.sc.us/online_college_web/courses/eng102/hawthorn.htm Information on Nathaniel Hawthorne.
 3. Scott Forsman, Explorations in Literature 8th grade edition.
- B. For students: prior knowledge of literary styles and techniques from poetry unit, writing from previous units, elements of fiction from 7th grade Core Knowledge.

IV. RESOURCES:

- A. Copies of: “Dr. Heidegger’s Experiment”, by Nathaniel Hawthorne; “The Bet,” by Anton Chekhov; “God Sees the Truth But Waits,” by Leo Tolstoy; “An Honest Thief,” by Fyodor Dostoyevsky; “The Open Boat,” by Stephen Crane; “A Christmas Wish,” by Betty Smith; “The Dinner Party,” by Mona Gardner; “The Monkey’s Paw” by W.W. Jacobs; and “Eleven,” by Sandra Cisneros
- B. Journals as introductory activities for each class day (Appendix A)
- C. A Conflict Chart (to make copies of for students) (Appendix B)
- D. A Short Story Chart (to make copies of for students) (Appendix C)
- E. Definitions of the Elements of Fiction (copied for students) (Appendix D)
- F. Overhead projector, transparencies, transparency marker
- G. Butcher paper (amounts specified in lessons), markers

V. LESSONS

Lesson One: “A Christmas Wish”- conflict and relationships

- A. Write daily objectives for each lesson:
 1. Lesson Content:
 - a. Greek/Latin root words—culpa, occido, pugno
 - b. Element of Fiction—conflict (internal and external)
 - c. Literature - "A Christmas Wish"
 2. Concept Objective: Understand relationships between characters in a short story and be able to apply that knowledge to real life experiences.
 3. Skill Objective: Understand the difference between internal and external conflict and be able to find examples of each within the context of a short story.
- B. *List materials:*
 1. Copies of the Conflict Chart (Appendix B) for each student
 2. copies of “A Christmas Wish” for each student
 3. Copies of “The Dinner Party” for each student
 4. overhead projector, transparency of the conflict chart
 5. transparency marker.

- C. *Prepare background notes:* Read the short story (“A Christmas Wish”). Identify points in the story where you might want to stop and discuss the events, particularly sections where conflicts occur. Fill out the conflict chart with the various conflicts and relationships within the story. Describe the types of relationships. If students are missing some of this information, fill in the blanks during class discussion.
- D. *Key Vocabulary:*
1. relationship—a connection between two things or people (family, romantic, professional, friend—student definitions)
 2. conflict—a struggle between two opposing forces.
 3. internal conflict—a struggle that is within oneself
 4. external conflict—a struggle between two or more people or things.
- E. *Procedures/Activities:*
1. When students come to class each day the journal information (Appendix A) should be written on the front board.
 2. Give students three to five minutes to copy and respond in writing to the journal entry for that day. Begin class discussion of the journal entry. Discuss the Greek and Latin root words and have students come up with other possible words from these roots.
 3. Introduce the word “relationship.” Have students individually brainstorm/write their definitions of that word. Lead discussion of student responses. Arrive at a class consensus as to what the term most likely means.
 4. Extend discussion of the term to include the probability that problems and conflicts occur quickly within any relationship. Have students come up with examples.
 5. Have students then define the word “conflict.” Discuss the different conflicts—internal and external, and have students define these terms as well.
 6. We are now ready to begin reading the story “A Christmas Wish” with the idea of conflict in mind. Distribute the story and the Conflict Chart.
 7. Have students take turns reading aloud. Students discuss conflicts found in the story. Fill in the chart on the transparency as students fill in their own charts.
 8. Discuss the relationships in the story and list them on the chart as well.
 9. Distribute copies of “The Dinner Party” to students for homework reading. Tell them to look for conflicts in the story and be ready to contribute examples tomorrow.
- F. *Evaluation/Assessment:* Assess the students’ ability to recognize internal and external conflict by taking volunteers to point out which ones they have found.
- G. *Standardized Test/State Connections:* TEKS 8.12 F, 8.9 B,D; 8.7 A-D

Lesson Two: “The Dinner Party”—plot and suspense

- A. Write daily objectives for each lesson:
1. Lesson Content:
 - a. Foreign phrases—piece de resistance, bete noire, coup de grace
 - b. Element of fiction—plot
 - c. Literature - "The Dinner Party"

2. Concept Objective: Understand and appreciate how the elements of fiction contribute to the meaning of any story and apply that knowledge to the creation of an original work.
 3. Skill objective: Understand the meaning of “plot” and be able to summarize the plot of a given short story.
- B. *List materials:*
1. Short Story Chart (Appendix C) for each student
 2. Overhead projector
 3. Transparency copy of Short Story Chart
 4. Transparency marker
 5. Copies of Elements of Fiction for each student (Appendix D).
- C. *Prepare background notes:* Read the story “The Dinner Party.” While reading “The Dinner Party” students write any questions or comments they may have about the story (Ex. Why would a cobra like milk?).
- D. *Key Vocabulary:* (Elements of Fiction)
1. plot—the series of events in a story.
 2. setting—where and when a story takes place.
 3. characters—the people involved in the events of the story
 4. point of view—the relationship of the narrator to the characters in the story
 5. theme—the main idea of the story, often a moral or lesson
 6. conflict—a struggle between two opposing forces.
 7. suspense—the methods an author uses to keep the readers’ interest.
- E. *Procedures/Activities:*
1. Students copy/respond to today’s journal entry. Discussion follows. Also discuss today’s foreign phrases.
 2. After a review of yesterday’s discussion of relationships, establish the fact that conflict is a part of all relationships in real life as well as in literature. This discussion will help students understand the short story fictional elements.
 3. Distribute the Elements of Fiction for students to keep in their class folders for future reference.
 4. Review conflict in “A Christmas Wish” before discussion of “The Dinner Party”.
 5. Distribute the Short Story Chart and explain that students will be using this chart for identifying the elements of fiction within each short story.
 6. Have students begin filling out the chart for “The Dinner Party.” As students respond during class discussion, they also write these responses in the blanks. The teacher fills in the overhead copy of the same chart.
- F. *Evaluation/Assessment:* Assess students’ understanding of plot by determining if the student responses for summarizing are adequate.
- G. *Standardized Test/State Connections:* TAAS—reading, summarization, TEKS 8.12 G, 8.14 A, 8.7 A-D

Lesson Three: “The Dinner Party”—plot revisited, suspense, predicting outcomes

- A. Write daily objectives for each lesson:
1. Lesson Content:

- a. Greek/Latin roots—pathos, nego, positum, via
 - b. Element of fiction—suspense
 - c. Literature - "The Dinner Party"
2. Concept objective: Understand and appreciate how the elements of fiction contribute to the meaning of any story and apply that knowledge to the creation of an original work.
 3. Skill objectives:
 - a. Recognize techniques used by the author to keep the reader interested.
 - b. Search for evidence within the beginning of a story in order to support a predicted ending.
- B. *List materials:*
1. Butcher paper for each class (approximately 3' by 5')
 2. Markers
- C. *Prepare background notes:*
- D. *Key vocabulary:*
1. suspense (Appendix D)
- E. *Procedures/Activities:*
1. Students copy/respond to daily journal entry. Class discussion follows.
 2. Discuss the Greek/Latin roots. Have students come up with other words that contain the roots.
 3. Discuss the term suspense. What does that term mean? How does an author build suspense into a work of literature? Why are certain movies more suspenseful than other movies? What events in a story lead to the ending of that story? How good are you at predicting the outcome of a story based on certain events? Divide the class into groups. Students will look for evidence of suspense from the previous two stories that support the ending of each story. Assign half the groups "A Christmas Wish" and half "The Dinner Party."
 4. Students will share their findings when finished. Draw a line down the middle of the butcher paper (taped to the chalkboard). Write the title of the first story at the top of the left column and the title of the second story at the top of the right column. Groups will share their evidence for the appropriate story.
- F. *Evaluation/Assessment:* Assess student understanding of predicting outcomes through evidence by judging the responses given after group work. Students in the class may also assess each other by determining if student responses are appropriate.
- G. *Standardized Test/State Connections:* TEKS 8.10, 8.9 B,D; 8.7 A-D

Lesson Four: "The Monkey's Paw" - predicting outcomes and suspense

- A. Write daily objectives for each lesson:
1. Lesson Content:
 - a. Foreign phrases—savoir faire, raison d'etre
 - b. Literature - "The Monkey's Paw"
 2. Concept Objective: Understand and appreciate how the elements of fiction contribute to the meaning of any story and apply that knowledge to the creation of an original work.

3. Skill Objective: Find evidence in the beginning of the story to support predictions of the ending.
- B. *List materials:* class set of “The Monkey’s Paw”
 - C. *Prepare background notes:* Read the short story to the point where Mr. White wishes for 200lbs. Use statements, descriptions of setting, plot elements in order to predict possible endings. Create possible endings that can be supported by information in the beginning. Read the rest of the story. Use your information to guide students in their predictions.
 - D. *Key vocabulary:*
 1. evidence--proof
 - E. *Procedures/Activities:*
 1. Students copy, respond to, and discuss today’s journal entry. Discuss the foreign phrases and question.
 2. Have students draw a line down the middle of a sheet of paper. Title the left column “predicted ending” and the right column “evidence.”
 3. Students should read the story aloud to the point where Mr. White wishes for 200 lbs.
 4. Students then brainstorm possible results of this wish. Students need to look back at the reading to find evidence that might support their predictions. (quotes, descriptions of setting, etc.). Teacher/students may want to “create” one possible ending so that everyone understands the process. Each student will then compose a possible ending based on predictions/evidence from the beginning of the story.
 5. Students will hand this sheet in at the end of class for assessment.
 - F. *Evaluation/Assessment:* The prediction chart will be evaluated for understanding and predicting outcomes based on evidence.
 - G. *Standardized Test/State Connections:* TEKS 8.10, 8.7 A-D

Lesson Five: “The Monkey’s Paw” - cause/effect and suspense

- A. Write daily objectives for each lesson:
 1. Lesson Content:
 - a. Greek/Latin roots—anthropos, aequus, fido, morior
 - b. Literature - "The Monkey's Paw"
 2. Concept Objective: Understand the relationships created through the choices of individuals and the results of those choices and apply that knowledge to life experiences.
 3. Skill Objective: Recognize cause and effect relationships in literature.
- B. *List materials:* Class set of “The Monkey’s Paw,” butcher paper (approximately 3’ by 5’) for each class, markers, set of Short Story Charts for every student.
- C. *Prepare background notes:* It would be helpful to go through the prediction charts to gather a list of examples. In class you may use that list to refresh students’ memories of what they predicted and to share some perhaps unique responses with the class.
- D. *Key vocabulary:*
 1. cause and effect—the relationship between two events in which one event causes the second to occur.
- E. *Procedures/Activities:*

1. Students copy, respond to, and discuss daily journal entry. Discuss the Greek/Latin roots. Have students come up with other possible words that are made from the root words.
 2. Discuss/review endings from yesterday's class.
 3. Ask the class which ending is more likely going to occur—negative or positive? (negative).
 4. Read the rest of the story as a class.
 5. Draw a "T" on the butcher paper (taped to the board) and write some of the endings to the story on the left side. Have students come up with the evidence to be written on the right. Ask students to come up with possible cause/effect relationships.
 6. Distribute Short Story Charts. Students may work in groups to complete the chart for this story.
- F. *Evaluation/Assessment:* Assess student understanding of cause/effect relationships by evaluating student recognition of these relationships within the chart on the board.
- G. *Standardized Test/State Connections:* TEKS 8.10 E, 8.7 A-D

Lesson Six: “Eleven” point of view

- A. Write daily objectives for each lesson:
1. Lesson Content:
 - a. Greek/Latin roots—solus, phobos, credo
 - b. Element of fiction—point of view
 - c. Literature - "Eleven"
 2. Concept Objective: Understand and appreciate how the elements of fiction contribute to the meaning of any story and apply that knowledge to the creation of an original work.
 3. Skill objective:
 - a. Identify point of view in a story.
 - b. Rewrite a story from a different point of view.
- B. *List materials:*
1. Copies of “Eleven” for every student
 2. Short Story Chart for every student.
- C. *Prepare background information:* Make notes on how differently the story would be written from the point of view of each of the other characters in the story. Also, what would the story be like if told from the point of view of the sweater? Keep these notes handy during class.
- D. *Key vocabulary:*
1. point of view—the relationship of the narrator to the characters in the story.
- E. *Procedures/Activities:*
1. Students copy, respond to, and discuss daily journal entry. Discuss the Greek/Latin roots. Have students brainstorm possible words that have these roots.
 2. Discuss the questions. Have students share experiences where they were judged unfairly. Ask them how differently that story might have been told from the accuser’s point of view.
 3. Pass out the copies of the short story and the chart. Have students fill out the chart as they read the story. Class reads the story aloud.
 4. At the end of the story, discuss the importance of the event being told from Rachel’s point of view. Ask students how differently the same situation would “sound” if told from another character’s point of view.
 5. Pair students to rewrite the story from another point of view. They may choose any one of the other characters in the story, an uninvolved student in the class, or the sweater to retell the story. Students may share their version of the story.
 6. Students may also rewrite “Eleven” individually from another point of view for an out-of-class assignment (3/4 of a page to one page). (Students love this assignment.)
- F. *Evaluation/Assessment:*
1. Evaluate the re-written story to determine if students successfully comprehend the importance of point of view in the meaning of the story.
- G. *Standardized Test/State Connections:* 8.12 H, 8.9 B,D; 8.7 A-D

Lesson Seven: “Dr. Heidegger’s Experiment” - Theme

- A. Write daily objectives for each lesson:
1. Lesson Content:

- a. Greek/Latin roots: possum, sophos, spiritus
 - b. Literature—"Dr. Heidegger's Experiment"
 - c. Element of Fiction—Theme
2. Concept Objective: Understand and appreciate how the elements of fiction contribute to the meaning of any story and apply that knowledge to the creation of an original work.
 3. Skill objective:
 - a. Be able to identify theme within a story.
 - b. Be able to identify evidence in the story to support the stated theme.
- B. *List materials:* Class set of "Dr. Heidegger's Experiment,"
- C. *Prepare background notes:* Note information in the story that contributes to the theme—Widow Wycherly looking in the mirror, the group choosing to go on a pilgrimage to find fountain of youth, etc.
- D. *Key vocabulary:*
1. Theme—the main idea of a story, the lesson or moral.
- E. *Procedures/Activities:*
1. Students copy, respond to, and discuss daily journal topic. Discuss the Greek/Latin roots. Consider other possible words.
 2. Pass out "Dr. Heidegger's Experiment"
 3. As students read the story aloud, the teacher focuses on certain events that help students draw conclusions as to the meaning of the story. Stop the reading at certain points where the theme is being emphasized. Discuss what is happening at that point in the story.
 4. Ask the students what they think the theme might be. Discuss the answers, reaching a class consensus. Review possible themes of other stories for reinforcement.
- F. *Evaluation/Assessment:*
1. Review possible themes of other stories.
- G. *Standardized Test/State Connections:* TEKS 8.7 A-D, 8.9 B,D

Lesson Eight: Group Stories—Show What You Know

- A. Write daily objectives for each lesson:
1. Lesson Content:
 - a. Foreign phrases—faux pas, enfant terrible, avant garde
 - b. Short stories: "The Bet," "An Honest Thief," "God Sees the Truth But Waits," "The Open Boat"
 - c. Element of fiction—all
 2. Concept Objective: Understand and appreciate how the elements of fiction contribute to the meaning of any story and apply that knowledge to the creation of an original work.
 3. Skill objective: Use knowledge of individual element of fiction to identify that element within a story.
- B. *List materials:* Copies of the remaining Core short stories and short story chart for each student.
- C. *Prepare background notes:* Fill out charts on all four stories first. Tackle any problems you might come across with the stories (i.e. "The Open Boat" and "An

Honest Thief” are considerably longer than the other two). Be ready to fill in information for any student who has been absent.

- D. *Key vocabulary:*
 - 1. Previous short story elements.

- E. *Procedures/Activities*
 - 1. Students copy, respond to, and discuss daily journal entry. Discuss foreign phrases.
 - 2. Assign students to a group. Teacher can decide how many students per group, how to set up the group, and how group responsibilities are assigned or chosen. Each group will be assigned to read one of the four stories. Each member of a group will be responsible for identifying one or more elements from that story.
 - 3. Group members take turns reading the story. When any element is recognized, a member can alert the rest of the group. The person responsible for that element will add that information to his or her notes. Through group collaboration each member’s short story chart will be completed.
 - 4. After all groups have read their stories and filled in their charts, each group presents its short story to the class. Students may use transparencies, butcher paper, etc. as a means of sharing that story to the class. Students will begin each presentation with a short summary of the story.

- F. *Evaluation/Assessment:*
 - 1. Assess overall class understanding of the elements of fiction through student-led presentations.

- G. *Standardized Test/State Connections:* TEKS 8.7 A-D, 8.10 L

Lesson Nine: Putting it all Together

- A. Write daily objectives for each lesson:
 - 1. Lesson Content: all elements of fiction
 - 2. Concept Objective: Understand and appreciate how the elements of fiction contribute to the meaning of any story.
 - 3. Skill objective:
 - a. Create a summary sentence from a group-constructed model that interweaves chosen elements from the short story unit selections.
 - b. Apply chosen elements of fiction to the creation of an original work.

- B. *List Materials:*
 - 1. Copies of all short stories for reference
 - 2. student short story folders
 - 3. glue
 - 4. scissors
 - 5. poster board
 - 6. construction paper
 - 7. markers
 - 8. magazines
 - 9. Each student will bring 10 random craft items from home (paper clips, cotton balls, buttons, macaroni, and pipe cleaners)

- C. *Prepare background notes:* Teacher will prepare one brown bag containing various craft items per group. Teacher will decide how to set up groups, how many students

per group, etc. Teacher might prepare an example for students who are having trouble getting started.

C. *Key vocabulary:*

1. short story elements

D. *Procedures/Activities*

1. Students copy journal. Discuss Greek/Latin Roots. Students come up with new words.
2. Students are placed in a group and given project guidelines.
3. Using any/all items brought by your group members in addition to all items in the brown bag, students choose at least four elements from three or more short stories to “create” a group summary sentence that interweaves what they most remember. For example, the setting is Dr. Heidegger’s study where a dinner party is being given for Rachel (“Eleven”). Guests (characters) could be Francie, Neely, (“A Christmas Wish”), a lawyer and a banker (“The Bet”), a captain (“The Open Boat”), the colonel and the American naturalist (“The Dinner Party”), and Herbert (“The Monkey’s Paw”). Suspense could occur, as guests seem to notice movement in the portrait of Dr. Heidegger’s love. It appears that the monkey’s paw she holds in her hand is moving. Herbert wishes for his own Christmas tree decorated with red sweaters while the captain wishes (conflict) the cobra crawling across his feet would go away. After students have actually constructed the above elements using the craft items, they will write a summary sentence. An example summary sentence would be: Guests at Rachel’s dinner party will always remember the cobra tree topper illuminating the exquisite red -sweater tree. Students will present their model to the rest of the class.

F. *Evaluation/Assessment:*

1. Short Story Summary model

G. *Standardized Test/State Connections:* TEKS 8.19 A,D,E,H

VII. HANDOUTS

Appendix A	Journal entries (to be used each day to start class)
Appendix B	Conflict Chart
Appendix C	Short Story Chart
Appendix D	Elements of Fiction

VIII. BIBLIOGRAPHY

Web Sites

<http://www.kirjasto.sci.fi/tsehov.htm> (provides information on Anton Chekhov)

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Books

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Appendix A: Brown Bagging with Short Stories

Journals for Short Story Lessons

Lesson One "A Christmas Wish"

Greek/Latin Roots:

1. culpa [L] to blame--culpable, culprit
2. occido [L] kill--homicide, suicide
3. pugno [L] fight--impugn, pugnacious

Journal Entry: (Think About) What is a relationship? Are there different kinds of relationships? **(Respond in Writing)** Discuss an important relationship in your life?

Lesson Two "The Dinner Party"

Foreign Phrases:

1. piece de resistance--the principal part of the meal, a showpiece item
2. bete noire--a person or thing especially dreaded and avoided [literally "black beast"]
3. coup de grace-- a decisive finishing blow

Journal Entry: (Think About) Conflict- good or bad? Choose one side and **respond in writing.**

Lesson Three "The Dinner Party"

Greek/Latin Roots:

1. pathos [G] suffering, feeling--sympathy, apathy
2. nego [L] deny--negate, negotiate
3. positum [L] place--position, opposite
4. via [L] way--deviate, viaduct

Journal Entry: (Respond in Writing) Discuss a meal time custom in your family.

Lesson Four "The Monkey's Paw"

Foreign Phrases:

1. savoir faire--the ability to say or do the right thing in any given situation, polished sureness in society [literally "to know (how) to do"]
2. raison d^etre--reason for being

Journal Entry: (Options-Respond in Writing) If you were granted three wishes, what would you wish for? **Or** How might a granted wish be delivered in a way you did not expect?

Lesson Five "The Monkey's Paw"

Greek/Latin Roots:

1. anthropos [G] man, human being--anthropology, misanthrope
2. aequus [L] equal--equal, equation
3. fido [L] belief, faith--confide, infidel
4. morior [L] die--mortal, morbid

Appendix A (continued)

Journal Entry: (Respond in Writing) Who or what might be affected by the granting of your wishes?

Lesson Six

"Eleven"

Greek/Latin Roots:

1. solus [L] alone--solo, desolate
2. phobos [G] fear--phobia, claustrophobia
3. credo [L] believe--credible, incredulous

Journal Entry: (Options-Respond in Writing)

What are the "red sweaters" of life? How do they fit into the scheme of things?

Write a simile describing your own age.

Lesson Seven

"Dr. Heidegger's Experiment"

Foreign Phrases:

1. Madame, Mademoiselle, Monsieur--Mrs., Miss, Mr.
2. Merci--thank you
3. au revoir-- goodbye, until we see each other again

Journal Entry: (Respond in Writing) If you had a wish that would help mankind, what would it be?

Lesson Eight

Group Stories- Show What You Know

Greek/Latin Roots:

1. possum [L] be able--possible, potent
2. sophos [G] wise--philosophy, sophomore
3. spiritus [L] breath--inspire, spirit

Journal Entry: (Respond in Writing) Discuss one of the elements of fiction found in your favorite movie.

Lesson Nine

Putting It All Together

Foreign Phrases:

1. faux pas--a social blunder [literally "false step"]
2. enfant terrible--one whose remarks or actions cause embarrassment, or someone strikingly unconventional [literally "terrible child"]
3. avant garde--a group developing new or experimental concepts, a vanguard

Journal Entry: (Respond in Writing) Reflecting on the stories you have read, discuss the strongest use of a specific fictional element.

Appendix B: Brown Bagging with Short Stories

Three Types of Conflicts

Title of story _____ Author _____

Internal Conflict

External Conflict

Relationships

Appendix C: Brown Bagging with Short Stories

Elements of a Short Story

Title of Story _____ Author _____

Element	Information
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Characters

Plot

Setting

Conflict

Point of View

Suspense/
Climax

Theme

Appendix D: Brown Bagging with Short Stories

Definitions of Elements of Fiction

1. Characters—the people interacting within the story.
2. Plot—a series of happenings in a literary work.
3. Setting—where and when a story takes place.
4. Conflict—a struggle between opposing forces
5. Internal conflict—a struggle within one person
6. External conflict—a struggle between two or more people or things.
7. Point of view—the relationship of the narrator to the characters in the story.
8. Suspense—the methods the author uses in order to keep the reader's interests.
9. Theme—the main idea of a story, often a moral or a lesson.