

LESSON 11: Plot

MATERIALS:

- Handout: [Brainstorming Worksheet](#)
- Handout: [Writing Workshop 8](#)
- Workshop Folder
- Writer’s Notebook
- Story: The Brothers’ Grimm’s “The Queen Bee”
- Handout: [Plot Diagram of “The Queen Bee”](#)
- **OPTIONAL:** Rural picture book (to take the place of the “The Queen Bee”)—see [List of Rural Picture Books](#) in the Introduction resources folder
- [Road to Publishing: Plot](#)
- Word Wall Cards: **plot, exposition, rising action, turning point, falling action, denouement**



BIG IDEA

Literature is based on universal themes/characters/situations that embody the human experience and help us make sense of our own lives

OBJECTIVES:







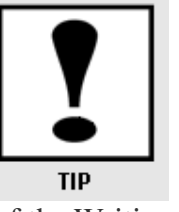
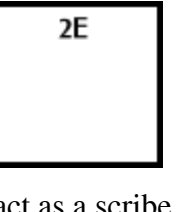
- Use brainstorming to generate ideas at the pre-writing stage of composition
- Use analysis skills to organize thoughts through pre-writing
- Identify specific steps commonly used in the writing process including pre-writing, drafting, editing, revising, and publishing



LANGUAGE

Important Vocabulary:

- Plot
- Exposition
- Rising action
- Turning point
- Falling action
- Denouement

SEQUENCE:	TEACHER NOTES:
<p>ACTIVITY: Writing Workshop #8</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>REAL WORLD</p> </div> <div style="text-align: center;"> <p>Brainstorming</p> </div> <div style="text-align: center;">  <p>TOOLS</p> </div> </div> <p>Explain: <i>Today we're going to start talking about writing an entire story. I'm going to pass back your Workshop Folders. I will hand out a <u>Brainstorming Worksheet</u> and the <u>Writing Workshop 8 prompt</u>. You are going to think about the setting, characters, conflicts, and other story elements that complement each other to create a complete short story. You can include elements that you wrote about previously from your Writer's Notebook or Workshop Folder, or you can write about something completely new.</i></p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  <p>WRITING</p> </div> <div style="width: 80%;"> <p><i>First, I want you to complete your Brainstorming Worksheet. Turn the worksheet in to me to share it before moving on.</i></p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  <p>INDEPENDENT</p> </div> <div style="width: 80%;"> <p><i>Then, I want you to spend the rest of your time working on your new prompt. Free-write as much as you need to in your Writer's Notebook first—you will transfer your final response to your Workshop Folder to share at the Writers' Retreat.</i></p> </div> </div> <p><i>Remember: your story can be inspired by anything you've written so far in your Writer's Notebook, even if you have already shared it during a previous Writers' Retreat. You can also start a brand-new story if you would like to do so.</i></p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  <p>READINESS</p> </div> <div style="width: 80%;"> <p>For the writing prompt, give each student a prompt (see list on Writing Workshop 8 Prompt Bank) based on the teacher's recommendation after looking at the writings submitted as part of Formative Assessment 3.</p> </div> </div>	<p>TEACHER NOTES:</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  <p>INTEREST</p> </div> <div style="width: 80%;"> <p>This writing workshop will help students with the process of planning their final stories. They will think about what audience, setting, characters, etc. that they want to write about. Remind students to be thinking about topics and characters that interest them or that they are passionate about.</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  <p>TIP</p> </div> <div style="width: 80%;"> <p>These are general guidelines for the amount of time to spend on each section of the Writing Workshop—feel free to adjust their writing and sharing time depending on the amount of class time you have and the ability of the students to focus on and/or complete the activity.</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  <p>2E</p> </div> <div style="width: 80%;"> <p>If you have students who have difficulty with writing, you can either act as a scribe for them, or give them access to a computer/tablet so that they can craft a response. You may also allow them to respond using other assistive devices recommended by special education resource teachers/specialists.</p> </div> </div>

If a student does not have a clear area of weakness to focus on, choose a writing prompt based on the student's own informal self-evaluation of where they feel they need more practice.

After you have seen each student's Brainstorming Worksheet, give students 5-10 minutes before giving them a one-minute warning. Then, ask them to form circle(s) with their group for the Writers' Retreat.



GROUP

As a class or in small groups (3-4 students), have each student read his/her prompt response aloud, and allow time (about 2-3 minutes per response) for students to offer constructive feedback. The Retreats should not dominate the lesson.



CLASS

Once all students have shared and received feedback, say: *This concludes our Writing Workshop and Writers' Retreat. Thank you for sharing!*



READINESS

Students should be grouped according to their readiness to write complex responses—this will help ensure that students are challenged and are given feedback at the same level. Designate a different Discussion Leader each Retreat to take notes on the feedback students receive; collect these notes to help you adjust groups as needed. Sit with a different group for each Writers' Retreat.



TIP

This activity will work best if students are sitting in a circle, so they are all part of the group rather than having to stand in front of their peers. If students are shy and do not want to share, they can ask a classmate or the teacher to read the response aloud for them--the goal is for students to get feedback. As the unit progresses, continue to encourage the children to read their own work out loud.

INTRODUCTION: Plot



LANGUAGE

*Before we focus our attention on writing our complete stories, there's one more thing we need to talk about: **plot**. What is plot?*

Students should be able to state that the plot is what happens in the story.



WORD STUDY

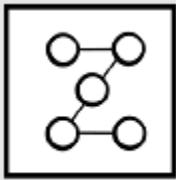
Explain: *One way to think about **plot** is by using a plot diagram. A plot diagram is a way to picture a story on a graph. What do you think a plot diagram looks like?* Let students make some guesses. If students do not know what a plot diagram is, draw one on the board. Leave blanks/underlined spaces for each of the plot diagram labels (below). Next, let students guess at what the terms might be that fill in the blanks.

Guide students to the following elements and definitions on the plot diagram:

- *Exposition*: introduction, what we need to know to understand the major conflict in the story
- *Rising action*: parts of the story that explain how the major conflict impacts the characters/setting/etcetera
- *Turning point (climax)*: where the major conflict occurs
- *Falling action*: how characters handle the major conflict
- *Denouement*: ending, how the major conflict is resolved

Add **plot** to the Word Wall.

Explain to students that the length of the lines in the plot diagram can depend on the amount of time spent on each segment in the story itself. So, for example, if there is more rising action, and it all happens very quickly, that line would be long and steep. Not all lines for each element of the plot diagram will be equal in length, the length changes depending on the story.



PATTERNS

Explain: *When we think about the plot of a story, we can usually apply the pattern I drew on the board. You can diagram the plot of any story using this tool.*

Plot: “The pattern or sequence of interrelated events in a work of fiction, as a novel or film.” (*American Heritage Dictionary*)

Exposition: “...the background information needed to understand the characters and the action” (*American Heritage Dictionary*)

Rising action: “The events of a dramatic or narrative plot preceding the climax.” (*American Heritage Dictionary*)

Climax: “The turning point in a plot or dramatic action.” (*American Heritage Dictionary*)

Falling action: “The events of a dramatic or narrative plot following the climax.” (*American Heritage Dictionary*)

Denouement (dā’noo-män’): “The final resolution or clarification of a dramatic or narrative plot.” (*American Heritage Dictionary*)
Pronunciation: <https://ahdictionary.com/application/resources/wavs/D0133700.wav>

APPLICATION: Plot

Let’s read a short story and see if we can apply this simple plot diagram to the story.



CLASS

Project the passage from The Brothers' Grimm's "The Queen Bee" (<http://www.gutenberg.org/files/19068/19068-h/19068-h.htm#illus-294>), then invite students to find a comfortable place in the room.

Remind students that they will want to listen for all the parts of a plot. Let them know they can take notes as they read to help them keep track of each part of the plot. Read the story out loud to students. When you finish, tell students to take a moment to look at the story one more time.



COMPREHENSION

Now, ask the students to help you design and label each part of the story based on the traditional plot diagram. Feel free to break students into smaller groups or to draw multiple versions of the diagram on the board—the point is to get them using the language and understanding the terms. They may have different opinions, but as long as their explanations fit with the definitions there is no problem.



OPTIONAL: Use a rural picture book and have students diagram this plot instead of using "The Queen Bee."



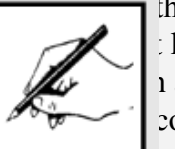

Let's read a short story and see if we can apply this simple plot diagram to the story.



CLASS

Show students the picture book, then invite students to find a comfortable place in the room. Remind students that they will want to listen for all the parts of a plot. Let them know they can take notes as they read to help them keep track of each part of the plot. Read the story out loud to students. When you finish, tell students to take a moment to look at the story one more time.

Now, ask the students to help you design and label each part of the story based on the traditional plot diagram.

<p>ROAD TO PUBLISHING: Plot</p> <div data-bbox="256 346 430 556">  <p>TOOLS</p> </div> <p>Show the students <u>Road to Publishing: Plot</u>. As a class, decide how “The Queen Bee” or the rural picture book of your choice fit into this rubric. The idea is to expose students to the rubric so they will understand it for their process later in the unit.</p>	
<p>ACTIVITY: Plot</p> <p>Explain: <i>Now let’s spend some time working on the plot of your own story. Take out your Writer’s Notebook and use the basic structure of the plot diagram to map out your story’s plot. Draw the length of each line in the diagram for every plot element as you see fit.</i></p> <div data-bbox="256 919 430 1129">  <p>INDEPENDENT</p> </div> <p>Give students work time to begin developing their plot ideas. Encourage them to go back to the <u>Brainstorming Worksheet</u> to help them think about how they would like their story to unfold. They should work on the plot diagrams until the end of class in order to be able to share them at the beginning of the next lesson.</p> <div data-bbox="256 1245 430 1434">  <p>WRITING</p> </div> <p>the room to see how students are completing their : looks like their story is getting too complicated in a reasonable amount of time, try to reel students encouraging them narrow their focus.</p>	<p>APPLICATION EXTENSION (optional): Plot</p> <div data-bbox="1109 783 1282 993">  <p>TIP</p> </div> <p>We suggest adding this activity if students have mastered the concepts thus far.</p> <p>Explain: <i>You have been introduced to one helpful way to think about plot with the traditional plot diagram.</i></p> <p><i>What if we also wanted to include how our thoughts and feelings about the story change as the story goes on? Let’s try thinking about a different kind of graph to help us see that.</i></p> <p>Draw or project the right side of a graph (one long vertical line with a horizontal line in the middle to the right—see <u>Application Extension</u> handout). Label the horizontal line with beginning and end, and label the vertical line with good events and bad events. Draw out how you see the story (“The Queen Bee” or the rural</p>

	<p>picture book of your choice) unfolding in terms of good/bad events. If students disagree with you, remind them of the importance of perspective, but use a different color to make their changes so we can visually see how perspective can change how we understand the plot.</p> <p><i>Ask: Are there any other ways we can graph a story? Let a few (2-3) students tell you their ideas.</i></p>
<p>ACTIVITY EXTENSION (optional): Plot</p> <p>Explain: <i>Now let's spend some time working on the plot of your own story. As you have learned, there's not one way to map your story. Take out your Writer's Notebook.</i></p> <div data-bbox="240 989 418 1199" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p style="font-size: 2em; font-weight: bold; margin: 0;">LP</p> <p style="font-weight: bold; margin: 0;">PROFILE</p> </div> <p><i>these three options:</i></p> <ul style="list-style-type: none"> ● <i>Practical:</i> use the basic structure of the plot diagram, but draw the length of each line in the diagram for every plot element as you see fit. ● <i>Analytical:</i> graph the plot using beginning/end as the X axis and good/bad as the Y axis ● <i>Creative:</i> graph the plot using an X/Y axis of your own creation 	<p>Each of the three options for this activity implements one of the three types of intelligences from Sternberg's Triarchic Theory of Intelligence. Activities based in each of the three categories of this model should include the following:</p> <ul style="list-style-type: none"> -Practical: students apply, use, or implement to be better understand a concept or skill -Analytic: students critique, evaluate, or assess to better understand a concept or skill -Creative: students invent, discover, imagine, or predict to better understand a concept or skill.