

LESSON 13: Published Works and Genres

MATERIALS:

- Selection of books (can be library books; should demonstrate elements of published works)
- Handout: Group Genre Definition Guides
- Workshop Folder
- Writer’s Notebook
- Word Wall Cards: **genre**



BIG IDEA

Writers create stories to document and make sense of thoughts/feelings/ understandings about themselves and the world around them.

Writers use senses, emotions, and images to evoke connections between the text and the reader.

OBJECTIVES:

- Identify and use the elements of a published work of fiction, including the story itself, cover, title page, dedication, and biography
- Identify different characteristics in a fictional narrative in order to categorize the story by genre
- Use different story devices to enrich narrative writing.
- Demonstrate knowledge of the fiction genre by writing and presenting an original fictional narrative.
- Produce and submit a final fictional narrative for publication using the elements of a story, including the cover, title page, dedication, and biography.



LANGUAGE

Important Vocabulary:

- Genre

SEQUENCE:

INTRODUCTION: Published Works

Explain: *You are all on your way to writing complete stories—we want to make sure that your final work resembles the work of published authors. What are some details common to published works, for example how they all have covers, that we can add to our stories to make them resemble published works? Let’s all grab a book and make a list.*

TEACHER NOTES:



TIP

This published works exploration activity could also be combined with the second activity (group genre study) in

If students do not have books with them, let them borrow classroom books, or borrow enough books from the school library so that students can complete the activity.

Students should brainstorm story elements either individually, in pairs, or in small groups (depending on your class size and time available for this activity).

One students have brainstormed a list of elements they see in the published works, come back together as a class to share and brainstorm a final list of elements of published works as a class.

During class brainstorming, make sure that students note the following elements:

- Cover
 - Graphic (picture)
 - Title
- Title page (copyright)
- Dedication
- Biography

Ask: *Why are these elements important?* (e.g., catch the reader’s attention, help you recruit the right audience)

Do these elements connect to setting, conflict, plot, or anything else we have talked about? Yes—sometimes the imagery the author uses is captured on the cover, and characters are often represented as described.

Explain: *While the cover matches story elements, authors do not create their own covers—these are usually created by the publisher. For this reason, we are not going to be designing covers in class.*

Remind students that the publisher is the company that distributes the author’s work. On their Final Assignment Sheet, they were asked to bring potential names for the class publishing house. Either collect their suggestions now, or have them share their ideas out loud. If you collect them, you can pick when they vote on their favorite. If you have them share, allow them to vote now.






The title page (copyright) makes the document official—copyright means that you and the publisher own the rights to the story.

this lesson. To combine these two activities, set up the genre group activity as stations first (described in notes next to activity, below). Have students go to their station and examine the book(s) at the station for story elements. Join back together as full group when sharing out story elements.



If students want to design covers for their books, they can do so outside of the lesson time.

Perhaps they could work on them during extra time they might have during the school day, or you might allow them to bring them home.

<p>The dedication and biography give us information about the author, which we know is important because these often give us insight into the why the author chose to write about certain types of characters/settings/etcetera.)</p>	
<p>ROAD TO PUBLISHING: Publication Details</p> <p>Show the students <u>Road to Publishing: Publication Details</u>. As a class, decide how a text of your choice fits 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>INTRODUCTION: Genre</p> <div data-bbox="284 745 462 955" style="display: inline-block; vertical-align: top;">  <p style="text-align: center;">CLASS</p> </div> <p style="margin-left: 20px;"><i>Before you get started with work on your stories today, I want us to all think about one last element: genre.</i></p> <p>Either project or display the definition of genre (to the right) or have students create their own definition. If you have students a class definition, make sure it conveys that genres are categories that have similar styles and/or content.</p> <p>Before moving on, make sure students understand that genre is not only a way of categorizing literature after a work is published, but guides the creation of the story itself.</p> <div data-bbox="267 1312 438 1512" style="display: inline-block; vertical-align: top;">  <p style="text-align: center;">LANGUAGE</p> </div> <p style="margin-left: 20px;">Add genre to the Word Wall</p>	<div data-bbox="1209 703 1396 913" style="display: inline-block; vertical-align: top;">  <p style="text-align: center;">WORD STUDY</p> </div> <p>Genre: “A category of artistic composition, as in music or literature, marked by a distinctive style, form, or content” (<i>American Heritage Dictionary</i>)</p>
<p>ACTIVITY: Genre</p> <div data-bbox="259 1585 454 1795" style="display: inline-block; vertical-align: top;">  <p style="text-align: center;">INTEREST</p> </div> <p style="margin-left: 20px;">Based on the results of Formative Assessment 4 (your review of students’ stories and placement in groups by genre), break students into genre study groups. If students feel that as they have started work on their story they would rather move toward a different genre, then they can self-select to move to a different group.</p>	<div data-bbox="1104 1543 1274 1743" style="display: inline-block; vertical-align: top;">  <p style="text-align: center;">TIP</p> </div> <p style="margin-left: 20px;">Instead of handing out the worksheet and genre books at the time of activity, this activity could also be done in a station format. The genre worksheets along with several books listed in the Teacher</p>

Explain: *Now we are going to look more closely at different genres of fiction. You are going to be working with a definition of a genre and thinking about key story elements for fiction that might be categorized in that genre.*

While there are distinctly different categories, it is important to note that many stories often have elements of multiple genres. It's okay to have one element in multiple categories, or to disagree with each other about which elements are key to each genre.

You've been placed into a group based on the genre of the final story you have written so far. You and the others in your group have begun stories in the same genre and will be talking about your stories in your small groups.



Once students are in groups, hand out the Group Genre Definition Guide to the applicable groups. (i.e., Hand the “Fantasy” work page to the group of students with stories that appear to be in this category, Realistic fiction to the students whose stories appear to be in that category, and so on).

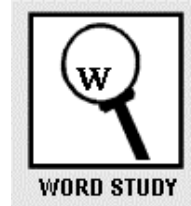
Also, pass out books or excerpts listed under each genre on the Teacher Group Placement Guide to each group. The number of books or excerpts should be equal to the number of group members, if possible.

As students discuss and brainstorm common elements of their stories, refer to the Teacher Group Placement Guide to ensure students brainstorm each of the genre elements listed. Guide students to inclusion of each of the elements if they are missing some.

Once each group has come up with the common elements in their story's genre, remind them to keep these elements in mind throughout the final discussion.

Have students put the final elements into their Workshop Folder, then return to their seats for the final discussion and writing time.

Genre Placement Guide under each genre could already be set up for students at stations throughout the classroom. Students would then be sent to their stations for the activity.




Adventure: Stories about events that happen outside the characters' ordinary lives, usually involving danger and action

Comedy: “A dramatic work that is light and often humorous or satirical in tone and that usually contains a happy resolution of the thematic conflict.” (*American Heritage Dictionary*)

Fantasy: “A genre of fiction or other artistic work characterized by fanciful or supernatural elements.” (*American Heritage Dictionary*)

Historical fiction: Stories about fictional characters/events in a historical setting

Mystery: “A work of fiction, such as a novel or a movie, that has a story centered around solving a puzzling crime or mysterious event.” (*American Heritage Dictionary*)

	<p>Realistic fiction: Stories about events and characters that are true to life</p> <p>Science fiction: “A literary or cinematic genre in which fantasy, typically based on speculative scientific discoveries or developments, environmental changes, space travel, or life on other planets, forms part of the plot or background.” (<i>American Heritage Dictionary</i>)</p>
<p>REVIEW: Connecting Genre & Published Work Elements</p> <div data-bbox="267 823 435 1018"><p>CLASS</p></div> <p>Ask: <i>How do authors use the literary elements we have discussed (imagery, characters, etc.) to make the genre clear to the reader?</i> Help student understand that authors make them authentic to the genre—for example, the imagery, characters, setting, etc. in realistic fiction are similar to things we see in real life and are explained in ways that connect to what we do every day. In fantasy, the imagery/characters/setting are very different from the things we see in real life.</p> <p>Explain: <i>Remember how we talked about published works earlier in this lesson? The cover design might include setting and characters, and will usually also reveal the genre in some way. The author’s biography usually indicates how they connect with what the genre by presenting background information that makes it clear why they would write about certain topics (e.g., people who write about a rural area often state that they grew up in a rural area).</i></p> <p>With the time remaining in class, allow students time to work on their stories.</p>	