

**English**  
**Grade 7AB**



**Lesson Plans**

# "Growing Up: The Individual and Society"

**Subject:**

**English:** 7AB

**Level:** Grade 7

**Abstract:**

Students will engage in reading and prewriting activities including, brainstorming and free writing exercises. They will write fictional or autobiographical narratives including a developed standard plot line (having a beginning, conflict, rising action, climax, and resolution) and point of view. Students will develop complex major and minor characters and a definite setting and will use a range of appropriate strategies (such as, dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions). They will engage in a detailed content revision and editing process and will electronically publish a narrative piece of writing.

**Invitation:**

I don't want to grow up! How many times have you heard this phrase? Peter Pan refused to do it and yet the news always says that kids are growing up too fast. No matter what you think about it, you have your own experiences and stories that this project will help you to explore while writing your own short story using Microsoft Word.

You will get the opportunity to develop your main characters, setting, and at last, the plot. When you have all of the steps in place, writing the story will fall into place. Your characters will jump off the page and tell your audience exactly what you believe about growing up.

What makes a great story? Let's listen to a short story with the theme of growing up and try to find out what makes it great.

**Situations:**

**Where:** This lesson will take place in the English classroom after significant prior learning has occurred.

**When:** This lesson will take place during the English class, when students are learning narrative writing.

**How Long:** This lesson will take between two and three weeks depending on the amount of prior learning that has taken place.

**Tasks:****Task 1:**

Present the invitation to students then read a high-interest short story such as "Charles" by Shirley Jackson with a theme about growing up.

**Task 2:**

Tell students that good narrative writing can be compared to a roller coaster. Characters enter a story with strengths and weaknesses. They get in a car that is pulled uphill, fueled by a conflict, and climaxes when the characters face problems. The characters take action and then face the consequences of their actions as they ride down the falling action and into the resolution. The plot is the track of the roller coaster, the actual events of the story, and the interpretive theme is the lesson that the reader takes away from the whole experience.

**Task 3:**

Distribute hard copies or share with a projection device the "Handout: Elements of a Roller Coaster" and "Worksheet: Roller Coaster Story Elements" attachments. Discuss the elements of a roller coaster story and have students share their ideas on which elements in the short story that was read match the character, setting, and plot elements of the roller coaster worksheet.

**Task 4:**

Provide students with copies of the "Worksheet: Roller Coaster Graphic Organizer" attachment in hard copy and electronically. Tell them they will use the graphic organizer to help them organize their original narrative piece on the topic of Growing Up. Use the graphic organizer on a projection device and have students create a collective idea for a sample narrative story.

**Task 5:**

Distribute hard copies of the "Handout: Character Development" attachment and discuss the process of developing characters in short stories. Provide students with the "Worksheet: Character Development Graphic Organizer" attachment electronically. Using Microsoft Word, students will complete the graphic organizer based on characters for their story.

**Task 6:**

Distribute hard copies of the "Handout: Setting" attachment and discuss the process of developing setting in short stories. Provide students with the "Worksheet: Setting Graphic Organizer" attachment electronically. Using Microsoft Word, students will complete the graphic organizer based on the setting they choose for their story.

**Task 7:**

Distribute hard copies of the "Handout: Roller Coaster Plot" attachment and discuss the process of developing plot in short stories through rising action, climax, and falling action. Provide students with the "Worksheet: Plot Graphic Organizer" attachment electronically. Using Microsoft Word, students will complete the graphic organizer by adding three rising actions, a climax, and three falling actions for their short story.

**Task 8:**

Students will refer to all graphic organizers and begin drafting their narrative story. Allow two full class periods for completion of the first draft.

**Task 9:**

To prepare students for the revision process, distribute hard copies of the "Handout: Show, Don't Tell" attachment. Discuss the examples comparing showing and telling for setting, character, and plot.

**Task 10:**

Using a projection device, demonstrate to students how to use the Thesaurus in Microsoft Word as a revision tool. Direct students to the "Step Sheet: Using an Electronic Thesaurus" attachment for further assistance. Give students time to revise their short stories based on showing rather than telling and altering words using the thesaurus.

**Task 11:**

Distribute the "Worksheet: Revision Response Guidelines" attachment to students in hard copy and electronically. Assign revision response groups and have students bring copies of their current short story drafts, enough for each member of their group. Students will then meet with their group to provide revision suggestions using the "Worksheet: Revision Response Guidelines" attachment.

**Task 12:**

Students will complete their final draft based on recommendations received from group members and submit their graphic organizers and final narrative story.

**Task 13:**

Use the "Narrative Writing Rubric" attachment to assess individual student's writing and provide them with timely feedback.

**Task 14:**

Call on volunteers to share their completed essays orally with the class using an Author's Chair format.

**Interactions:**

**Full Class:** The teacher will lead prewriting and drafting activities on elements of a short story. Revision activities include editing strategies for peer editors and verb agreement. The teacher will also provide direct instruction relating to various aspects of the Microsoft applications such as WordArt, Thesaurus, spell check, borders, and drawing applications. Students will share their work using an Author's Chair format.

**Partners:** Students will provide content and editing suggestions in response groups.

**Individual:** Students will practice drafting, redrafting, and word-processing their work.

**Standards:**

Language Arts

Grade 7

Vocabulary and Concept Development

1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

2.1 Write fictional or autobiographical narratives:

a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.

b. Develop complex major and minor characters and a definite setting.

c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

Organization and Delivery of Oral Communication

1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Analysis and Evaluation of Oral and Media Communications

1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

## Speaking

2.1 Deliver narrative presentations:

- a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- b. Describe complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

### Assessment:

- "Writing Process Rubric"
- "Narrative Writing Rubric"

### Tools:

- Computer mini-lab
- Microsoft Word
- Highlighters
- A selection of fictional short stories
- Website to post student work (optional)

### Project Tips and Alternatives:

#### Tip #1:

If you have not already addressed the following concepts in prior learning activities, you may want or need to find time to use the following lessons that are included as attachments:

- "Handout: Lead and Concluding Paragraphs"
- "Handout: Transitional Words and Phrases"
- "Handout: Foreshadowing"

#### Tip #2:

Consider writing a narrative story along with the students and using your own work as an example. Students will take more risks and receive feedback more easily if they see it modeled by an adult.

**Tip #3:**

Enter students' stories into contests. Websites with contests are listed below:

**ABC's of the Writing Process**

This site offers some excellent links to all stages of the writing process: prewriting, writing, revising, editing, and publishing.

<http://www.angelfire.com/wi/writingprocess/>

**Kids Writing and Art at Kids Online Magazine**

This site publishes kids' writing, with parental permission

<http://www.kidsonlinemagazine.com/>

**Attachments:**

- "Handout: Elements of a Roller Coaster"
- "Worksheet: Roller Coaster Graphic Organizer"
- "Worksheet: Roller Coaster Story Elements"
- "Handout: Show, Don't Tell"
- "Handout: Character Development"
- "Worksheet: Character Development Graphic Organizer"
- "Handout: Setting"
- "Worksheet: Setting Graphic Organizer"
- "Handout: Roller Coaster Plot"
- "Worksheet: Plot Graphic Organizer"
- "Worksheet: Revision Response Guidelines"
- "Writing Process Rubric"
- "Narrative Writing Rubric"
- "Handout: Lead and Concluding Paragraphs"
- "Handout: Foreshadowing"
- "Step Sheet: Using an Electronic Thesaurus"
- "Step Sheet: Creating a New Document"
- "Step Sheet: Creating Word Art"
- "Step Sheet: Inserting Pictures **into Microsoft Word**"

**Web Resources – Content:**

A list of [linked web resources](#) related to the content of this lesson can be found on the Lesson Page.

**Web Resources – Word:**

A list of [linked web resources for Word](#) can be found on the Word Resources page.

**Assistive Technology:**

Please refer to the [Assistive Technology section](#) for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.