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Humanities Approach to an Analyze of Short Stories in the Romantic Period [8th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Humanities Approach to an Analyze of Short Stories in the Romantic Period

Grade Level: Eighth Grade

Subject/Topic Area(s): Humanities

Designed By: Mary Mac Elliott and Melissa Exley

Time Frame: Three Week Unit

School District: Independent

School: Trinity Valley School

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Brief Summary of Unit

The submitted unit is the second in a series covering the Ante-bellum period. This unit focuses on the accumulation of knowledge of the economic and political issues of the time with a narrowed focus/extension of the social aspect (Romanticism). Students will be exposed to art, poetry, and short stories and how they embody the Romantic ideas. This unit also focuses on plot development and analyzing literature with the use of plot diagrams and the SOAPSTONE model.

The end result of this unit is to have students write a short story that occurs in one of the three regions of Ante-bellum America and includes an economic, a social, and a political issue/event of the period. The short story must also contain all of the components of the genre.

UbD Template 2.0

Stage 1 – Desired Results			
<p>TEKS History Standards: (8.1) History. Recognizes important dates and time periods in U.S. history through 1877.</p> <p>(8.5) History. Recognizes important challenges faced by the country during its early years.</p> <p>(8.6) History. Recognizes westward expansion of the United States and its effects on the development of the nation.</p> <p>(8.7) History. Recognizes the causes of U.S. sectional conflict that led to the Civil War.</p> <p>(8.23) Culture. Recognizes the relationships among people from various groups and their effects on American society.</p> <p>(8.24) Culture. Recognizes the development and impact of reform movements.</p> <p>(8.26) Culture. Recognizes the relationship between the arts and American culture.</p> <p>(8.21) Citizenship. Recognizes the importance of the expression of different points of view on historical and current issues.</p> <p>(8.12) Economics. Recognizes the development of different</p>	Transfer		
	Students will independently use their learning to write a short story that includes the literary elements of the genre and the economic, social, and political issues of the time.		
	Meaning		
	Understandings The ideas of the Romantic period fueled the creation of different genres such as American poetry and short stories.	Essential Questions What makes a “good” story? How does culture impact literature? How does literature impact culture?	
	Short stories are comprised of specific elements that set them apart from other pieces of literature.		
	Acquisition		
	Knowledge Students will know elements of a short story. Students will understand the characteristics of American Romantic literature and art. Students will understand the different reform movements between the 1820s-1860. Students will practice the writing process: pre-write, drafting, revising, teacher conference, editing, and publishing (final draft).	Skills Students will be able to analyze American literature to identify the various elements that make up a short story. Students will be able to analyze pieces of American art to determine what Romantic ideas were incorporated from the period. Students will be able to analyze short stories using the SOAPSTONE model. Students will be able to write a short story that includes the literary elements of the genre in addition to an economic, a social, and a political issue of the Ante-bellum period.	

<p>patterns of economic activity among various U.S. regions.</p> <p>(8.28) Science, technology, and society. Recognizes the impact of scientific discoveries and technological innovations on daily life in the United States.</p> <p>(8.29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.</p> <p>(8.30) Social studies skills. The student communicates in written, oral, and visual forms.</p> <p>TEKS English Standards:</p> <p>(8.1A) adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text</p> <p>(8.2A) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings</p> <p>(8.3A) analyze literary works that share similar themes across cultures</p> <p>(8.3C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of</p>		<p>Students will be able to diagram plot development in a variety of Romantic period short stories.</p> <p>Students will be able to revise and edit using professional edit marks.</p>
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<p>the literary work.</p> <p>(8.6A)analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved</p> <p>(8.6B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict</p> <p>(8.9A)analyze works written on the same topic and compare how the authors achieved similar or different purposes</p> <p>(8.10C)make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns</p> <p>(8.10D)synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence</p>		
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Stage 2 – Evidence

COD E (M or T)	Evaluative Criteria (for rubric)	
T	Students will be evaluated according to the attached rubric in the	<p>Performance Task</p> <p>Students will write their own short story exhibiting their knowledge of the genre and of the Ante-bellum time period in American history.</p> <p>-----</p> <p>-</p>

	appendix.	<p>Other Evidence (e.g., formative)</p> <ul style="list-style-type: none"> • Journal Write: Pre-Assessment • Analysis of American Romantic Art: “Kindred Spirits” • Flipped Classroom: Plot Diagram Foldable Video • Collaborate Group Analysis of “The Legend of Sleepy Hollow” in the form of a plot diagram • Homework: SOAPSTONE Handout on “Story of an Hour” • Journal Write on “Story of an Hour” and “The Birth-mark” • Flipped Classroom: Watch the <i>Simpsons</i> version of “The Raven” and record notes on the various plot elements. • Journal Write on “The Tell Tale Heart” • Check 1 and 2: Generating Ideas Handout • Every Day Edits • Writing Process Reflection Form • Closing Discussion: Check for Understandings
T		
T		
A		
MT		
MT		
MT		
A		
MT		
MT		
T		
M		
MT		

Stage 3 – Learning Plan

CODE	Pre-Assessment
T	<p>Students will complete a journal write to stimulate their thinking of the Romantic period. What do you think is romantic? What was romantic about this time period (1820-1860)?</p>

	<p>Essential Questions Formative Assessments</p> <p>Learning Activities (Days are designed to be a flexible schedule of 50 minutes and 100 minutes) Day 1: Pre-Assessment</p> <ul style="list-style-type: none"> • Review of the Ante-bellum period. Stimulate class discussion through the use of a PowerPoint Presentation. • Discussion of Essential Question: How does culture impact 	<p>Progress Monitoring (e.g., formative data)</p> <p>Discussion</p> <p>Discussion</p>
M		

M	literature and art?	
T	<ul style="list-style-type: none"> Pre-Assessment: 	
MT	<p>Journal Write: What do you think is romantic? What was romantic about this time period (1820-1860)?</p> <ul style="list-style-type: none"> Display painting "Kindred Spirits". Students will complete an analysis handout on the art piece (see attached handout). <p>http://www.nga.gov/exhibitions/durandinfo.shtm (link to access the National Gallery of Art to view "Kindred Spirits")</p>	Journal Write Art Analysis Handout
A	<ul style="list-style-type: none"> Class discussion on what has Romantic during the period and how the painting reflects those concepts. 	Discussion
A	<ul style="list-style-type: none"> Optional: Have a Romanticism Artistic Expert talk to students about art work that incorporated Romantic ideas during the Ante-bellum period. 	Student Response to Expert Presentation
A	<p>Day 2: Introduction to Romanticism (50 minute block)</p> <ul style="list-style-type: none"> Jeff Snyder (Romanticism Literary Expert) will introduce Romanticism and American poetry that reflects the ideas of the period. <p>"I hear America Singing" by Walt Whitman</p> <p>http://www.poets.org/viewmedia.php/prmMID/15752 (link to access "I hear America Singing")</p> <p>"A Bird Came Down" by Emily Dickinson</p> <p>http://www.poets.org/viewmedia.php/prmMID/20949 (link to access "A Bird Came Down")</p>	Student Response to Expert Presentation
A	<ul style="list-style-type: none"> Students will also record notes on the different Romanticism ideas (see attached handout). 	Note Taking
MT	<ul style="list-style-type: none"> Discussion of Essential Question: How do literature and art impact culture? 	Discussion
Day 3-5: Introduction to Story Elements and "The Legend of		

AMT	<p>Sleepy Hollow”</p> <ul style="list-style-type: none"> Class Starter of Essential Question: What makes a “good” story? 	Discussion
A	<ul style="list-style-type: none"> Visit the Unit Understandings <ol style="list-style-type: none"> The ideas of the Romantic period fueled the creation of different genres such as American poetry and short stories. Short stories are comprised of specific elements that set them apart from other pieces of literature. 	Discussion
A	<ul style="list-style-type: none"> Students will create a plot diagram foldable that includes definitions (see attached handout). 	Foldable
MT	<ul style="list-style-type: none"> As we read “The Legend of Sleepy Hollow”, students will record notes on the plot development within the foldable. Since this is the first short story we are examining, it will be read entirely in class. 	Oral Reading
AM	<p>http://www.eastoftheweb.com/short-stories/UBooks/LegSle.shtml (link to access “The Legend of Sleepy Hollow”)</p> <ul style="list-style-type: none"> As we read “The Legend of Sleepy Hollow”, students will also complete the SOAPSTONE handout. This activity forces students to analyze the structure of the piece in addition to examining the historical relevancy: national identity (see attached handout). 	SOAPSTONE Template
A	<ul style="list-style-type: none"> Class Starter: Mini Lesson on Tone and Mood <p>Students will be given a handout that contains words that reflect tone and words that reflect mood (see attached handouts).</p> <ol style="list-style-type: none"> What is tone? What is mood? <p>When someone asks you “What mood are you in?” he/she is referring to how you feel. Tone is how the author feels about the literature. Mood is feelings that are evoked within the reader.</p>	Discussion

T	<ul style="list-style-type: none"> Students will then be divided into groups to compile their understanding of the short story and diagram its plot development (students may use their foldable and their SOAPSTONE handout). Students will also include the historical connection on their diagram (see attached handout). Each group will share out and compare their answers to other groups. 	Collaborative Group Activity: Plot Diagram
MT	<ul style="list-style-type: none"> Homework: Students will read "Story of an Hour" and complete the plot diagram template (see attached handout). 	Plot Diagram Template
MT	<p>http://www.vcu.edu/engweb/webtexts/hour/ (link to access "Story of an Hour")</p>	
MT	<p>Day 6: Review "Story of an Hour" and Romanticism Ideas as well as Analyze "The Birth-mark"</p> <ul style="list-style-type: none"> For homework the night before, students will have read "Story of an Hour" and completed a plot diagram handout. At the beginning of class, we will review and discuss the Romanticism ideas that are incorporated in the story: lack of women's rights/equality, change, freedom, life as it should be. 	Discussion
MT	<ul style="list-style-type: none"> "The Birth-mark" deals with the Romanticism idea of perfection and male dominance. As a class, we will read "The Birth-mark" and analyze it together as a class. 	Discussion SOAPSTONE Template
MT	<p>Optional: Students can come to the front of the board and fill out the SOAPSTONE template.</p> <p>http://www.online-literature.com/poe/125/ (link to access "The Birth-mark")</p>	
MT	<ul style="list-style-type: none"> Journal Writes: (15 minutes in class and then homework) <p>When is a birth mark a symbol of beauty instead of imperfection? How was the Romantic idea towards changing the attitude of male dominance evident in both "Story of an Hour" and "The Birth-mark"?</p>	Journal Write
	<p>Day 7: Review Romanticism Ideas in "The Birth-mark" and Begin Analysis of "The Tell Tale Heart"</p>	

M A	<ul style="list-style-type: none"> Brief class discussion on journal responses from the night before. Connect “horror” concepts between “The Birthmark” and “The Tell Tale Heart” from a historical view point. Watch the clip from the <i>Simpsons</i> episode “The Raven” to introduce Edgar Allen Poe. Students will record notes on the various plot elements. Discuss the historical content with “The Raven”. 	Discussion
A T	<p>https://www.youtube.com/watch?v=Q32y-0zNUtM (link to view the <i>Simpsons</i> episode “The Raven”)</p> <ul style="list-style-type: none"> Read the first portion of “The Tell Tale Heart” in class and code it for elements of a short story. Also, discuss the mood of the piece. Students will complete the plot diagram template to help them analyze the short story. 	Student Response to Video
T M	<p>http://xroads.virginia.edu/~hyper/poe/telltale.html (link to access “The Tell Tale Heart”)</p> <ul style="list-style-type: none"> Homework: Students will finish reading the short story and answer the following questions as a journal write. What human emotions are revealed in “The Tell Tale Heart”? Identify words and phrases that portray these emotions. 	Oral Fluency Plot Diagram
M M	<p>Day 8: Review “The Tell Tale Heart” and Begin Short Story</p> <ul style="list-style-type: none"> Brief class discussion on homework from the night before on how Poe used specific words to portray human emotions and essentially suspense within “The Tell Tale Heart”. Working as a class, we will work together to analyze the short story using the SOAPSTONE model. 	Journal Write
M MT	<ul style="list-style-type: none"> Rubric on Ante-bellum Short Story <ol style="list-style-type: none"> Through discussion check for understanding of expectations. 	Discussion
A	<ol style="list-style-type: none"> Review Punctuating Dialogue rules using “Mini Lesson: Punctuation Dialogue” handout (see 	SOAPSTONE Template
		Discussion

	<p>attached handout).</p> <ul style="list-style-type: none"> Next, students will begin brainstorming ideas for their short story. Check 1: Students will complete the "Generating Ideas" worksheet. This will be done in class and for homework (see attached handout). 	
MT	<p>Day 9-11: Drafting Short Story</p>	Pre-Write: Generating Ideas Handout
MT	<ul style="list-style-type: none"> Class Starter Each Day: Students will practice their editing skills by completing an "Every Day Edits". Each one is a paragraph that contains ten errors that students have to correctly edit. Various students will go to the smart board and make the necessary corrections. This activity will help further prepare students to edit and give feedback to their partner's short story 	Every Day Edits
T	<ol style="list-style-type: none"> Day 1: Constitution Day http://www.educationworld.com/a_lesson/everyday-edit/constitution-day.shtml Day 2: James Madison http://www.educationworld.com/a_lesson/edit/edit0905.shtml Day 3: Henry VIII http://www.educationworld.com/a_lesson/edit/edit0314.shtml <p>Students can reference their <u>Writers INC</u> textbook for editing and proof reading marks (back cover).</p>	
MT	<ul style="list-style-type: none"> Students will finish the "Generating Ideas" handout if needed and begin drafting their short story. Students will be given the opportunity to use the computers in the classroom to research specific historic content that they want to include in their short story. Students will receive feedback on their "Generating Ideas" handout to make sure the short story is written effectively. 	Pre-Write: Generating Ideas Handout

		Teacher Comments
AM	<p>Day 12: Peer Edit and Revise</p> <ul style="list-style-type: none"> Students will be paired with a partner to edit each other's short story and complete the Self and Peer Editing Checklist. 	
M	<p>Students will also work on revising their story, and they will receive additional commentary from the teacher (see attached handout).</p> <p>-----</p> <p>Students will have two additional days to finish revising their short story and turn it in the following day.</p>	Self and Peer Editing Checklist
MT	<p>Students will complete a writing reflection rubric and turn it in as well (see attached handout).</p>	Final Draft Short Story
	<ul style="list-style-type: none"> Closing Discussion: <ul style="list-style-type: none"> 1. What makes a "good" story? 2. How does culture impact literature? 3. How does literature impact culture? 4. How did the Romantic period fuel the creation of different genres? 5. What elements of short stories are unique to that genre? 	Reflection Rubric
MT		
M		
MT		Discussion

Appendix: Documents for Unit

Criteria	POINTS
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Ante-bellum Short Story:

Short Story/Effective Plot Structure	65
<ul style="list-style-type: none"> ✓ Setting: (10 points) <ul style="list-style-type: none"> ○ Reflects issues of 1 of the 3 regions of America during the first half of the 19th century (NE, W, S) ○ Must be set in a specific region of the U.S. which is made clear with rich details to reveal setting (the reader should be able to guess the region without being told) ✓ Characters: (15 points) <ul style="list-style-type: none"> ○ Main Character is thoroughly described ○ Characters make choices that have significant consequences ○ First Person Point of View (main character) ✓ Plot/Theme (20 points) <ul style="list-style-type: none"> ○ Beginning of the story introduces major characters, setting and the central conflict/problem. ○ Conflict/Problem needs to have dealt with an economic, social, or political issue of the Ante-bellum period. ○ Rising Action - This is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax). ○ Clear, identifiable climax to the problem/conflict ○ Falling action - The events and complications begin to resolve themselves. The reader knows what has happened next and if the conflict was resolved or not (events between climax and denouement). ○ The resolution is clear to the reader and reflects an outcome of the central conflict/problem and how it impacted the characters. ○ The author reflects a specific tone regarding the historical issue/event. 	
Content	16
<ul style="list-style-type: none"> ✓ Content reflects a common issue or theme of the Ante-bellum period. ✓ Plot reflects the economic, social, and political aspects of the period. ✓ Content reflects clear understanding of the three American regions. ✓ Content includes at least two different conversational exchanges (dialogue). 	
Grammar and Mechanics / Format	9
<ul style="list-style-type: none"> ✓ Overall attention to grammar and mechanics adds clarity ✓ Complete, correctly written sentences ✓ Proper MLA format 	
Quality Sentence Structures	10
<ul style="list-style-type: none"> ✓ Five sentences exhibit variety, demonstrating an understanding of the 5 basic patterns. ✓ Includes one sentence that was combined in the revision process. 	
TOTAL	___ / 100

Throughout this unit we have studied the economic, social, and political issues of the Ante-bellum period and how they influenced the development of the culture in the three regions of America. We have also discussed the significance of literature and its development. It is now your job to write a short story in one of the three regions in America that reflects an economic, social, and political issue/event of the period. Make sure to follow the rubric below to ensure an effective piece of work.

Ante-bellum Short Story Process Grade:

Criteria	POINTS
Pre-write	20
✓ Completed Generating Ideas Handouts on Time (20 points)	
Drafts	10
✓ Rough Draft #1 Completed on Time (5 points) ✓ Peer Revision Handout Completed with Thoughtful and Thorough Feedback (5 points)	
Revision and Editing	5
✓ RD#1 with Self Revision and Editing Marks Completed on Time	
Final Product	20
✓ Final Draft Turned in on Time (10 points) ✓ Writing Process Reflection Turned in on Time (10 points)	
TOTAL	___ / 55

Characteristics of Romanticism

Romantic Characteristic	Description of Characteristic
Interest in the common man and childhood	Romantics believed in the natural goodness of humans which is hindered by the urban life of civilization. They believed that the savage is noble, childhood is good and the emotions inspired by both beliefs causes the heart to soar.
Strong senses, emotions, and feelings	Romantics believed that knowledge is gained through intuition rather than deduction. This is best summed up by Wordsworth who stated that "all good poetry is the spontaneous overflow of powerful feelings."
Awe of nature	Romantics stressed the awe of nature in art and language and the experience of sublimity through a connection with nature. Romantics rejected the rationalization of nature by the previous thinkers of the Enlightenment period.
Escape from realities of an ever changing urbanized and industrialized society	Romantics saw in the romantic mood a psychological desire to escape from unpleasant realities.
Celebration of the individual	Romantics often elevated the achievements of the misunderstood, heroic individual outcast.
Importance of imagination	Romantics legitimized the individual imagination as a critical authority.
Individual Identity	As the country was searching for its own identity, so were individuals who wanted to be viewed as "self-made" and unique. Abolitionists and reformers were in search of a better life for specific parts of the population. Women began to question their role in a male dominant society.
Ideal of perfection	Romanticism seeks to find the Absolute, the Ideal, by transcending the actual.
National Identity	Spirit of optimism caused by the uncharted frontier. Democratic spirit within the population. Nationalism in spite of distinct regional differences. Search of new spiritual roots. Appreciation of America's past.

Characteristics of Romanticism

Romantic Characteristic	Description of Characteristic
Interest in the common man and childhood	
Strong senses, emotions, and feelings	
Awe of nature	
Escape from realities of an ever changing urbanized and industrialized society	
Celebration of the individual	
Importance of imagination	
Individual Identity	
Ideal of perfection	
National Identity	

Historical Artwork Analysis Worksheet

Title: _____

Date: _____

Artist (historical background, influences, objectives):

Subject:

a. What is happening in the artwork? Who or what event is depicted? What is the center of attention in the artwork? What does it suggest or represent? How does it reflect the attitude and values of the period?

b. Who is the intended audience?

c. What aspects of the painting are significant (background, symbols, displayed items etc)?

Tone:

a. What is the mood of the painting?

Historical Facts:

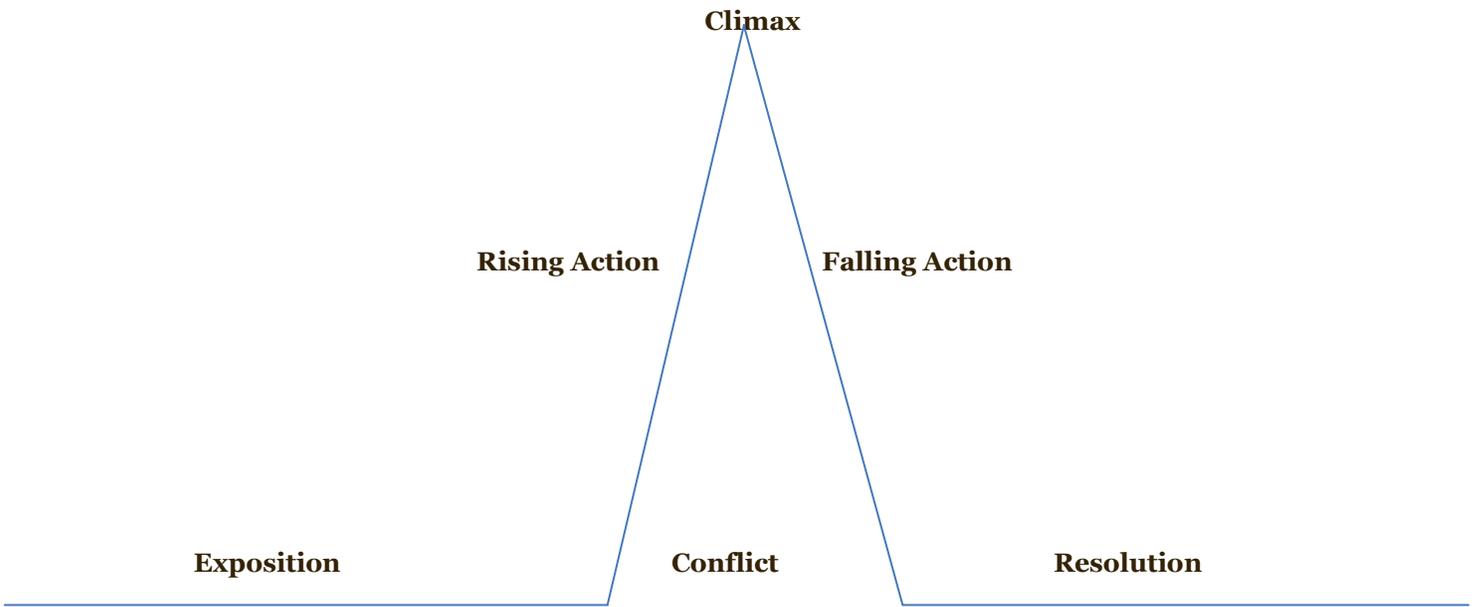
a. What is accurate about the painting?

b. What is historically inaccurate about the painting?

Title of Short Story: _____

Name: _____ **Date:** _____

Plot Diagram



Historical Connection:

SOAPSTONE

Title of Reading:		
Speaker	Whose voice is telling the story?	
Occasion	What is the time, place, current situation, context in which the author is writing?	
Audience	Who is the intended audience for the piece?	
Purpose	Why is the author writing?	
Subject	Briefly state the main idea(s) of the reading.	
Tone	What is the feeling or manner of expression used by the author?	
Historical Connection	What issue(s)/event(s) are references to the Antebellum period?	
Romanticism Ideas	What Romantic ideas are incorporated in the reading?	

Collaborative Group Instructions: Plot Diagram for “The Legend of Sleepy Hollow”

Remember to use your foldable that you created in class along with your analysis of the short story using the SOAPSTONE model. These resources will help you complete this assignment with your group.

1. On the big sheet of paper, draw a plot diagram and label all components (exposition, setting, characters, conflict, rising action, climax, falling action, and resolution). **8 points**
2. Identify the setting of the short story. Remember, this is not just where the story occurred; it is also when the events in the story took place. **2 points**
3. Provide at least two events in complete sentences for each stage of the plot development (exposition, rising action, climax, falling action, and resolution) and provide two complete sentences detailing the central conflict(s). **12 points**
4. Somewhere on your plot diagram provide the theme and tone of the short story. Make sure you label each component. **4 points**
5. At the bottom of your plot diagram, write several sentences detailing the historical connection of the short story to the Ante-bellum period. **5 points**
6. Include the title of the short story and the names of all the members in your group. **2 points**
7. The plot map and all of the contents are neatly presented (not sloppy or a lot of visible mistakes). **2 points**

Total: _____/35 points

Minilesson: Punctuating Dialogue

We punctuate dialogue to help guide the reader through a story.

Who is speaking?

Where does it start? Where does it end?

What kind of emotion is expressed?

- 1) Place quotation marks at the beginning and end of specific dialogue.

"Why did you go to the market?"

- 2) Capitalize the first letter of all dialogue.

"Why did you go to the market?"

- 3) Add dialogue tags to clarify who is speaking.

"Why did you go to the market?" Paula said.

- 4) At the end of a quotation, use a comma in place of a period.

(If the quotation ends with an exclamation point (!) or a question mark (?), use that punctuation instead.)

"I wanted to buy oranges for my fruit salad," John said.

"Look at the price of these oranges!" Paula exclaimed.

- 5) Start a new paragraph when a different character speaks.

"Why did you go to the market?" Paula said.

"I wanted to buy oranges for my fruit salad," John said.

- 6) When a character speaks in paragraphs, do not close the end of a paragraph with a quotation mark if it is not the end of the quotation.

(However, do begin the next paragraph with an open quotation mark.)

Name: _____

Date: _____ Period: _____

Generating Ideas: Ante-bellum Short Story

- 1. Establish the Setting: Use the organizer below to write in the time period and place for your setting. Then write descriptive words that give the reader clues to the time and place.**

When (Time)	Where (Place): NE, W, S
Descriptive Details	Descriptive Details

- 2. Create your Main Character: Create a main character first who undergoes a change or learns something during the course of the story (dynamic character).**

Character Name	
Appearance	
Three key adjectives	
Habits/Quirks	
Likes	
Dislikes	
Conflict	

3. Historical Connection: You need to include an economic, social, and political issue from the Ante-bellum period. Your short story also needs to contain Romantic characteristics as well.

Historical Connection	Description
Economic Issue	
Social Issue	
Political Issue	
Romanticism Ideas	

- 4. Theme or message about life: The theme of a short story is its central message or insight into life; themes in literature are usually implied rather than stated directly which means the reader will think about the message instead of being told what it is. You should have a clear theme in mind before you begin writing.**

Question: What do you want the message to be?

Question: How can your character(s) portray that message with their actions?

- 5. Tone: The tone of a short story is how you (the author) feel through the main character about the historical issues/events that are included in your short story. Be sure to have a clear tone in your short story.**

Question: How do you feel about the historical connection you are choosing to write about?

Question: How can your main character(s) portray that message?

Final Tip: Always read your story draft out loud. You will notice errors in your writing; when read silently to ourselves, our eyes skip over or automatically correct common errors, so we are unable to catch them.

Name: _____

Date: _____ Period: _____

Ante-bellum Short Story Self and Peer Editing Checklist

	Self-Edit		Peer Edit		
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	Comments and Suggestions
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		I read the author's piece aloud to see where to stop to pause for periods, question marks, exclamation marks, and commas.		
	Quotation marks are included where needed.		Quotation marks are included where needed.		
Grammar	My sentences are complete thoughts and contain a noun and a verb.		Sentences are complete thoughts and contain a noun and a verb.		
	I don't have any run-on sentences.		There are no run-on sentences.		
Spelling	I checked spelling and corrected the words that didn't look right.		Spelling is correct.		
Plot Development	My short story contains all elements of a short story.		The piece is written in the correct form of a short story.		

Characters	My work has a		I read the short		
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	dynamic main character as well as secondary characters that are thoroughly described.		story and can picture the characters and understand their role/impact.		
Conflict	I read my work to make sure there was a central conflict that adds suspense to the story and that is resolved by the end.		I read the short story and understood the central conflict and the resolution was clear.		
Historical Connection	My story does occur within one of the three American regions and is thoroughly described.		I read the piece and could figure out the setting of the short story (which American region).		
	My story does cover an economic, a social, and a political issue of the Ante-bellum period each of which is thoroughly described.		I read the piece and could easily identify an economic, a social, and a political issue that was addressed.		
Romanticism Ideas	I read my story to make sure it contains ideas of Romanticism in the Ante-bellum period.		I read the short story and could identify the ideas of Romanticism in the Ante-bellum period.		

Name: _____

Date: _____ Period: _____

Ante-bellum Short Story Reflection Rubric:

Use the following rubric to assess your writing. Find evidence in your writing to address each category. Then, use the rating scale to grade your work.

Criteria	Rating Scale				
	1=not very			5=very	
Focus: How clear is the story's theme or message?	1	2	3	4	5
Organization: How effectively does the plot build to a climax?	1	2	3	4	5
Support/Elaboration: How effective is your choice of details?	1	2	3	4	5
Style: How well do you describe the characters and setting?	1	2	3	4	5
Conventions: How correct is your grammar, especially your use of verb tense?	1	2	3	4	5
Ideas: How effective and interesting are your ideas for plot, setting, and characters?	1	2	3	4	5

1. Fold a sheet of white copy paper in half (hot dog style).
2. With a pencil, draw a plot diagram on one side (folded edge at the top).
3. Label each step of the plot development.
4. Using scissors make five cuts on one side of the foldable where you drew the plot diagram. You should have five flaps.
5. On the inside of each flap, have students record the definition of each step of a plot diagram (exposition, rising action, climax, falling action, resolution).
6. On the inside of the foldable at the bottom (whole half sheet) have students write events from a short story that represent each stage of the plot.