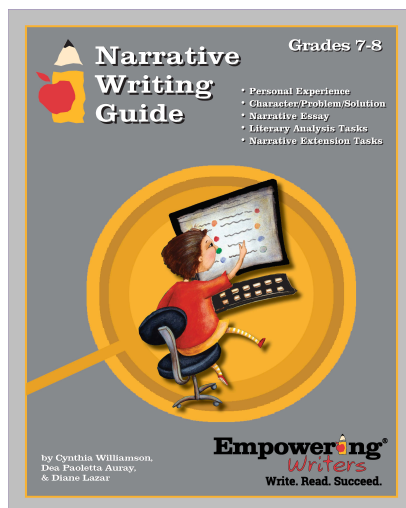




Grades 7-8 Narrative Writing Guide

Student Pages for Print or Projection

SECTION 2: Responding to Source Text



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TURNING QUESTIONS INTO RESPONSES

An easy way to answer response to text questions is to turn the important parts of the question into the beginning of your response. Look at the questions below, followed by the beginning of a response. Using this technique ensures that your answers will be written in complete sentences. Using a story of your choice or one that your teacher has selected, answer each of these questions about the story by turning the question into the beginning of your response. The first two have been started for you.

1. Who was the main point of view character?

The main point of view character was _____

2. Where was the setting for this story?

The setting of this story was _____

3. What was the problem or adventure?

4. What was ironic about the story?

5. How was figurative language used in the story?

KICK IT UP A NOTCH!

To improve the writing, try varying the way each of the above sentences begin. On another sheet of paper or at the keyboard, REVISE the complete sentences you completed above by using the story starters below.

The author introduces us to _____

It is ironic that _____

The author uses figurative language to describe _____

The story takes place _____

The problem facing the main character is _____

There is tension between _____

As the story concludes _____

Name _____

DIGGING DEEPER — BE A TEXT DETECTIVE

1. In the story, how did (character) feel about his/her situation?
2. How do you know how (character) felt?
3. Did you ever have a similar experience? When?
4. How did you feel during your experience?
5. What did (character) learn from his/her experience?
6. What did you learn from your experience?
7. Why did you empathize with (character)?

SENTENCE STARTERS:

Obviously, (character) was feeling _____.

The author made this clear when _____.

Using figurative language, the author _____.

In my own experience _____.

It was easy to empathize with (character) because _____.

Although I never had an experience like this, I can imagine _____.

I felt sympathy for this character because _____.

It was ironic that _____.

In a similar situation, I might have _____.

The author introduces irony into the story when _____.

When the character expressed deep emotions _____.

The use of foreshadowing helped me understand _____.

It made sense when _____.

Like (character), I discovered _____.

Figurative language enhances the story by _____.

Name _____

FRAMING QUESTIONS FOR NARRATIVE STORIES MAKE-IT-YOUR-OWN

Story

Author

1. Who is the main point of view character in the story?
2. Where is the story set?
3. What is the mood of the story? (How does the word choice make you feel?)
4. What is the main character's problem, challenge or adventure?
5. What is the main character's motivation? (What does the main character want?)
6. What is the main character's conflict? (Who or what stands in the way of the main character's motivation?)
7. Where does the author use suspense and/or foreshadowing?
8. How does the main character feel about the situation?
9. How does the main character show his/her feelings?
10. How does the main character grow and change in response to story events?
11. What figurative language did the author use?
12. What is the theme of the story and how is it demonstrated?
13. Have you ever experienced something similar? Describe.
14. How did you feel about the experience you had?
15. Does the author use alliteration?

*Remember, some of these questions can be influential or evaluative in nature.

Sentence Starters for Responding to Literature

The reader discovers that _____.

The author reveals _____.

_____ contributed to the story conflict.

In this story _____.

At the beginning it's clear that _____.

The plot centers around _____.

It isn't long before we discover _____.

Clearly, the theme was _____.

The author definitely shows _____.

An illustration of this _____.

We recognize _____.

(Character's name) was motivated by _____.

This is evidenced by _____.

The reader realizes _____.

As the story unfolds, _____.

In the story, the evidence suggests _____.

Through the text we learn that _____.

The main character's point of view is _____.

We see this when _____.

From my point of view _____.

Name _____

The Quapaw Way

The sharp crack of a whip and a pitiful cry of pain broke through the stillness of the early morning. A new day was dawning for the tortured travelers on the well-worn path near my village. Hidden in the dense brush, I felt tears come to my eyes as I watched soldiers kick and whip their captives awake, and speak to them harshly in a language I did not understand. Even so, the meaning of their words could not have been clearer: get up and get moving — or else.

Without a bite of breakfast, they limped along on bleeding, bare feet — the men, the women, and the children all equally helpless, exhausted and terrified. They were native people, like myself, but I was Quapaw and they were Cherokee, from the other side of the mighty, muddy river. The elders of my village had cautioned me to harden my heart and avoid them lest their misfortune become ours. But I was horrified by the plight of these people who looked so much like me, with their chestnut skin, glossy hair and dark eyes. While it pained me to disobey the elders, I knew I had to do something to help.

Treating others with kindness was the Quapaw way. Of course, we would fight once in a while to prove our bravery, but we all valued peace. In our quiet villages, the women tended to crops and crafted warm, soft clothing of deerskin, all the while keeping an eye on the happy, rambunctious children. The men hunted in the nearby mountains, bringing home feasts of savory bison, deer and wild turkey. Families lived together in comfortable houses with tall, thatched roofs that were positioned around a public square where the whole tribe got together for ceremonies celebrating a birth or a bountiful harvest. It was a fine and simple life, and we could imagine ourselves inhabiting no other land.

I imagined the Cherokee felt the same way about the place they'd left behind across the river. Sheltered from sight in the forest of black hickory and pine trees, I followed them as they trekked through our lands on unwilling

(continued)

feet. Mounted on a handsome horse, a uniformed soldier led the way. Another soldier brought up the rear and others rode alongside their captives, prodding them on relentlessly. Many of the children and even the babies had deep, rattling coughs and eyes glazed with fever. Later, I learned that they'd caught a disease called whopping cough, an affliction that had arrived with the settlers. I imagined myself kidnapping the whole lot of them, bringing them back to my village and healing them with soothing herbs. Of course, that could not be.

Suddenly, a chill ran down my spine. A pair of weary, black eyes had spotted my shadow in the dark forest and they belonged to a boy who, like me, looked like he'd weathered about 14 winters. Our eyes met for an instant and his were filled with fear and a thunderous rage. He quickly looked away and began to walk faster, tugging on the hand of the little girl with tear-stained cheeks who walked beside him. Both were barefoot and shivering in tattered snippets of clothing. My heart ached to help them but what could I do? As the sun began sinking into the western horizon, I headed back to my village.

Later that night, I retraced my steps. By the light of the moon, I found the clearing where the soldiers and the Cherokee were camping for the night. Gathered around a dying campfire, the soldiers slept on warm woven blankets. Nearby, the exhausted Cherokee huddled on the cold, bare ground.

Never before had I been so grateful for my excellent eye sight. I quickly spotted the girl and the boy in the midst of the group. The loud, hacking cough of a sick child cut through the silence as I tiptoed closer. For one terrifying moment, I thought the noise had awakened a soldier, but he just grumbled softly and drifted back to sleep. Holding my breath, I crept closer and carefully left my gifts beside the sleeping silhouettes of the boy and the girl. For him, I'd brought a pair of my own deerskin moccasins that were as soft as a cloud and as warm as a beam of sunshine. I'd swiped a patch of

(continued)

buffalo hide for the little girl, hoping that it would protect her from the worst of the winter weather that was soon to come. For both of them, I left a stash of dried buffalo meat which was as tough as leather but highly nutritious, and a canister of fresh, clear water. It wasn't much, but it was all I could do. By dawn, I was safe in my warm house with my family.

Years later, when the soldiers came for us, I remembered the warnings of the elders. Had I brought this misfortune upon my people? But how could cruelty and injustice result from a simple act of kindness? I was haunted by such questions as we traveled our own trail of tears from our lands in a place that came to be known as Arkansas to the unfamiliar Oklahoma territory. While I'll never know for sure and I'll always wonder if I am to blame for the loss of my tribe's lands, I cannot regret trying to help that one boy and one girl. I am convinced that I brought a tiny touch of comfort to their lives.

SUMMARIZING FRAMEWORK:

This story is about _____
_____.

The problem/adventure/experience was _____
_____.

The problem was solved, adventure/experience concluded when

_____.

Name _____

LITERARY ANALYSIS TASK: BEGINNINGS

You've read the story The Quapaw Way. Write an essay identifying the techniques the author uses to create an entertaining beginning and explain why this is important for the reader. Explain what you learn about the main character's motivation and the conflict he faces. Provide evidence from the text to support your ideas.

THINK ABOUT IT: Is this a narrative or informational assignment?

Your teacher will walk you through the following STEPS:

1. Read, annotate, analyze, and summarize the story.
2. Fill in the following:
 - Who is the main **point of view character**? _____
 - What is the **setting**? _____
 - What is the main character's **motivation**? (What does she/he **want**?) _____

 - What is the **conflict**? (Who or what stands in the way of the main character's motivation?) _____
 - Fill in the summarizing framework that outlines the **plot**.

This story is about _____.

The problem/adventure experience _____.

The problem was solved, experience or adventure concluded when _____.

- What is the **theme**? _____
3. Consider the task:
 - What techniques does the author use to create an entertaining beginning?
 - Why is this important for the reader?
 - What do you learn about the main character's motivation for the story?
 - What do you learn about the conflict the main character faces?
 4. Your teacher will MODEL this process with you. You may use the sentence starters to help you cite examples in the source text.

Sentence Starters for Literary Analysis:

- The technique(s) the author used_____.
- The author also used_____.
- This compelling beginning included_____.
- To begin, the author used_____.
- By using these techniques _____.
- The reader discovers that_____.
- The author reveals_____.
- (Character's name) was motivated by__.
- _____contributed to the story conflict.
- The conflict was that_____.
- In this story_____.
- The reader understands this when_____.
- As the story unfolds we learn that_____.
- In the story, evidence suggests that_____.
- It isn't long before we discover_____.
- We know this because _____.
- We see this when_____.
- It is ironic that _____.
- The author uses figurative language to _____.
- This event is foreshadowed when _____.
- The author hints at this by _____.
- An example of figurative language in this story is _____.
- The irony of this event is _____.

Name _____

NARRATIVE EXTENSION TASK: BEGINNINGS

The story of The Quapaw Way is told in the voice of a young Quapaw boy. Imagine how the story would begin if it were told from the point-of-view of the Cherokee boy traveling the Trail of Tears. Rewrite the first paragraph in his voice.”

THINK ABOUT IT: Can you imagine how the Cherokee boy might be feeling? How might he act, think or express his emotions?

REMEMBER: Here are the techniques you might use. Then, use the productive questions to help generate your beginning. Use one or more of these techniques in your entertaining beginning.

Action - Ask: *what would the Cherokee boy do?*

Dialogue/Exclamation - Ask: *what might the Cherokee boy say or exclaim?*

A thought or question - Ask: *what might the Cherokee boy wonder or worry about?*

A sound - Ask: *what might the Cherokee boy hear?*

Name _____

The Island

“Yes,” I whispered breathlessly, flinging myself into his arms. Tears of joy sprang to my eyes as I accepted the handsome lighthouse keeper’s proposal of marriage.

The life of a penniless orphan in the year 1869 was bleak. Since I was a girl, I’d been fending for myself, toiling away at a dirty, noisy textile mill and living in a crumbling boarding house in a crowded city. How I’d longed to escape that unfriendly world and find a home of my own. During a brief jaunt to the seaside, I met the lighthouse keeper and knew instantly that he was my future.

I bid my dreary existence goodbye without a second thought. In the blink of an eye, I found myself lawfully wed and settled into the cozy keeper’s cottage on an island surrounded by cool, clear ocean waters. Here, I delighted to the feel of refreshing salty breezes as I planted a little garden and enjoyed long walks along the rocky, windswept shore. I spent hours watching the nesting birds tend to their young and digging up shellfish, from which I made rich, nutritious chowders for my dear husband. Quickly, the grimy city became a distant memory but I still didn’t feel quite at home on this serene island and worried if I ever would.

As the days grew shorter, I felt restless. For long hours, I found myself lost in memories of my life in the city, asking myself if it had really been so dismal. I slept but never felt completely rested and I sorely missed the nesting birds who’d returned to sea after raising their chicks. The reeking stench of piles of slimy, black seaweed rotting on the beach made me long for a lungful of sooty city air. I noticed that the fog never completely lifted on this faraway island.

(continued)

As summer ebbed away like the tide, the welcome sea breezes turned into bone-chilling winds. My ears were starved for the sound of music and my eyes hungry for the sight of another human being. While my husband was good company and I loved him more each day, nobody can be everything to anybody. I needed a friend.

Before the boredom overcame me, my husband surprised me with a trip to the mainland.

“I don’t want you to be unhappy, Elizabeth,” he told me. “Visit the city and see if you wish to return,” he said, giving me a sad smile.

At first, being back in the city was exciting, but as I walked the bustling streets that were still so familiar to me, memories of my time there came flooding back — and they were decidedly unhappy. I remembered the nights I spent sleeping on the streets before I had money to pay for a room at the boarding house and the heavy, musty smell of the air at the textile mill. Around one corner, I found a tiny, black puppy who wagged his tail in delight as I stroked his matted fur. Days later, he accompanied me back to the island.

I named the puppy Captain and he grew up husky and happy. His playful antics made me laugh and Captain proved a great friend to me as the squalls of winter racked our island. When our cottage was damaged by a particularly savage storm, I worked alongside my husband to repair it, and took pride in this accomplishment and my own strength. I felt a growing fondness for this serene seaside hideaway.

I knew for sure that I’d found my home when my husband brought me a piano. I taught myself one song after another, entertaining Captain as well as myself and my husband with the gift of music. As the years wore on, we had

(continued)

no time for boredom or loneliness as our family was completed by the arrival of dear children, Of course, no place is perfect. We all were bored on occasion and dreamed of visiting exotic, distant lands but, for the most part, we were content on our island. Our children grew up and we lived out our days I surrounded by the melody of the sea and the music of our piano.

It's been years and years since I departed this earthly realm and the island has changed since my time there. But I am told that visitors to the island hear the echoes of my music in the salty summer breezes and the chilly winter winds. Whether that is true or not, I cannot say, but I am sure that I left a piece of my heart on the faraway island that became the perfect home for me.

SUMMARIZING FRAMEWORK:

This story is about _____

_____.

The problem/adventure/experience was_____

_____.

The problem was solved, adventure/experience concluded when

_____.

Name _____

LITERARY ANALYSIS TASK: ELABORATIVE DETAIL

You've read the story The Island which takes place on a faraway island. Write an essay examining how this dramatic setting influenced the main character, plot and mood of this story. Be sure to provide evidence from the text.

THINK ABOUT IT: Is this a narrative or informational assignment?

Your teacher will walk you through the following STEPS:

1. Read, annotate, analyze, and summarize the story.
2. Fill in the following:
 - Who is the main **point of view character**? _____
 - What is the **setting**? _____
 - What is the main character's **motivation**? (What does she/he **want**?) _____
 - What is the **conflict**? (Who or what stands in the way of the main character's motivation?) _____
 - Fill in the summarizing framework that outlines the **plot**.

This story is about _____.

The problem /adventure /experience _____.

The problem was solved, experience or adventure concluded when _____.

- What is the **theme**? _____
3. Consider the task:
 - How does the setting influence the character?
 - Why is this setting important to the plot of the story?
 - What is the impact of this setting on the mood of this story?
 4. Your teacher will MODEL this process with you. You may use the sentence starters to help you cite examples in the source text.

SENTENCE STARTERS:

- The setting of the story _____ .
- The main character feels _____ .
- The author describes _____ .
- The mood of the story is _____ .
- Her feelings change when _____ .
- The main character struggles with feelings of _____ .
- As the story begins _____ .
- For instance, _____ .
- In paragraph _____ .
- The reader discovers _____ .
- It is clear that _____ .
- The story concludes with _____ .
- The setting of the story _____ .
- Instead of being _____, she feels _____ .

Name _____

NARRATIVE EXTENSION TASK: ELABORATIVE DETAIL - SETTING

You've read the story The Island, which takes place in the year 1869. Fast forward to present day. The island has become a summer vacation paradise. Create a character who is visiting the island and write a paragraph describing the setting through his/her eyes. Pay close attention to your choice of language and make sure it conveys the mood of the setting.

THINK AND DISCUSS: How does the author's choice of language influence the mood of a story? What kinds of elaborative details might add to the description of a distinctive setting?

REMEMBER: The answers to productive questions provide powerful elaborative detail!

- What sound and smells would greet visitors to the present-day island?
- What vestiges of the island's history might still be present?
- How would the island have changed over the years?
- What might visitors to the island hope to do during their stay?
- What might visitors to the island worry or wonder about?

SENTENCE STARTERS:

- The weather was _____.
- At our hotel _____.
- There were _____.
- I had been told _____.
- My family was eager to _____.
- We hoped to see _____.
- The island was _____.
- I wondered why _____.

Cross Curricular Extension: You've probably noticed that in the story, The Island, the author never reveals the exact location of the island, but drops a few hints. The island is foggy; it has a rocky coastline and cold, blustery winters. Think about places with such characteristics and decide where you think this island is located. Write a paragraph detailing the absolute and relative location of the island. (Remember, absolute location refers to the coordinates of latitude and longitude while relative location focuses on where the island is in relation to other geographical landmarks.). For example:

It is probable that the island is located off the coast of Maine. This U.S. state in the northeast corner of the nation lies at a latitude of 45.2538 degrees North and a longitude of 69.4455 West. To the east of Maine is the Atlantic Ocean. The Canadian province of New Brunswick is directly north while Quebec is to the northwest. The small New England state of New Hampshire is located just south of the state.

Name _____

Mr. Muscles

I kicked off my blankets and looked at the clock. 2 AM. Tomorrow was important to me, my first day in a new school, and I'd spend it exhausted from a sleepless night. Great. Just great. Nothing like getting off to a good start.

I layed awake for another hour or two, imagining the day to come. Best case scenario was the highly unlikely possibility that I'd find myself a friend on the bus heading to school, somebody who shared my interests in hiking and kayaking. Of course, the worst case scenario was that I'd end up as lonesome as I'd been at the school I'd left behind. Somehow, I'd never quite found my place there.

Everybody seemed to think that getting involved with sports would help me make friends. Soccer, basketball and baseball — I tried them all and hated them all! But it seems like everybody takes one look at me and instantly assumes that I'm an athlete, just because of my broad shoulders and muscular build.

I'd heard my dad say proudly that I was "built like a tank" and I guess that was true. I'd never met a kid my own age who was taller or heftier than me. Throughout elementary school, my size hadn't bothered me and making friends was easy. Things got harder once I started middle school — a six foot tall, 180 pound 6th grader. I'd grown a few inches since then.

Because of my mom's job, we moved often and changing school was familiar to me. I knew the routine. Get on the bus. Take the first empty seat you can find. Crack open a book and pretend you don't mind sitting alone. I was doing just that when boy, who looked like he was an 8th grader too, approached.

"Hey, I haven't seen you around," he said. "My name's Nate."

The bus driver yelled at him to "find a seat" so he squeezed in beside me.

"We moved here over the summer," I explained. "I am Fred."

(continued)

By lunchtime, I was wondering if I'd landed at the friendliest middle school in the universe. Nate introduced me to all of his friends, who all seemed super excited to meet me. One of them clapped me on the back and said, "Here's our new offensive lineman!"

The others nodded in agreement while I kept my mouth shut and puzzled over the remark. Had I done something offensive? What was a lineman?

By the end of the day, I'd met the football coach and it all made sense. I went home utterly discouraged.

After another sleepless night, I came to a decision. I'd try out for the football team, and no doubt, make it because, as the coach who'd stopped me in the hall yesterday, said I was "a natural."

He'd gone on to explain that the school's football team had almost won the regional championship last season but failed to clench the title because their offensive line was weak, a problem that had apparently been solved by my arrival at the school.

No wonder I'd been treated like a hero. Nate, his friends and the coach all thought I was their ticket to the championship. Okay, I figured, I'd try to be the person they wanted me to be if that's what it took to fit in.

The next few weeks passed quickly. Everybody started calling me Mr. Muscles as I spent hour after hour struggling to understand the game and practicing on the football field. I had tons of new friends, but they were all relying on me to lead them to the championship. I felt like I was keeping a big secret from them and it was only a matter of time before that secret was revealed.

Finally, it was the night of the first game of the season. The football field was brightly lit and the noise of people cheering on the sidelines and the school band blasting out a brassy tune was almost painful to my ears. Feeling clumsy and self-conscious in my shoulder pads and helmet, I sprinted onto the field, remembering how much I hated being in the spotlight.

(continued)

The game seemed to last forever as I fumbled one pass after another. I took a hard fall and the other team scored before I'd even picked myself up off the ground. When it was finally over, the coach took me aside.

"I don't get it. You're built for football, but your head's not in the game," he said, sounding thoroughly disappointed in me.

I hung my head in shame, disappointed in myself, but not for my performance on the football field. I'd known all along that football wasn't for me. In my eagerness to be accepted at my new school, I had tried to be somebody I wasn't.

I'd learned my lesson. Tomorrow Mr. Muscles would announce his retirement from football and I'd go back to being just plain Fred, a quiet guy who looked like an athlete but wasn't. Would my teammates still be my friends? I hoped so, but if they weren't, I'd try to find new friends who, like me, shunned the spotlight but enjoyed the outdoors. From now on, I decided, I'd always be true to myself.

SUMMARIZING FRAMEWORK:

This story is about _____
_____.

The problem/adventure/experience was _____

_____.

The problem was solved, adventure/experience concluded when

_____.

Name _____

LITERARY ANALYSIS TASK: SUSPENSE

You've read the story Mr. Muscles. Right from the beginning, the literary device of foreshadowing is used to hint at events to come in this story. This not only drives the plot forward and builds suspense, but helps readers become acquainted with the main character. Write an essay about how foreshadowing enhances the plot and character development of the story. Your essay should cite specific examples from the text.

THINK ABOUT IT: Is this a narrative or informational assignment?

Your teacher will walk you through the following STEPS:

1. Read, annotate, analyze, and summarize the story.
2. Fill in the following:
 - Who is the main **point of view character**? _____
 - What is the **setting**? _____
 - What is the main character's **motivation**? (What does she/he **want**?) _____
 - What is the **conflict**? (Who or what stands in the way of the main character's motivation?) _____
 - Fill in the summarizing framework that outlines the **plot**.

This story is about _____.

The problem /adventure experience _____.

The problem was solved, experience or adventure concluded when _____.

- What is the **theme**? _____
3. Consider the task:
 - What does the main character want? (motivation)
 - What is standing in his way? (conflict)
 - How does the author foreshadow what's to come in the story?
 - Why is this important to the story?
 4. Your teacher will MODEL this process with you. You may use the sentence starters to help you cite examples in the source text.

SENTENCE STARTERS:

- | | |
|----------------------------------|--|
| • The author hints ____. | • This event was foreshadowed when ____. |
| • Suspense is created when ____. | • Foreshadowing helps the reader ____. |
| • We understand ____. | • As the story ends ____. |
| • This is evidence by ____. | • The use of foreshadowing ____. |
| • It makes sense when ____. | • We can relate to ____. |

Name _____

NARRATIVE EXTENSION TASK: SUSPENSE

You've read the story Mr. Muscles. Write a segment explaining what happens the following day when Fred quits the team and comes clean with his friends about his lack of interest in football. Make sure your segment includes at least one example of foreshadowing.

THINK AND DISCUSS: Why do authors foreshadow key events in their stories? How does foreshadowing increase suspense and reader involvement in the story?

While it was only October, I began counting the days until summer vacation.

Revelation

What does this revelation foreshadow?

Name _____

Power Play

“Don’t let that fire go out!” “Fill up my water bottle!” “Bring me more blueberries!”

Brady was yelling orders at us like a drill sergeant and I was trying to remember who’d appointed him the boss. When we found ourselves lost in the forest two days ago, he’d pretended he knew more about wilderness survival than the rest of us, so we let him take charge. But, as time passed, I got the distinct feeling that he, like the rest of us, only knew what he’d learned from TV.

My first impression of Brady was that he was a nice, normal guy, but I didn’t know him well. For that matter, I wasn’t well acquainted with any of the people in our group. We’d all met just days ago when we arrived at Camp Evergreen. Located in the middle of nowhere, this camp claimed that it provided teens with an “old-fashioned wilderness experience” that would leave us feeling self-sufficient and build our self-esteem. My parents thought it would be a great experience for me and I agreed, providing, of course, that I actually survived it.

There were eight of us in my group and we’d set off on a hike up a mountain two days ago. Somehow, we’d strayed off the trail and found ourselves hopelessly lost in the dense, dark woods. I understood the advantages of unplugging once in a while, but I couldn’t stop thinking about how helpful a smartphone would be in our situation. If our mapping apps failed us, we could just call or text for help. Problem solved.

But we had no smartphones or tablets. All we had was what we carried in our backpacks — mostly, snacks, sweatshirts, sunscreen, bug spray. A guy named Steve had packed a folding camp shovel and Brady never let us forget that it was he who’d brought along a couple packs of matches.

We’d camped near a stream with clear, running water and a patch of wild blueberries. So we had water and a little bit of nutrition, but we were all sore and exhausted from sleeping on the cold, lumpy ground. We needed to build some sort of shelter.

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“Let’s look for a cave,” I suggested.

Brady rolled his eyes at me like I was the stupidest person on earth. “Here’s what we’re going to do.”

Everybody listened as Brady explained his plan.

“Build three walls by making a pile of twigs and vines about five feet high. Then, put heavy tree branches and more twigs lengthwise across the top to make a roof. The open wall has to be facing the fire so that the mosquitos don’t eat us alive,” he said. “And when you’re done, we’ll make ourselves beds of leaves and dried grasses.”

Everybody seemed to accept Brady’s authority, but I had one big concern. “I don’t think we should build it so close to the fire.”

Again, Brady rolled his eyes in disgust at my utter cluelessness. “Okay, Julia,” he snarled. “Let’s bunk with the bears in a cave.”

Needless to say, I was really starting to dislike this guy. Finally, somebody stood up for me.

“Julia’s got a point. Maybe we should build it further from the fire,” Steve said.

“Shouldn’t we at least try to find a cave? They can’t all be filled with bears,” someone else chimed in.

I truly appreciated the support, but it made Brady furious. “Look, somebody has to take charge and that someone is me. Do what I say!”

I think everybody was just too tired to argue. We got to work building the shelter that Brady had described. Did he help? Not at all. After he’d walked around inspecting our work and shouting orders at us, he sat down in the shade of a big tree and took a nap.

Later that night, my fear became a reality as a spark from our bonfire landed on the roof of our shelter and began to smolder. Luckily, it was a still night and we managed to extinguish the blaze before it got out of control, but everybody was seriously frightened and nobody was able to rest easy for the rest of the night.

(continued)

The next morning was the perfect time to oust Brady from his privileged perch. I launched my power play, reminding everybody about the danger Brady had put us in, and was elected leader by a landslide. The first thing I did was send two kids further up the mountain in search of a cave and another two to find more blueberries. Steve dug a deep fire pit with his shovel and the rest of us worked on improving the shelter. Everybody, even Brady, followed my directions exactly and I was feeling pretty proud of myself. Clearly, I was a great leader.

By the end of the day, however, I had to question whether that was actually true. I barely recognized my own voice as I started ordering my fellow campers to: Fill up my water bottle! Don't let that fire go out! Bring me more blueberries! Who knows how tyrannical I may have become if we hadn't been rescued that night.

When I think about those few days in the wilderness, I am still amazed at my own transformation from an outspoken, but fair and polite, individual into a bossy bully who took advantage of those she was supposed to be leading. I guess Brady and I proved that power really does corrupt.

SUMMARIZING FRAMEWORK:

This story is about _____

_____.

The problem/adventure/experience was _____

_____.

The problem was solved, adventure/experience concluded when _____

_____.

Name _____

LITERARY ANALYSIS TASK: MAIN EVENT

You've read the story, Power Play where a group of students get lost in the wilderness. Throughout the main event of the story, the characters are faced with a challenge that reveals their inner character. Write an essay to compare how the characters Julia and Brady respond to the challenge and what that response reveals about their inner character traits. Provide evidence from the text to support your ideas.

THINK AND DISCUSS: What does an author need to do to create an effective, fully elaborated main event? How is the theme showcased in the main event?

Your teacher will walk you through the following STEPS:

1. Read, annotate, analyze, and summarize the story.
2. Fill in the following:
 - Who is the main **point of view character**? _____
 - What is the **setting**? _____
 - What is the main character's **motivation**? (What does she/he **want**?) _____
 - What is the **conflict**? (Who or what stands in the way of the main character's motivation?) _____
 - Fill in the summarizing framework that outlines the **plot**.

This story is about _____ .
The problem/adventure/experience _____ .
The problem was solved, experience or adventure concluded when _____ .

- What is the **theme**? _____ .

3. Consider the task:
 - How does the author infer character traits?
 - What response do both Brady and Julia share when given power?
4. Your teacher will **MODEL** this process with you. You may use the sentence starters to help you cite examples in the source text.

(continued)

SENTENCE STARTERS:

- The main character _____.
- We see that _____.
- Readers discover _____.
- Readers can empathize with _____ when _____.
- This main event _____.
- Of course, _____.
- The author describes _____.
- The theme of the story _____.
- The author showcases _____.
- Unexpectedly, the character _____.

Name _____

NARRATIVE EXTENSION TASK: MAIN EVENT

You've read the story Power Play which communicates a theme about power and its misuse. Now, imagine how the story would unfold if it emphasized the theme of friendship and cooperation among the group. Rewrite the main event accordingly.

Fill in the summarizing framework for the original story:

This story is about _____.

The problem/adventure/experience was _____.

The problem was solved, experience or adventure concluded when _____.

Now, imagine your revised main event. Fill in the summarizing framework indicating your changes:

This story is about _____.

The problem/adventure/experience was _____.

The problem was solved, experience or adventure concluded when _____.

REMEMBER: Use the productive questions to fully elaborate your MAIN EVENT:

- **ACTION:** What did you do?
- **DESCRIPTION:** What did you see, hear, feel, smell, taste, sense?
- **EXCLAMATION:** What did you say?
- **THOUGHTS/FEELINGS:** What did you feel, think, wonder, worry?
- **SOUND EFFECT:** What did you hear?

On another piece of paper or at the keyboard, write your new MAIN EVENT.

Name _____

The Ice Cream Job

Ping! A text message announced its arrival on my smartphone. I crossed my fingers, hoping that it was from somebody offering me a job. For a solid week, I'd been searching for a summer job and it was becoming discouraging.

"We really need somebody with experience." I'd heard those words over and over again from the managers of all kinds of potential employers, including a bagel shop, two fast food restaurants, three grocery stores, and a pizzeria. I had my working papers, but none were willing to take a chance on me. My visions of the whole new wardrobe I would buy for myself with my own money were fading fast.

My last hope was the Frosty Fountain, an ice cream shop that I'd been going to since I was a little kid. It was easy to imagine myself working there, capably handing out samples of the many delicious flavors and scooping up cones of the tasty treat for hordes of delighted customers. My friends would stop over and I'd chat with them while I worked. I'd taste every single flavor and maybe even invent a few of my own. It would be fun! The manager of the Frosty Fountain had read over my application and hadn't said "no." Instead, she said, "We'll be in touch."

I was elated to see that the text message was indeed from the Frosty Fountain and it read: "Can you start this Saturday?" I eagerly replied "yes!"

Feeling grown up and independent, I arrived at the Frosty Fountain just a few minutes after nine on Saturday morning. After promising to never, ever be late again, I was introduced to my supervisor, Pam, who was just a few years older than me and really nice. She'd worked at the Frosty Fountain for the past two summers

"It's not hard," she assured me. "Not once you get the hang of it."

But, it definitely seemed hard. A customer ordered sprinkles on his cone and I couldn't find them. As melted ice cream streamed down my arm, I frantically searched for the tiny multi-colored candies. It didn't take that long, but the customer stormed out without his cone, which I flung angrily into the trash and then kicked the garbage bin.

(continued)

“Sometimes people aren’t very nice,” Pam said, sympathetically. “Be patient with them, Emma.”

I told her I’d try to, but by the end of my shift I wasn’t feeling any love for the ice cream eating public. One customer made me feel like an idiot when I gave her a vanilla cone instead of the cherry vanilla she’d ordered. Another sarcastically asked if I could possibly “pick up the pace” as he was in a hurry.

“It’s not my fault,” I shouted when a mother yelled at me after her kid dropped his barely licked extra-large cone on the floor. Pam gave me a dirty look and started making the kid another cone while I got stuck cleaning up the whole gooey, chocolatey mess, blinking back tears as I did so. My feet were sore and my arm was aching from scooping the hard, cold ice cream, which was starting to look decidedly unappetizing. Back home, I soaked my throbbing muscles in a warm bath and wondered if I was meant for the ice cream business. That night I sleep as deeply as a hibernating Grizzly.

The following week was a busy one, filled with final exams, end-of-the-year activities and after-school shifts at the Frosty Fountain. I really felt I’d earned the fun weekend I had planned — the highlight of which was my best friend Polly’s epic end-of-the-school-year pool party. I spent Friday night at her house and we stayed up late making hundreds of water balloons to hurl at our guests.

By three o’clock the next afternoon, the party was going strong. People were toasting marshmallows and grilling hotdogs. There was a raucous water balloon battle being waged. A bunch of us were crowded onto a big inflatable swan, talking and laughing.

I was supremely relaxed and having so much fun when my friend Connor asked, “So how’s the ice cream job going, Emma?”

“Oh no!” I gasped and clapped my hand to my mouth as I suddenly remembered that I was scheduled for the 4-8 PM shift at the Frosty Fountain. At the moment, it was the last place on earth I wanted to be.

“You can’t leave,” Polly cried. “Stay. Just say you’re sorry and do a double shift to make up for it.”

(continued)

I took her advice and enjoyed every minute of the party. But I paid a big price for it. When I arrived at work on Monday, Pam handed me my paycheck and told me I'd been replaced. My face burned with shame as she recounted my mistakes: not showing up for my shift on Saturday, being late on several occasions and losing patience with customers. I hated to admit it, but I deserved to be fired from the Frosty Fountain.

For the rest of the summer, I had to settle for sporadic babysitting jobs and I didn't earn a fraction of what I needed to buy the new clothes I wanted. It was a tough lesson to learn, but my ice cream job taught me a lot about responsibility. I might have gotten fired from my first job, but I would make sure to excel at my next one.

SUMMARIZING FRAMEWORK:

This story is about _____
_____.

The problem/adventure/experience was _____
_____.

The problem was solved, adventure/experience concluded when

_____.

Name _____

LITERARY ANALYSIS TASK: ENDINGS

You've read the story The Ice Cream Job. By the end of this story, the character has learned an important lesson. Write an essay identifying the ways in which the character changes from the beginning of the story to the end, when the theme is revealed. Be sure to identify that theme and provide evidence from the text to support your ideas throughout your essay.

Your teacher will walk you through the following STEPS:

1. Read, annotate, analyze, and summarize the story.
2. Fill in the following:
 - Who is the main **point of view character**? _____

 - What is the **setting**? _____

 - What is the main character's **motivation**? (What does she/he **want**?) _____

 - What is the **conflict**? (Who or what stands in the way of the main character's motivation?) _____
 - Fill in the summarizing framework that outlines the **plot**.

This story is about _____.

The problem/adventure/experience _____.

The problem was solved, experience or adventure concluded when _____.

- What is the **theme**? _____.
- What **simile** is used in the story? _____.
- Identify an example of **alliteration** that reoccurs throughout the text.
_____.

3. Consider the task:
 - How does the character change from the beginning of the story to the end?
 - What is the theme of the story?

4. Your teacher will MODEL this process with you. You may use the sentence starters to help you cite examples in the source text.

SENTENCE STARTERS:

- In the beginning of this personal experience narrative _____.
- This story introduced us to _____.
- By the end, we understand _____.
- Surely, _____.
- The author details _____.
- The main character feels _____.
- For example, in paragraph _____.
- We empathize with _____.
- The theme is showcased _____.
- Clear evidence of this is _____.
- It is easy to imagine _____.

Name _____

NARRATIVE EXTENSION TASK: EXTENDED ENDINGS

The personal experience narrative, The Ice Cream Job, ends with Emma, the point of view character, losing her job because of her irresponsible behavior. Imagine now that the story was told from the point of view of Polly, Emma's best friend who encouraged Emma to stay at the party rather than go to work at the Frosty Fountain. Write an extended ending in Polly's voice.

Fill in the summarizing framework for the original story:

This story is about _____.

The problem/adventure/experience was _____.

The problem was solved, experience or adventure concluded when _____.

Now, imagine the revised story told from Polly's point of view. Fill in the summarizing framework indicating your changes:

This story is about _____.

The problem/adventure/experience was _____.

The problem was solved, experience or adventure concluded when _____.

REMEMBER: Use the productive questions to fully elaborate your EXTENDED ENDING:

- **MEMORY:** What did you remember most?
- **FEELING:** How did you feel about the experience?
- **HOPE/WISH:** What did you hope or wish for?
- **DECISION:** What did you decide?
- **DEFINING ACTION:** What did you DO?

On another paper or at the keyboard, write your new EXTENDED ENDING!

Name _____

LITERARY ANALYSIS TASK: COMPARING TWO NARRATIVE TEXTS

You've read two texts. Compare and contrast the conflict, plot, and theme from both texts and cite evidence from both texts.

Before writing, look at each question in the assignment, above. Fill in the summarizing framework for informational writing, below. Then, go back to the text to find and mark evidence to support the answers to each part of the question. Then, jot your ideas on the comparison grid. Your teacher will help.

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

	TEXT #1	TEXT #2
Plot		
Conflict		
Theme		

Comparison Grid

List elements for
comparison here.



	Source #1	Source #2