

MIDDLEWORLD: THE ELEMENTS OF LITERATURE

LANGUAGE ARTS, GRADES 5-8

Note: This unit includes a wide sampling of possible activities for the first few chapters of Middleworld, which work equally well for the entire classroom, or in small cooperative learning groups.

“Lord 6-Dog was awakened by the sound of his own screaming. For a few moments he lay still on his sleeping mat, trying to shake off the memory of the dream. He told himself to calm down, but still his body trembled and the sweat ran down his forehead (no small journey, as his mother had strapped his head between two boards after he was born to lengthen his skull like a corn cob.)

A monkey?”

The Jaguar Stones, Book One: Middleworld, page 14

ESSENTIAL QUESTION:

How are people transformed through their relationships with others?

Sub Question:

How do we reveal character?

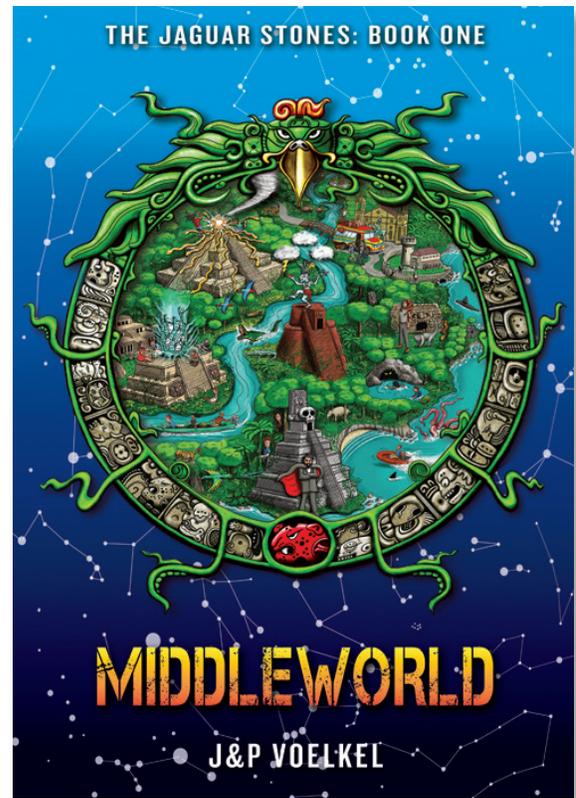
Materials/Resources:

- Reading response journals, graphic organizers, dictionary, thesaurus, colored pencils.
- Selection of non-fiction books on the rainforest and the Maya.

CONTENT OBJECTIVES:

The students will know how to:

- Recognize the elements that constitute narrative texts (e.g., character, dialogue, setting, plot, conflict, theme) and poetic texts (e.g., structure, topic, rhythm, rhyme scheme)
- Extrapolate, generalize, and transfer concepts and themes from literature to observations both about society in general and personal experience.
- Use a variety of strategies to extend reading vocabulary (e.g., context clues, dictionary definitions, similes and metaphors, apply vocabulary words to new content)



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The students will be able to:

- Effectively use a variety of before, during, and after reading strategies to monitor comprehension and making meaning out of text
- Organize ideas into well-developed paragraphs
- Utilize vivid and precise language with an awareness of denotative, connotative, figurative, and symbolic meaning

Rationale:

Literature can influence the way we think, act and express ourselves.

KEY VOCABULARY:

Alliteration: beginning words with the same consonant sound for emphasis or effect.

Conflict: the struggle between opposing forces that provides the central action and interest in any literary plot.

Context: anything beyond the specific words of a text that may be relevant to understanding the meaning.

Hyperbole: exaggeration for effect.

Metaphor: stating or implying one thing is another in order to describe it.

Onomatopoeia: word that sounds like what it means.

Personification: giving human characteristics to non-humans.

Repetition for effect: deliberately repeating a word or phrase for emphasis.

Simile: comparison of two things usually using the words “like,” or “as”.

ASSESSMENT:

Students should be evaluated on how well they demonstrate understanding of literary elements as well as their participation in cooperative learning teams and group discussions.

Product artifacts are reading journals, graphic organizers, and quick comprehension quizzes. Selected pieces may be revised and edited for further evaluation of writing traits.

DAY 1: LEAD IN/INQUIRY

Personal Connections/Character Development:

1. Teacher read aloud the first page of the Preface - The Dream (page 14), Middleworld
2. Students write about the “craziest” dream they’ve had, about a page in length to encourage specific detail. Share.
3. Teacher reads Preface: The Dream.
4. Distribute student copies of book. Fill out class K/W/L based on prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

CHARACTER DEVELOPMENT: CHAPTER ONE

Provide two examples of each (direct quotes from book) about Max Murphy, the protagonist:

Appearance:

1.

2.

Actions:

1.

2.

Thoughts & Feelings:

1.

2.

Reactions of others:

1.

2.

Dialogue:

1.

2.

It's all about attitude . . . CHARACTER . . . not circumstances . . .

I am like Max because .

I am NOT like Max because.

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CONFLICT: CHAPTER ONE, Man vs. Man, Man vs. Society, Man vs. Nature, Man vs. Self, Good vs. Evil

Lead In/Inquiry: What do you think Max looks like?

Conflict: With a partner, create a list of possible conflicts that Max might have in this story, taking into consideration book's title, illustrations, the preface characters, and his own character. Post ideas on board.

Closure: Just as real life is complicated, often stories have more than one conflict. From looking at the pictures, titles, and cover, predict what is going to be the Man vs. Self conflict?

(Topic sentence, Support, Support, Conclusion [why will this be important in story?])

Max's big problem is that he is...

One example of this is...

Another example of this is ...

I predict that he will have to learn to overcome this by...

because...

VOCABULARY BUILDING: CHAPTER ONE

Vocabulary development requires that we use the context in which a word appears for clues. This requires that readers see relationships among words and can make inferences about the passage: definition/explanation, restatement/synonym, contrast/antonym and gist clues.

- Scan through the chapter and find the following words (they are in the correct order).
- Write them correctly once (thinking about correct spelling).
- First, infer what they mean from context (how they are used in sentence). Part of the challenge is putting into precise words something that you understand generally.
- Then look them up... make sure that you write a definition that is simple and makes sense to you... And fits in the context of the word. Make sure you look up the definition that is the corresponding part of speech (noun, verb, adjective, adverb).

WORD:	Rewrite it:	Guess:	Dictionary:
<i>crouch (verb)</i>			
<i>shriek (verb)</i>			
<i>adrenaline (noun)</i>			
<i>scrutinize (verb)</i>			
<i>wield (verb)</i>			
<i>disown (verb)</i>			
<i>nauseous (adjective)</i>			
<i>ironic (adjective)</i>			
<i>neglect (verb)</i>			
<i>shortsighted (adjective)</i>			

Once this is done, write three sentences describing something truly terrifying, using at least one of the words correctly in each. Bonus for extra creativity or extra words.

BACKGROUND KNOWLEDGE: CHAPTER TWO

This story takes place in the Central American rainforest, among the native people called the Maya. Time to get a little background knowledge... so you can know more than Max about the adventure that lies before you.

Each team member will select two resource books and fill out the following information from them:

Book Title:

Publisher:

Place Published

Year Published:

Five interesting facts

Page number:

- 1.
- 2.
- 3.
- 4.
- 5.

Book Title:

Publisher:

Place Published

Year Published:

Five interesting facts :

Page number:

- 1.
- 2.
- 3.
- 4.
- 5.

Closure:

Imagine that you were dropped off in a small indigenous village, nestled in the shadow of a looming Maya pyramid. Describe the next two hours of your life- remember to include an attention-getting lead, and a satisfying imagery concluding sentence.

CHARACTER DEVELOPMENT: CHAPTER THREE

Citing exact wording from the text, summarize each character (yes, a setting can be a character in the story!) . Sketch each according to the image in your mind.

Uncle Ted

Appearance:

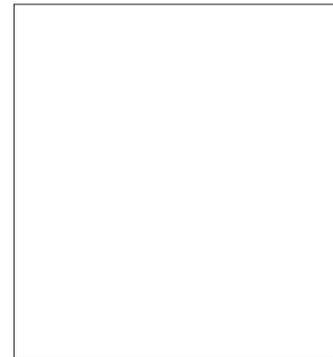


Actions:

Max's reaction:

Lucky Jim

Appearance:



Actions:

Max's reaction:

Temple of Ixchel

Appearance:

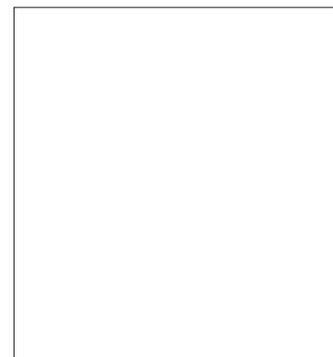


Actions:

Max's reaction:

Antonio de Landa

Appearance:



Actions:

Max's reaction:

Closure:

In three sentences, explain how Max is feeling at the end of Chapter Three:

FIGURES OF SPEECH: CHAPTERS THREE/FOUR

Powerful imagery—find two of each:

Metaphor, stating or implying that one thing is another in order to describe it :

Max is a grumbling tiger.

1.

2.

Simile, using “like” or “as” to compare two things in order to describe it:

He was as unhappy as a wet cat.

1.

2.

Personification, giving a thing human characteristics in order to describe it:

The sun glared angrily.

1.

2.

Onomatopoeia, a word that sounds like what it is: *The tree crashed to the jungle floor.*

1.

2.

Closure:

Overall, what is Villa Isabella like? What are two reasons why it would be nice to stay there, and two reasons why it would NOT be nice to visit Uncle Ted? Concluding sentence should sum up your feelings about Uncle Ted’s home—creating your own appropriate figure of speech.

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PLOT: CHAPTERS THREE/FOUR

Max now has more problems that he could ever imagine. Explain what is the problem with each of the following:

Uncle Ted (Man vs. Man):

Antonio de Landa (Good vs. Evil):

His Parents (Man vs. Society):

The country of San Xavier (Man vs. Nature):

Himself (Man vs. Self):

Closure:

If your life were to be turned into a full-length novel, what problem would make the most interesting, well-developed conflict? Explain.

CREATIVE WRITING: THE JUNGLE POEM

Open:

Find strong words. Fold a plain piece of paper into fourths. In each quadrant write the part of speech: noun, verb, adjective & adverb. Find five of each from Middleworld - strong, vivid, interesting words.

Examples:

- Noun: person, place, thing or IDEA - (eg witch doctor, lagoon, crescent moon, anxiety)
- Verb: action words - (eg stumble, stab, faint, falter)
- Adjectives: describes nouns or pronouns - (eg brilliant, mushy, crisp, faded)
- Adverbs: HOW, WHEN, WHERE, WHY, HOW MUCH - (eg angrily, haphazardly, barely, afterwards)

Write one last line to this poem - The Jungle :

I fled into the dark shadow
Pounding heart and two pounding feet
Escape halted by river flow
Howling monkeys mock my retreat
And so I'm left alone to die

_____.
(Needs to rhyme with "die" and needs to have eight beats per line.)

Guided Practice:

- Write a six-line poem
- must rhyme a-b-a-b-c-c
- must have same number of beats per line
- must have least two figures of speech: metaphor, alliteration, simile, personification, onomatopoeia, repetition for effect, hyperbole

Discuss how class poem fits this criteria.

Closure:

- Read poem out loud to seat partner three times. (Option would be to have teams create poems.)
- Present poem to class.

COMMON CORE STANDARDS

6th Grade:

CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

CCSS.ELA-LITERACY.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-LITERACY.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

7th Grade:

CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly

CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-LITERACY.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-LITERACY.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

8th Grade

CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.