

Unit 5 – Lesson 3

“Hatching” by Jean Little or “On Thin Ice” by Frank Elgby

Enter your responses between the (blue) parentheses below each item.

Section 1 Analyzing a Short Story

Choose **one** short story “Hatching” on p. 69 or “On Thin Ice” on p. 73 in your *Language Arts 9 Anthology* and answer the following questions.

1. Who is the **protagonist** of the story?

() (/1)

2. The setting of the story is important because it indicates where and when the main events of the story occur, and it may contribute to the conflict. The setting is described in detail using imagery. Find **two** examples of the description of setting.

(Marks: /2)

Example 1: ()

Example 2: ()

3. Identify the **major conflict** in the story.

- a) Identify the type (Person vs. Person, Person vs. Environment, or Person vs. Self).

() (/1)

- b) Describe the conflict.

() (/1)

4. **Inciting Incident:** Describe why or how this major conflict began.

() (/2)

5. **Rising Action:** Choose **two** incidents that contribute to suspense, stress, or **tension** in the story. Also, note **two** incidents of **tension relief** that made the reader think the conflict would soon be resolved. Does the author create **suspense** effectively in the story? Explain.

- Tension: () (/2)
- Tension relief: () (/2)
- Suspense effectiveness: () (/2)

6. **Climax:** Identify the turning point, the point at which the main character made a key decision and you knew how the story would end.

() (/2)

7. **Falling Action:** Identify **one** incident that relieves tension or stress in the story after the climax.

() (/2)

8. **Resolution:** Explain how the major conflict was resolved.

a) What type of ending did the story have? Did the author tie up loose ends, reveal the main character's final thoughts or actions, connect to the beginning, or show the character changed?

() (/2)

b) Do you think the ending was plausible? Explain.

() (/2)

9. **Character:** Did the main character of the story change? Was the change plausible?

a) Identify how the protagonist in this story changes through the story's events.

() (/2)

b) Explain why you think this change is believable or not.

() (/2)

10. **Theme:**

a) Write a single sentence that illustrates what you believe to be the theme of this story.

() (/1)

b) Provide two pieces of evidence from the story to support your choice of theme.

() (/2)

- c) A theme is a statement about life. This story is about a teenager. Explain how the theme you have identified may or may not be applied to your personal life.

() (/2)

Total of Section 1: /30

Section 2 Looking at the Author's Word Choices

Choose **one** short story "Hatching" on p. 69 or "On Thin Ice" on p. 73 in your *Language Arts 9 Anthology* and answer the following questions.

1. Think about the title of the story. What comes to mind when you think of "hatching" or "being on thin ice"? (Mark: /1)

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2. Provide **one** way that Harriet is "inside a shell" or Frankie is on "thin ice" with his dad **at the beginning of the story**. (Mark: /1)

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4. Provide **one** example of a shell that Harriet is in or provide **one** example of thin ice in one of Frankie's relationships **as the story develops**. (Mark: /1)

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5. Provide **one** detail that reveals Harriet's or Frankie's perspective to be that of a young person. (Mark: /1)

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6. Consider the choices Harriet or Frankie made. What was her or his motivation, or reason, for making the choice? What was the consequence of the choice? What did she or he learn from the choice and its consequences? Complete the chart for EITHER Harriet OR Frankie.

(Marks: /6)

Harriet's choice	Motivation	Consequences	What Harriet learned
(She started to	()	()	()

<i>suggest a movie.)</i>			
<i>(She pretended not to enjoy the movie.)</i>	()	()	()
<i>(She told them she hated everything on the menu in the restaurant.)</i>	()	()	()
<i>(She started to complain about the long drive home.)</i>	()	()	()
<i>(She started to apologize for her behaviour.)</i>	()	()	()
Frankie's choice	Motivation	Consequences	What Frankie learned
<i>(Frankie called his friends.)</i>	()	()	()
<i>(Frankie rode his quad far away from home.)</i>	()	()	()
<i>(Frankie rode his quad on the ice.)</i>	()	()	()

Total of Section 2: /10

Section 3 Changing the Narrator

- The perspective of the narrator is essential to a story. Both of the story choices in this lesson were narrated by the young person in the story. How would the story change if the narrator was the father? How would it change if the narrator was an omniscient third person narrator? In a well-constructed paragraph, explain:
 - What makes the existing point of view in the story effective.
 - How changing the point of view to the father would affect the story.
 - Why the author chose not to use an omniscient narrator.

You will need to re-read the story and use your imagination to reflect on the alternate possible perspectives.

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Altered Narrator Paragraph rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
Sentence Structure /5	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total:			/25		

Total of Section 3: /25

Student's Comments

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- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 5-3 Submission Box: (YOURNAME)la9-5-3

- **Check the Submission Box again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

Assignment Total: (/ 65) = Percent: (%)

Teacher's Comments

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