

Unit 4 – Lesson 1

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

Section 1 Responding to “The Hockey Sweater”

1. In "The Hockey Sweater", on page 44 of your *Sightlines 8* textbook, by Roch Carrier, the main character prays for "a hundred million moths that would eat up my Toronto Maple Leafs sweater." This is an example of what humorous technique? (Mark: /1)

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2. What is the setting of this story? (Mark: /1)

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3. How does the setting contribute to the plot and theme? Explain. (Mark: /3)

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Total Marks for Section 1: /5

Section 2 Writing Story Beginnings

1. Story Beginnings

You now know that there are a few different ways to begin a story. These are:

- Begin with a dramatic incident
- Begin by setting the scene
- Begin with a question
- Begin with dialogue
- Introduce the main character's thoughts, feelings, or actions

You will now practice writing story beginnings.

Indicate from the list above which way you have chosen to write your story beginning. In total, you will choose 2 different ways. Then, you will choose 2 of the story situations

below. Using your 2 different ways to start a story and your 2 chosen situations, you will now write two different story beginnings that will be roughly 2-4 sentences in length.

Here are the story situations:

- a girl or boy flying alone on an airplane for the first time
- a valuable piece of jewelry that has been stolen and must be found
- two friends had a fight but hoped to fix their friendship
- mysterious individuals visit planet Earth
- a situation of your choice; include information about the situation

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Total Marks for Section 2: /10

Section 3

Story Endings

It has been said that writing the *ending* of your short story *first* can actually allow you to create a better story. Some reasons why writing the ending first can help are:

- **Characterisation** – If you know who the characters are at the end of the story, you will know how much you should reveal about them in the beginning.
- **Hindsight** – We all know how different life seems when we're looking back. We can often tell where a problem began. By including the ending *before* the rest, you are able to write about problems and solutions that lead to the ending.
- **Time** – Plotting from the ending backwards saves you time because you will leave out the things that are not meant to be there.

Write a potential ending to your short story that you will write *later*. Keep in mind the different possible endings, such as:

- Exaggeration/overstatement
- Understatement
- Puns

- Irony/surprise ending

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Story Endings				
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2
Content /5	<ul style="list-style-type: none"> • I used <i>creative and perceptive ideas</i>. • I used <i>precise details</i>. • I <i>effectively</i> supported the main idea of the poem, <i>freedom</i>, with illustrations. 	<ul style="list-style-type: none"> • I used <i>thoughtful and logical ideas</i>. • I used <i>specific details</i> • I <i>logically</i> supported the main idea of the poem, <i>freedom</i>, with illustrations. 	<ul style="list-style-type: none"> • I used <i>appropriate and adequate ideas</i>. • I used <i>general details</i>. • I <i>clearly</i> supported the main idea of the poem, <i>freedom</i>, with illustrations. 	<ul style="list-style-type: none"> • I used <i>over-generalized and/or ineffective ideas</i>. • I used <i>irrelevant and/or missing details</i>. • I <i>vaguely</i> supported the main idea of the poem, <i>freedom</i>, with illustrations.
Presentation /5	I used line, colour, and balance <i>effectively to enhance my exceptional communication</i> .	I used line, colour, and balance <i>appropriately to reinforce logical communication</i> .	I used line, colour, and balance <i>basically to aid clear communication</i> .	I used line, colour, and balance <i>unclearly to blur communication</i> .
Insufficient	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement.			
Total: /10				
Assessment	Areas of Strength... ()			
	Might I suggest... ()			

Total Marks for Section 3: /10

Student Comments:

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- Be sure to save your file to your folder before submitting it to the LA8 Assignment 4.1 Submission page: (YOURNAME)la8-4.1
- Check the Submission page again in two or three days to retrieve your marked assignment and review the feedback from your teacher.

Assignment Total: (/25) = Percent: (%)

Teacher Comments:

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