

Language Arts 8 Name: ()

Name: ()

Unit 4 - Lesson 7

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

Section 1 Identifying Symbol

The Spider and the Fly

Mary Howitt

"WILL you walk into my parlour?" said the Spider to the Fly,
'Tis the prettiest little parlour that ever you did spy;
The way into my parlour is up a winding stair,
And I've a many curious things to show when you are there."

"Oh no, no," said the little Fly, "to ask me is in vain,
For who goes up your winding stair
-can ne'er come down again."

Step into my parlour or Come into my parlour has become an idiom that indicates a false offer of friendship - actually a trap.

1. View the excerpt "Mood, Atmosphere, Symbol" from *Psycho* by Alfred Hitchcock. Tally the references to birds you found in the excerpt from *Psycho* and identify three below. (Marks : /3)

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2. Choose **one** of the following:

- A. Based on how the photo album in the "Runaway", and what is said about it in the drama, what does the photo album represent? Provide evidence from the story for your opinion. (Marks: /2)

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OR

- B. Based on how the Monkey's Paw is used in "The Monkey's Paw", and what is said about it in the drama, what does the paw represent? Provide evidence from

the story for your opinion. (Marks: /2)

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Section 1: /5

Section 2 Narrative Planning Chart

You will now start the process of planning to write a short story or play. You will complete the narrative planning chart, in section 2, then send it to your teacher through email for approval, before starting section 3.

Your writing topic will be what is necessary for you to live a happy and fulfilling life. Consider the texts you've already read and what made each character happy.

- Education (Mother in "The Hockey Sweater")
- Acceptance and pop culture (Narrator in "The Hockey Sweater")
- Timeless values such as beauty and truth or friendships ("Green Bottle Street")
- Material items, always search for new pleasures (Roger in "Thank You Ma'am")
- Principles or virtue to live by such as generosity, loyalty, the law, and hard work (Mrs. Bates-Jones in "Thank You Ma'am")
- Pride, risk taking and greed (The Lion in "The Lion, the Chamois, and the Fox")
- Trickery and manipulation (The Fox in The Lion in "The Lion, the Chamois, and the Fox")
- Continuity and heritage In "A Hero's Welcome"
- Social change, excess, addictions (Peter and Wendy in "The Veldt")
- Boundaries and reality (George in "The Veldt")
- Wealth or lack of it and its effects on character (Madge and Pam in "The Runaway" and Mr. and Mrs. White in "The Monkey's Paw")

Complete the narrative planning chart below. Be sure to write in complete sentences

and provide as much detail as possible in your narrative planning chart. Remember, your writing plan must be about:

- Someone who is trying to achieve a happy and fulfilling life.
- You may write about yourself or other people, real or imaginary.
- You may set your writing in the past, present, or future.

You will need to submit the planning chart to your teacher, through email, before writing the entire short story or play.

Narrative Planning Chart (Marks: /15)

Element of the Short Story	Ideas, Details, Reasons for your choices
Setting Describe the time and place.	()
Motivation Choose a character from your story plan in lesson 2. What does your character think will help him or her live a fulfilling life?	()
Problem/Obstacle What stands in the character's way? Will he or she get what s/he wants?	()
Plot How will your character get what he or she wants? Consider initial incident, rising action, climax,	()

falling action, resolution, flashback, foreshadowing, suspense	
Response Character development involves your character revealing his or her traits. How does he or she respond to the problem? For example, Jonah is a skinny weakling who wants to win a battle. Instead of facing the stronger opponent by himself, he becomes charismatic and gathers a group to support him. Remember that you can develop character through conflicts, problem-solving techniques, describing character directly and indirectly, using dialogue, and point of view.	()
Point of View Who will tell your story? Why is this character's perspective important in your	()

story? Will there be other characters in the story? Who will they be?	
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Total for Section 2: /15

Section 3 Writing a Story or Play

Now, you will use your approved narrative planning chart and write your story or play.

You may choose to write in one of the following forms:

- short story
- play

In your writing, be sure to...

- Develop **plot**, **conflict**, **character**, and **point of view**.
- Choose specific details that will allow the reader to visualize **setting**, **character**, and **symbol**.
- Develop character through **word choice**, **sentence structure**, **tone**, **context**, and **dialogue** to create **voice**.
- Use vocabulary that is interesting and effective. Use a variety of specific words.
- Vary your sentence beginnings. Vary your sentence structure.
- Edit your work. Be sure you proofread it, or have someone else proofread it, before you submit it.

Write your good copy below:

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Short Story Assessment				
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2
Content /5	I created a narrative that is <i>insightful</i> . I used ideas that are <i>imaginative</i> and <i>creative</i> . I used details that are <i>precise</i> and <i>original</i> .	I created a narrative that is <i>plausible</i> . I used ideas that are <i>thoughtful</i> and <i>sound</i> . I used details that are <i>relevant</i> and <i>specific</i> .	I created a narrative that is <i>clear</i> . I used ideas that are <i>appropriate</i> and <i>predictable</i> . I used details that are <i>general</i> and <i>straightforward</i> .	I created a narrative that is unclear. I used ideas that are superficial and ambiguous. I used details that are imprecise and vague.
Organization /5	I created an opening that is <i>engaging</i> . I arranged the events in an <i>effective</i> order. I used transitions <i>fluently</i> to connect events. I provided a closure that is <i>effective</i> and <i>believable</i> .	I created an opening that is <i>interesting</i> . I arranged events in a <i>purposeful</i> order. I used transitions <i>clearly</i> to connect events. I provided a closure that is <i>appropriate</i> and <i>believable</i> .	I created an opening that is <i>functional</i> . I arranged events in a <i>discernible</i> order. I used transitions that are <i>mechanical</i> . I provided a closure that is <i>general</i> .	I created an opening that <i>does not engage</i> the reader. I arranged events in a confusing order. I used transitions rarely. <i>I</i> provided a closure is that is <i>ineffective</i> or <i>unrealistic</i> .
Presentation /5	I varied and controlled sentences <i>consistently</i> . I chose words and expressions that are <i>deliberate</i> and <i>precise</i> . I created a voice that is <i>convincing</i> . I made few errors.	I varied and controlled sentences <i>usually</i> . I chose words and expressions that are <i>accurate</i> and <i>effective</i> . I created a voice that is <i>distinct</i> . I made <i>minor</i> errors that <i>rarely</i> reduce clarity.	I varied and controlled sentences <i>sometimes</i> . I chose words and expressions that are <i>appropriate</i> and <i>general</i> . I created a voice is <i>discernible but inconsistent</i> . I made errors that <i>occasionally</i> reduce clarity and <i>sometimes</i> interrupt flow.	I varied and controlled sentences <i>rarely</i> . I chose words that are <i>vague</i> and <i>imprecise</i> . I created a voice is <i>not clearly or distinct</i> . I made <i>frequent</i> errors that <i>blur</i> clarity and <i>interrupt</i> flow
Insufficient	Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement.			
Total: () /15				
Assessment	Areas of Strength: ()			
	I suggest... ()			

Total of Section 3: /15

Student's Comments

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Be sure to save your file to your folder before submitting it to the LA8 Assignment 4-7
Submission Box: (YOURNAME)la8-4-7

Assignment Total: (/35) = Percent: (%)

Teacher's Comments

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