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## UNIT OVERVIEW

Our Chris Van Allsburg Short Story Unit is a six to seven week unit incorporating several of our favourite Chris Van Allsburg picture books. Mr. Van Allsburg is an amazing writer and artist and his books appeal to older children for the mysterious quality of writing as well as the surreal art. He is a master at inferring. His stories are full of opportunities for rich discussion and writing. He lets the story reveal itself slowly through the exquisite illustrations as well as beautifully crafted words. He often leaves the reader with more questions than he does answers.

Studying the works of one writer is an excellent way to help students make text-to-text connections, learn about a certain style of writing, make inferences and learn how to develop their own voice in writing. By studying one author, students can mimic his or her style of writing. Through imitation, students can learn about how 'voice' is conveyed in writing and this will in turn hopefully inspire them to develop their own voice.

Chris Van Allsburg's books in particular, are also wonderful for teaching about metaphor, irony and symbolism in stories. Our unit incorporates technology, reading power strategies as well as several writing strategies. Some of the stories we have focused on include: Probuditi, Queen of the Falls, The Wretched Stone, Wreck of the Zephyr,

## CHRIS VAN ALLSBURG: AN INTRODUCTION TO THE MAN BEHIND THE STORIES.

### MATERIALS:

- \*Access to YouTube and the movie trailers for Jumanji and Polar Express
- \*Chris Van Allsburg PowerPoint which can be downloaded from Mrs. Keyworth and Ms. Sidhu's website. Interactive notes package (included)
- \* Students will need pens or pencils and pencil crayons as well.

Starting off an author study with a lesson plan about the writer is an effective way to hook students into a unit and to help them make a personal connection to the creator of the stories. It encourages them to pay attention to the style of the writing that the author talks about.

### ACTIVITY:

- \*Show YouTube videos for Jumanji and Polar Express.
  - ~ Ask how many of them have watched these movies or heard of them?
  - ~ Explain to them that these movies are based on two of Chris Van Allsburg's picture books.
- . He writes stories, which have many unexpected twists and turns and have supernatural elements to them. Explain to them that they will be learning about various elements of short story writing through an author study about his work.
- For today's lesson, explain to them that they will be learning about Chris Van Allsburg the person and the author and will be taking notes.
- Show Chris Van Allsburg Interview:  
<http://www.readingrockets.org/books/interviews/vanallsburg/>.

- 
- Play the PowerPoint and have students take notes with the package. There are a few parts in the power point where students will be asked to draw pictures.

**Blog Post or Response Log Question:** What surprised you about Chris Van Allsburg? What are your impressions of him as a writer or a person?

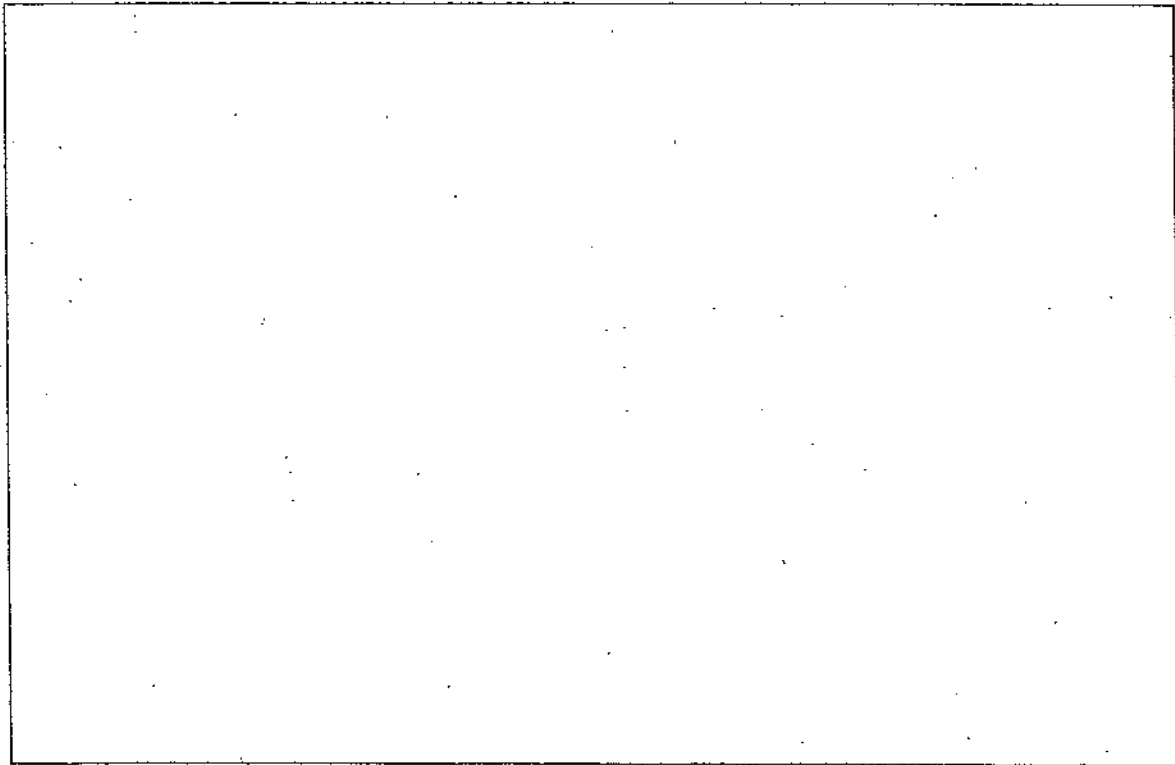
## Chris Van Allsburg

Chris Van Allsburg was born in

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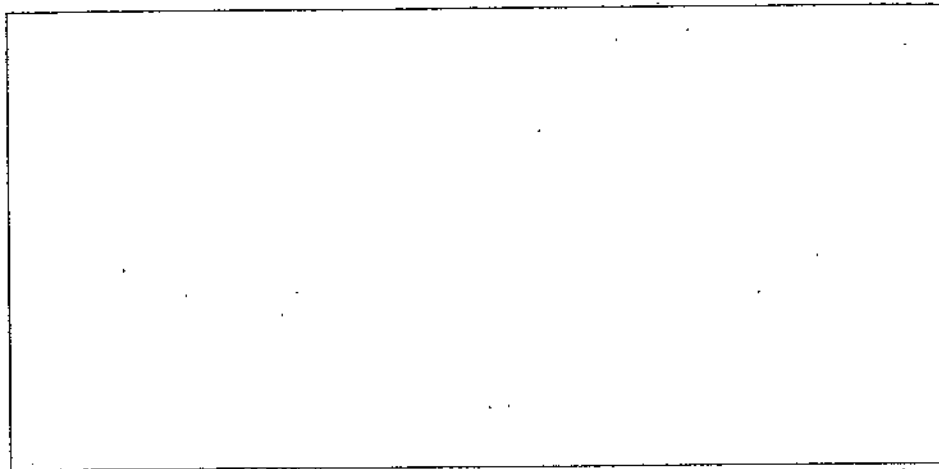
on June 18, 1949.

He grew up in an old farmhouse on a dairy farm that looked something like this:



As a teenager, he did not take art classes in high school. He was interested in sciences and math.

He loved art but there was a lot of peer pressure for boys to play \_\_\_\_\_ at the time.



When it was time for college interviews, he mentioned that he was interested in art as a way of making himself sound well rounded.

The interviewer began to tell him about the great art classes that they offered at the university of Michigan. Chris Van Allsburg turned on his charm and managed to secure a spot for himself despite the fact that he had no art credits.

He majored in \_\_\_\_\_ at the U of M.

He graduated with honours and got into the Rhode Island School of Design where he earned his Masters of Fine Arts Degree

Video Clip

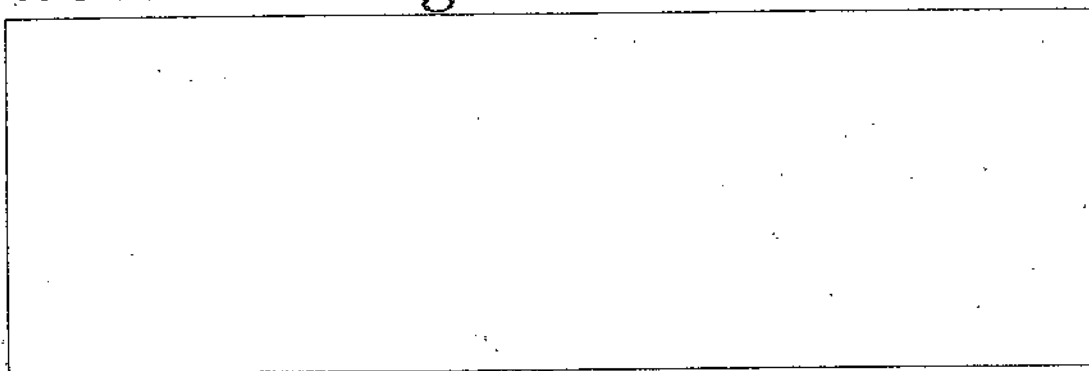
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In 1975 he graduated and set up a sculpture studio in \_\_\_\_\_  
\_\_\_\_\_.

He also got married to a woman named Lisa Morrison.

He became well known for his sculptures in \_\_\_\_\_  
and had several exhibitions.

He continued to make drawings for fun but he didn't think they were very good. His friends thought they were amazing.





His wife convinced him to send the drawings to a publisher.

The publishers were so impressed that they encouraged him to write stories to go with the pictures.

His first book that he published was the \_\_\_\_\_, which was first published in 1979.

He was awarded the \_\_\_\_\_ for this book the following year which helped him make a stunning debut into the world of children's literature.

\_\_\_\_\_ and \_\_\_\_\_

also earned Caldecott medals and  
were also made into well loved  
movies.

## THE PARTS OF A SHORT STORY

### **MATERIALS:**

- \*Flocabulary Video from <http://flocabulary.com/fivethings/>
- \*Flocabulary interactive notes sheet (in package).
- \*Plot Elements Video: <http://flocabulary.com/plot-elements/>
- \*Plot Diagram worksheet

At this point in the unit, we spend a couple of lessons learning /reviewing the parts of a short story. This allows us to establish a foundation for making text-to-text connections, comparing different stories, critically analyzing a story as well as for eventually doing some of their own short story writing. When everyone is 'speaking the same language', class dialogue and analysis becomes much richer. The videos we have listed above tap into the whole pop culture scene with parodies of well-known songs to help them remember the vocabulary and definitions for parts of a short story. We love Flocabulary!

### **ACTIVITY:**

- ~give students parts of a short story interactive notes sheet
- ~activate prior knowledge by taking a few verbal responses about what students know about the parts of a short story. Record responses on board/computer and have them fill in sheet.
- ~show first Flocabulary video once. Students will catch on to the tune quickly.
- ~Discuss something new that they got out of the video and complete the rest of the interactive worksheet
- ~show plot elements video and have students fill in plot elements worksheet
- ~At the end of the lesson, have students do a short write about an exciting event in their life or something really fun that they did in the summer with a clear beginning, middle and end.
- \* Another alternative is to do a blog post. We have posted the videos on our class blog and have had students create a blog post about an exciting event in their lives. It is fun as they can read and respond to each other's experiences as well as post pictures.

\*Cut out each section. Fold on lines. Glue folded section on lined paper to create a flap. Write notes under each heading. Optional – Decorate / Illustrate flap.

**Setting**

**Characters**

**Plot**

**Conflict**

**Theme**

# CHRIS VAN ALLSBURG SHORT STORY GRAPH

After each Chris Van Allsburg story we read, you will need to fill in the following chart. Answers can be note form in your NEAREST printing. Each story graphed will be worth 14 marks.

STORY	CHARACTERS	SITUATION CONFLICT	RISE ACTION	CLIMAX	CONCLUSION	LESSON TAUGHT	DID YOU FIND FRITZ?

# ROBUDITI!

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## PROBUDITI

### A Fantastic Jigsaw Strategy Activity

**MATERIALS:** Copy of the book Probuditi. Five photocopies each of six pictures from the story (in package). Students will need pens and pencils

**BEFORE THE LESSON:** On the back of each SET of pictures, you will need to label each picture in each set with A-1, A-2, A-3, A-4, A-5. The next set will have the label B-1, B-2, B-3, B-4, B-5 and so on until you reach the letter E for the last set.

#### ACTIVITY:

~Talk to the students about how they are going to be looking at pictures and piecing together a story using a jigsaw strategy that Chris Van Allsburg wrote later in his career. It is from one of his most recent books and they are sure to enjoy it.

~Let them know that they will be working with small random groups for this assignment. They will be handed a picture that they are not to look at until told to do so. They will however, look at what the first letter is on the backside of each picture and remember this.

~Go around and hand out all the pictures upside down in random order. (this can also be done right before a lesson as well.

~when all the pictures are handed out have the students turn them over take a look at the pictures

~inform students that they will be meeting in groups with other students that have the same picture.

~assign spots around classroom/hallways for each group to meet at. For example group A might meet in the hallway while group E will meet at the back table.

~once in their groups they will take turns discussing what they see and what is happening in the photos. Do they think the story takes place in the past, present or future? What do they think is the relationship between the characters in the story? Have them record their predictions on their own pieces of paper.

~circulate the room and help facilitate discussion where needed

#### ACTIVITY PART B:

~after ten to twenty minutes OR NEXT DAY, have students regroup with their picture and their predictions with the group that has the corresponding number in the back. So each group will have an A, B, C, D and E group member.

~Once in their new groups, they need to decide on a recorder and a reporter. The teacher can also assign these parts according to letter.

~In their new groups, they are to put their photos together, collaborate and what the order should be according to what they know about the parts of a short story.

~Write a short story together with five parts.

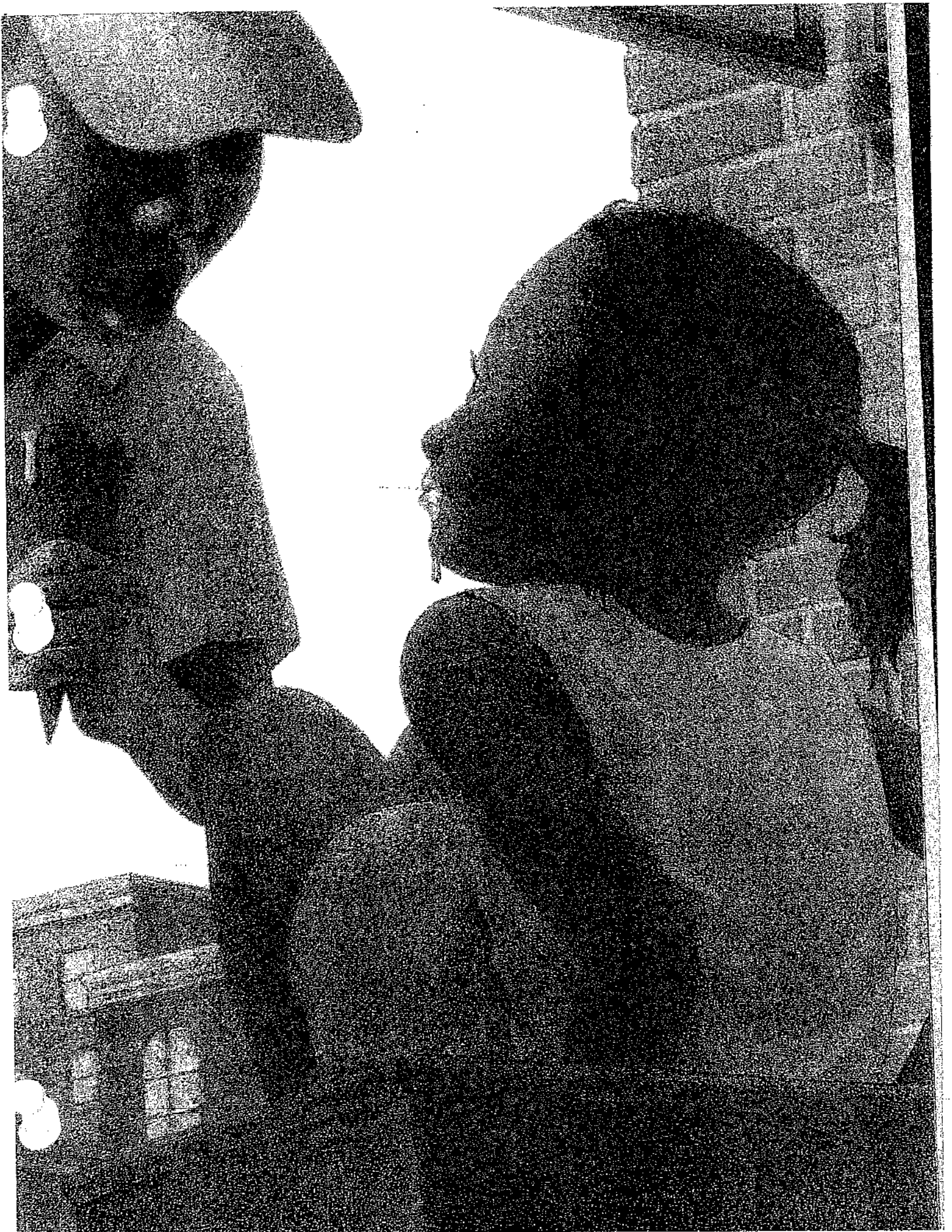
~They will read the story to the class

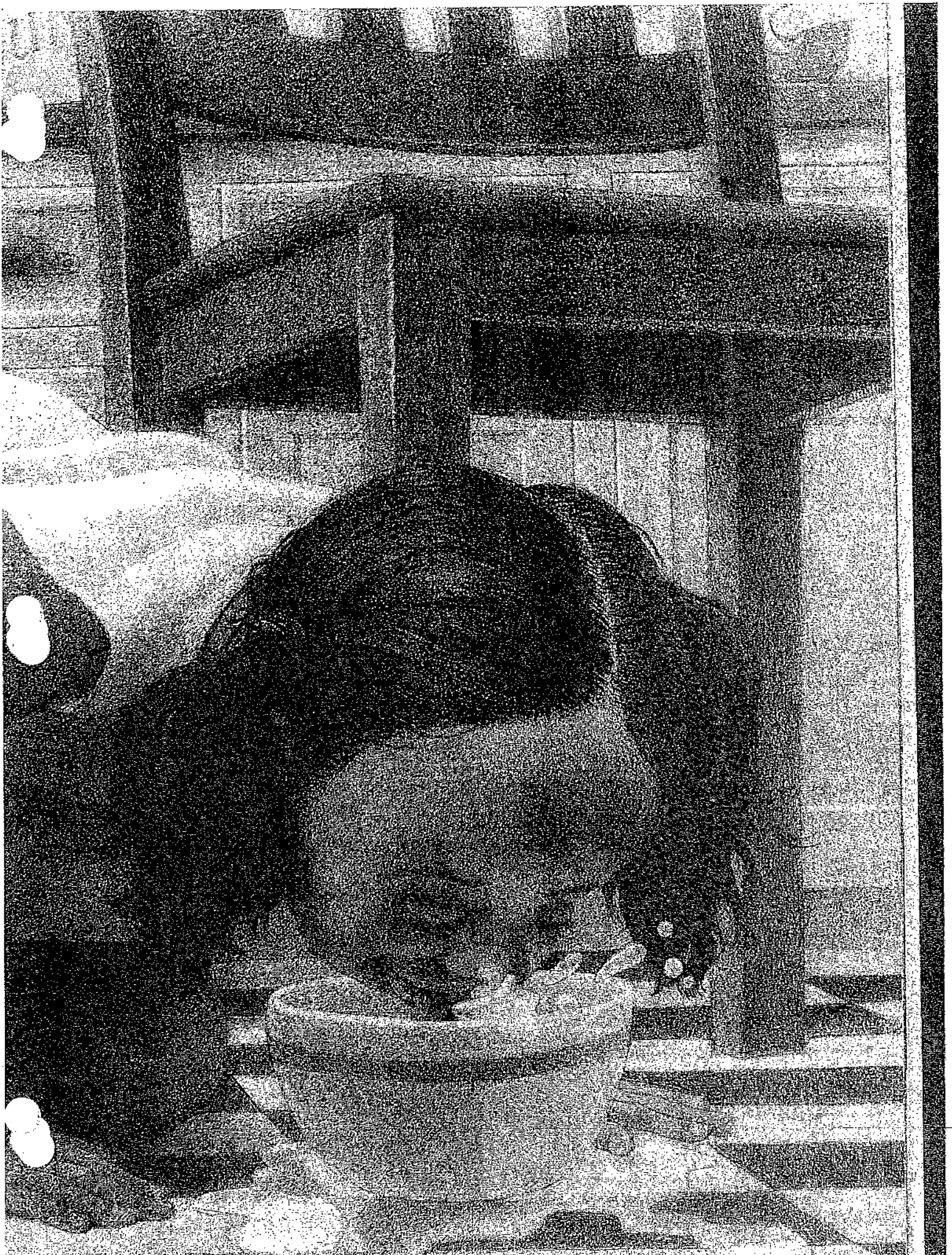
After they are done reading, the teacher will read the story to the class.

~Discuss, which group was the closest to that actual story and which was different.

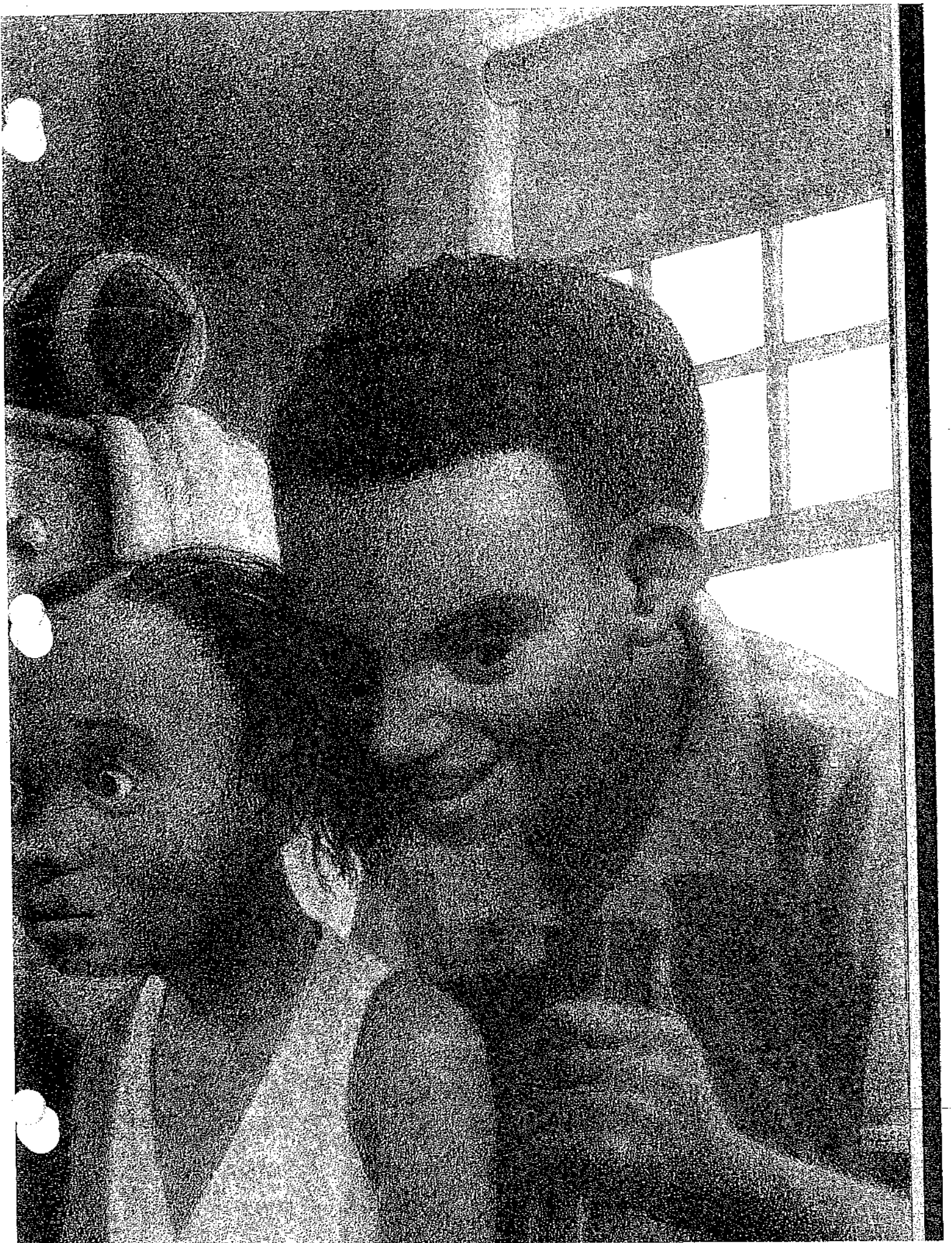
Blog Idea/Assessment/Extension: Ask students to write about their first experience with magic or magic tricks. Alternatively, ask them to write about when they first learned that something or someone who they believed had magical powers wasn't real.





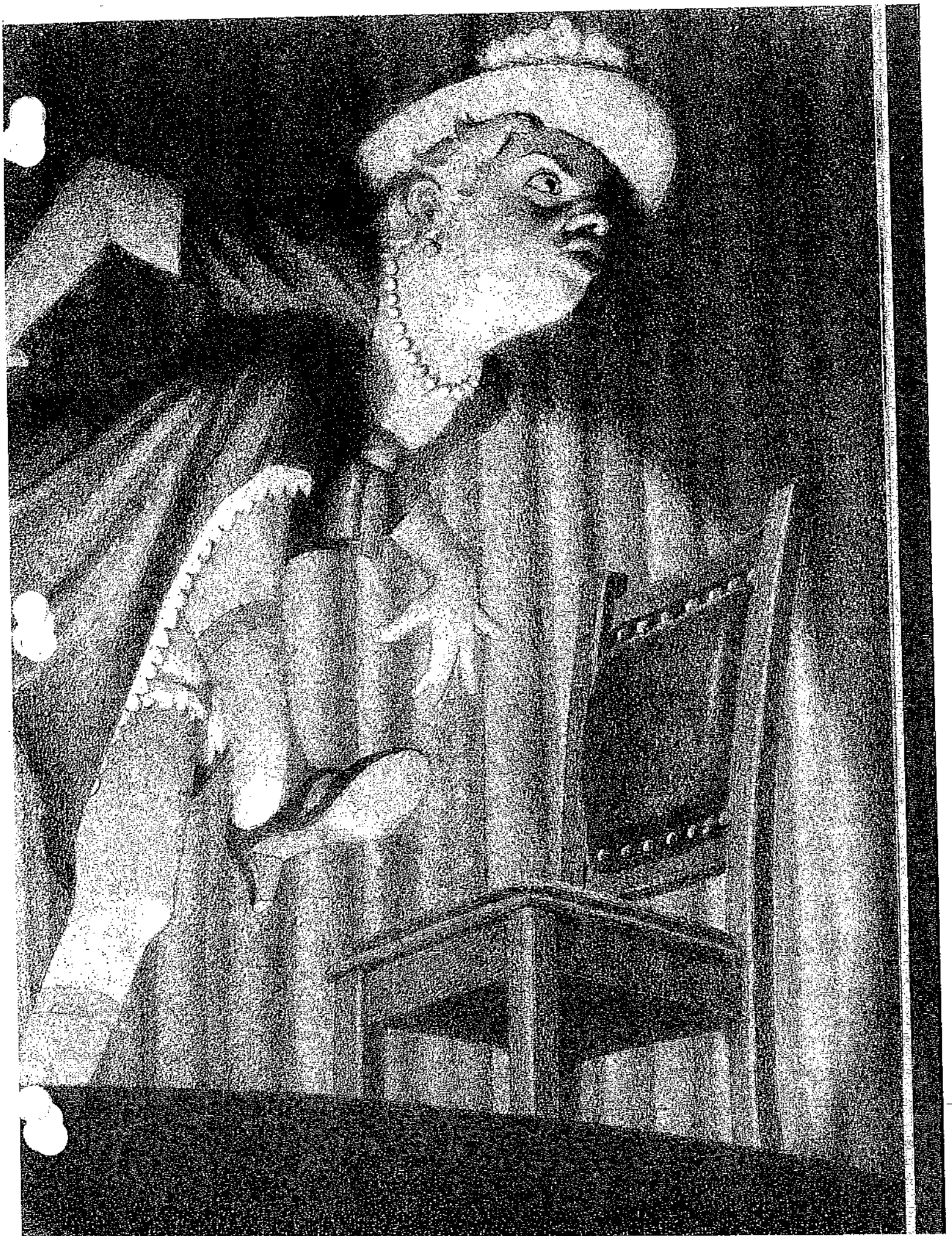










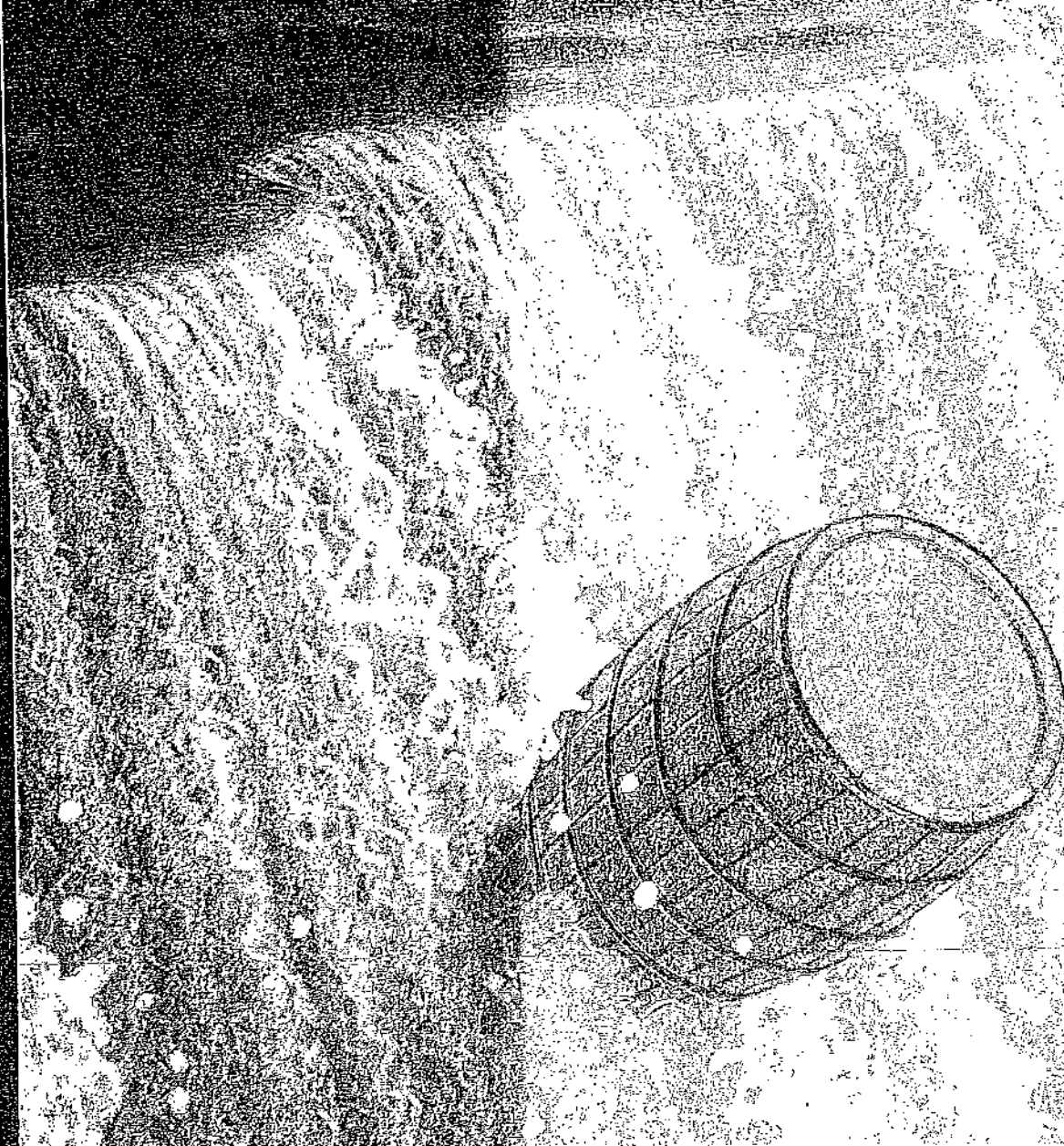


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# QUEEN OF THE FALLS





## QUEEN OF THE FALLS~ TIME FOR A FUN SCIENCE PROJECT!

**Materials:** Copy of the book Queen of the Falls.

\*Access to YouTube/our website link to watch a short Chris Van Allsburg video about why he wrote Queen of the Falls.

\*\*The activities from this lesson were inspired by Diana Crutchley from her website.

Queen of the Falls is a the only biographical story that Chris Van Allsburg has written about adventures of the first person (a woman) to attempt to go over Niagara Falls in a barrel. It's also fun because of the Canadian content.

### **ACTIVITY:**

#### **PART A:**

Activating Prior Knowledge: Ask students how many of them have visited Niagara Falls. Discuss. What do they know about Niagara Falls. Record the responses.

Watch You Tube video:

Watch Chris Van Allsburg's You Tube Video ..... He discusses why he wrote the story.

Read the book: Talk about the unique nature of the book and how it starts at the climax and then fills in the details as you go.

~Introduce the Egg Drop Challenge to the students.

~Students may pair up to do this or they can work on their own. Give them two days to work this one out and then have fun dropping the eggs from the roof of the school! See our video.

## ACTIVITY B

~Predict a story from the climax. Pick four or five stories from a class analogy of stories. Give the students a copy of just the climax scene. In their groups on Chart paper, have them predict the character, conflict, setting and 3 events leading up to this point.

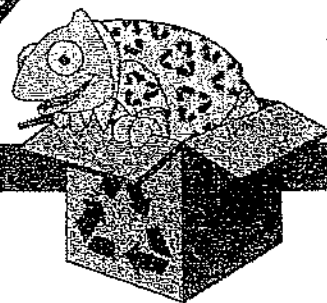
~Then have groups share their excerpt and their predictions with the class. Groups then read the stories.

~Then have them reflect on how it changed their understanding of the story? How did it change the way they read events leading up to the climax? Did they like it or not? - Their reactions and insights are very profound.

BLOG EXTENSION OR RESPONSE JOURNAL ENTRY: Write out a bucket list or "barrel list" about ten things you would like to do in your life and why.

\*This was a lot of fun. We got some great responses for this one!





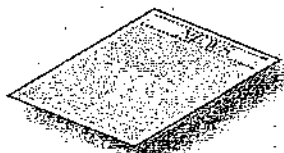
## Egg Drop Challenge

### Find What You Need...

- Raw egg
- Sheet of newspaper
- Masking tape
- Some of the following materials: cardboard, cotton, toilet paper, socks, glue, straws, plastic bags, balloons, material scraps
- Paper and pencil to record process and results
- A ladder or a second-story window to drop the egg from.
- Timer
- Scale (optional)

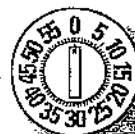
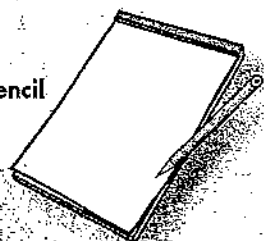


Raw egg



Newspaper

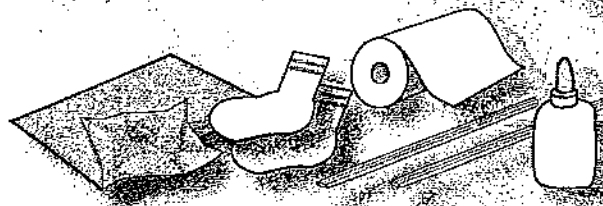
Paper and pencil



Timer



Tape



Construction materials

Ladder



**Can you design a package that keeps an egg from breaking when it is dropped from 10 feet in the air?**

Although it's important not to use too much packaging, some packaging is necessary. If certain kinds of products are not packaged, they will go bad or break while being transported. The trick is to use packaging that is strong but sustainable – packaging that won't harm the environment – and to use as little packaging as possible to get the job done. Your job is to make a sustainable package that is strong enough to keep your egg in one piece while using as little packaging as possible.

### Wrap Rap:

At the Ontario Science Center, scientists were able to stand a 200-pound person on an egg without breaking the egg. How did they do it? The domed shape of the egg makes the arch on top incredibly strong. The dome pushes out the weight so that the weight is spread out evenly down all sides of the egg and into the floor below. When you spread out the weight evenly, it's much easier to hold up.

## Activity Instructions

1. You will be designing a package that will keep your raw egg safe, even if you drop the egg from 10 feet in the air.
2. You may work with a sheet of newspaper and tape. You may also choose from any of the materials listed above, if you have them. You may not use any materials that are not on the list. You also may not change your egg in any way, for example, you may not paint your egg or coat it with anything.
3. Time yourself. You should start the timer after you have brainstormed your idea but before you begin putting your package together. Give yourself 10 minutes the first time you try.
4. Brainstorm what you will do to keep your egg safe. Which materials will you use? How will you put your package together?
5. Once you've decided on your design, gather the materials. Now turn on the timer and start building.
6. Before you test your package, weigh what you've built (if you have a scale). It's better not to use too much packaging, so the best kind of package is one that does its job without using material you don't really need. Make your package both strong and lightweight.
7. When you're ready for the drop, go to a second story window, or climb up a ladder. If you are dropping the egg inside, you will want to cover the floor with newspaper or a drop cloth. Make sure you have an adult with you either for climbing up the ladder or for dropping things out the window.
8. Now drop your package and check it out. Did your package keep the egg safe?

## Conclusions

Remember Humpty Dumpty? He might never have broken into a million pieces if he had been sustainably packaged. Your challenge was to create a package that was strong enough to keep your own personal Humpty Dumpty in one piece while not adding over-packaging to poor Humpty's environment. What happened? Were you able to do it? Try this again using different materials. See how lightweight you can get the package to be while still protecting the egg. Try dropping it from a different height (make sure an adult is with you when you climb). Try doing it in 5 minutes instead of 10. How high and how low can your egg go?

## Wrap Rap:

Why are eggs packaged by the dozen? The concept of selling things by the dozen comes from Roman times. The Romans liked to package dozens together because a dozen was so easy to divide and share. They could split the dozen into halves, quarters, thirds and even sixths. The word "dozen" comes from the French word "douzieme" which means "twelfths".



# The Wretched Stone



WRITTEN AND ILLUSTRATED BY CHRIS VAN ALLSBURG

**THE WRETCHED STONE**  
**USE OF METAPHOR IN STORY WRITING**  
**APPROXIMATELY 5 LESSONS**

- MATERIALS:**
- \*Copy of the Wretched Stone
  - \*Metaphors Lesson Video from TED
  - \*Copy of Cornell Notes taking sheet to accompany video (provided)
  - \*Metaphors worksheet for assessment (provided)
  - \*Lyrics for Katy Perry's song firework (provided)

Learning how to interpret and use metaphors is a powerful tool for students to creatively analyze and interpret meaning as well as a powerful tool for personal expression in their own writing. In this story

**ACTIVITY PART A:**

PART A-INTRODUCTORY LESSON/VIDEO FROM TED  
<http://ed.ted.com/lessons/jane-hirshfield-the-art-of-the-metaphor>

Watch the video and stop at various points to go over main ideas as well as to allow students to create their notes

Assessment: Students will hand in a paragraph from their notes about what they have learned about metaphors.

Metaphor worksheet can also be used for assessment.

**ACTIVITY PART B:**

~There is a fun video off of You Tube called Metaphor Man and Simile Man. It is quick and silly but clearly shows the difference between the two. It is a fun way activate prior knowledge from the previous lesson.

~After showing the video, talk to students how songs are quite often short stories put to music and are often filled with metaphors and similes to convey meaning. One such song is Firework by Katy Perry, which they will all be familiar with

~play the song with lyrics from YouTube

~Give them lyrics to song as well

~discuss various parts of the song with the class. What is she trying to say? Why would she write this song?

~Use the connecting strategy sheet Reading Power that accompanies the song for assessment

~watch Katy Perry's 2 minute interview off of You Tube where she discusses her reason for writing the song.

### PART C-Read the Wretched Stone

~Assessing prior knowledge: discuss how in the previous lesson(s), we looked at how Katy Perry uses metaphors in her song to talk about living a life with intention and doing your best at everything you try

~Talk about how you are going to read a story today by Chris Van Allsburg which is centered around a metaphor (an object) and that we are going to be paying attention to what that metaphor is.

~discuss the story when finished: If the rock is a metaphor for television, what is the author trying to say about it? This story was written before social networking sites and digital devices became the norm

-What would Chris Van Allsburg have to say about these devices now?

Assessment: Connecting Strategy from Adrienne Gear

### PART D:

- Reread the pages June 16<sup>th</sup> and June 19<sup>th</sup> to the class. Show illustrations.

- Tell students that now that they know about the message that Chris Van Allsburg had in mind, they are to write a journal entry for one of the days between June 16<sup>th</sup> and 19<sup>th</sup> telling of the daily happenings. They are to use the same format and style as the author and make their entries as seamless as possible by mimicking the authors style both in writing and in illustrations.

# LANGUAGE ARTS METAPHORS

**Mighty Metaphors**  
Teacher Introduction Lesson

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the metaphors. For 1 and 2 illustrate the metaphors that are written. For 3 and 4 read the two things being compared, finish the metaphor and draw an illustration of what you have written. Do not use the words "like" or "as." Remember, a metaphor does not mean exactly what it says, but is a colorful way to describe persons, places, things, or actions.

<p>1. Ann is a walking encyclopedia.</p>	<p>2. John's head is a computer.</p>
<p>3. fast - lightning He is faster than _____</p>	<p>4. stomach - pit Her stomach is _____</p>

Possible answers:

3. a streak of lightning 4. a bottomless pit

# Mighty Metaphors Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the partial metaphor. Write on the lines something you think would complete the comparison. Do not use the words "like" or "as." Illustrate your metaphor.

<p>1. bedroom – icebox At night my bedroom _____</p> <p>_____</p>	<p>2. heart – kindness His heart is _____</p> <p>_____</p>	<p>3. car – lemon Her car turned out to be _____</p> <p>_____</p>
<p>4. John – clown John is _____</p> <p>_____</p>	<p>5. mountain – paperwork The mountain of _____</p> <p>_____</p>	<p>6. army – ants The army _____</p> <p>_____</p>
<p>7. party – birds The party was _____</p> <p>_____</p>	<p>8. she – top banana She is _____</p> <p>_____</p>	<p>9. heart - iceberg His heart _____</p> <p>_____</p>
<p>10. you – neck You are being a _____</p> <p>_____</p>	<p>10. she – adding machine She is _____</p> <p>_____</p>	<p>11. baby – clinging vine The baby was _____</p> <p>_____</p>



## Mighty Metaphors worksheet answer key

Answer will vary. Some possible answers are:

1. At night my bedroom is a real icebox.
2. His heart is a fountain of kindness.
3. Her car turned out to be a lemon.
4. John is a clown.
5. The mountain of paperwork seemed to grow.
6. The army of ants attacked the candy.
7. The party was for the birds.
8. She is top banana where she works.
9. His heart is an iceberg.
10. You are being a pain in the neck.
11. She is a regular adding machine.
12. The baby was a clinging vine near his mother.

## "Firework"

Do you ever feel like a plastic bag  
Drifting through the wind, wanting to start again?  
Do you ever feel, feel so paper thin  
Like a house of cards, one blow from caving in?

Do you ever feel already buried deep six feet under?  
Scream but no one seems to hear a thing  
Do you know that there's still a chance for you  
'Cause there's a spark in you?

You just gotta ignite the light and let it shine  
Just own the night like the 4th of July

'Cause, baby, you're a firework  
Come on, show 'em what you're worth  
Make 'em go "Oh, oh, oh"  
As you shoot across the sky-y-y

Baby, you're a firework  
Come on, let your colours burst  
Make 'em go "Oh, oh, oh"  
You're gonna leave 'em all in awe, awe, awe

You don't have to feel like a wasted space  
You're original, cannot be replaced  
If you only knew what the future holds  
After a hurricane comes a rainbow

Maybe you reason why all the doors are closed  
So you could open one that leads you to the perfect road  
Like a lightning bolt, your heart will glow  
And when it's time you'll know

You just gotta ignite the light and let it shine  
Just own the night like the 4th of July

'Cause, baby, you're a firework  
Come on, show 'em what you're worth  
Make 'em go "Oh, oh, oh"

As you shoot across the sky-y-y

Baby, you're a firework  
Come on, let your colours burst  
Make 'em go "Oh, oh, oh"  
You're gonna leave 'em all in awe, awe, awe

Boom, boom, boom  
Even brighter than the moon, moon, moon  
It's always been inside of you, you, you  
And now it's time to let it through-ough-ough

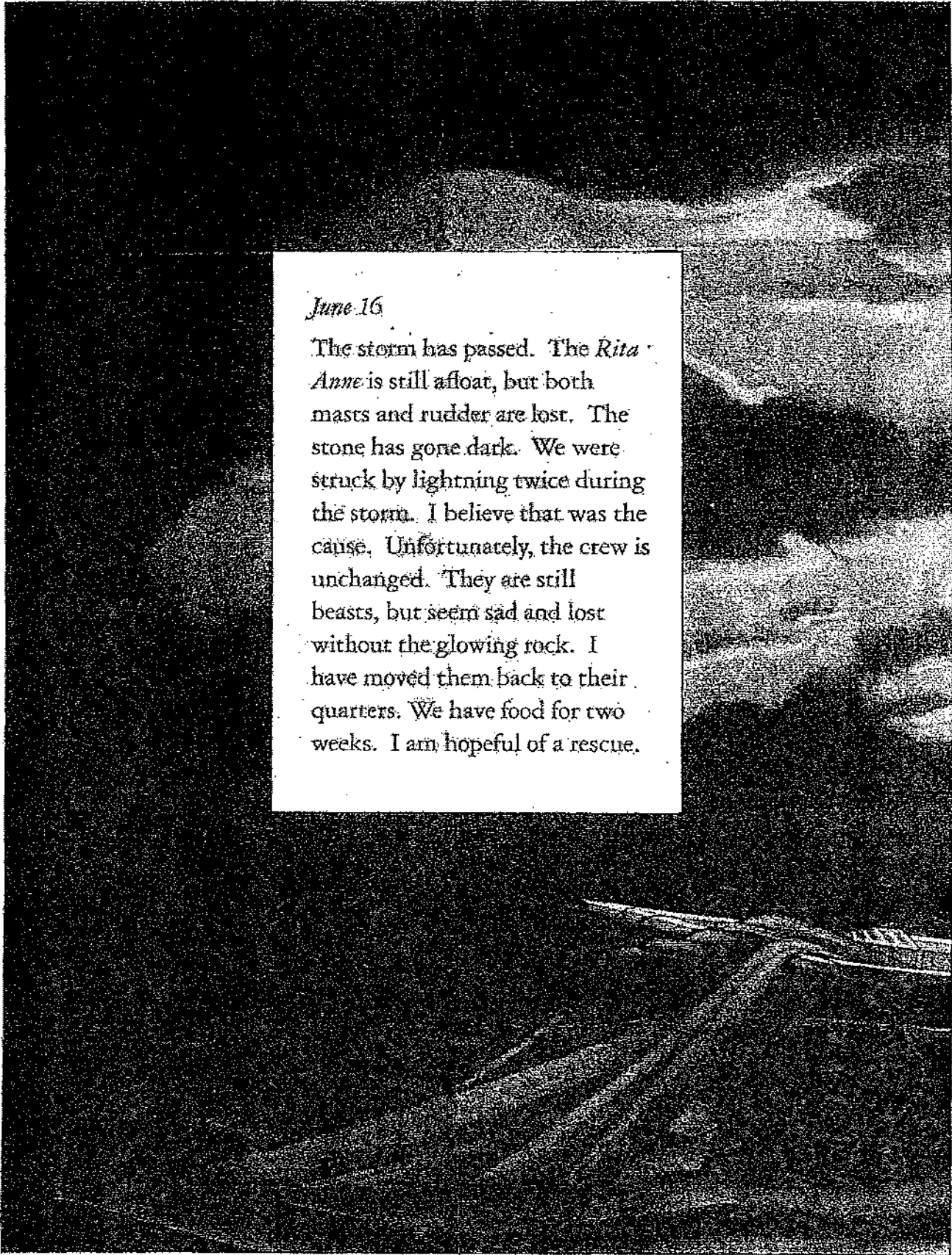
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Even brighter than the moon, moon, moon

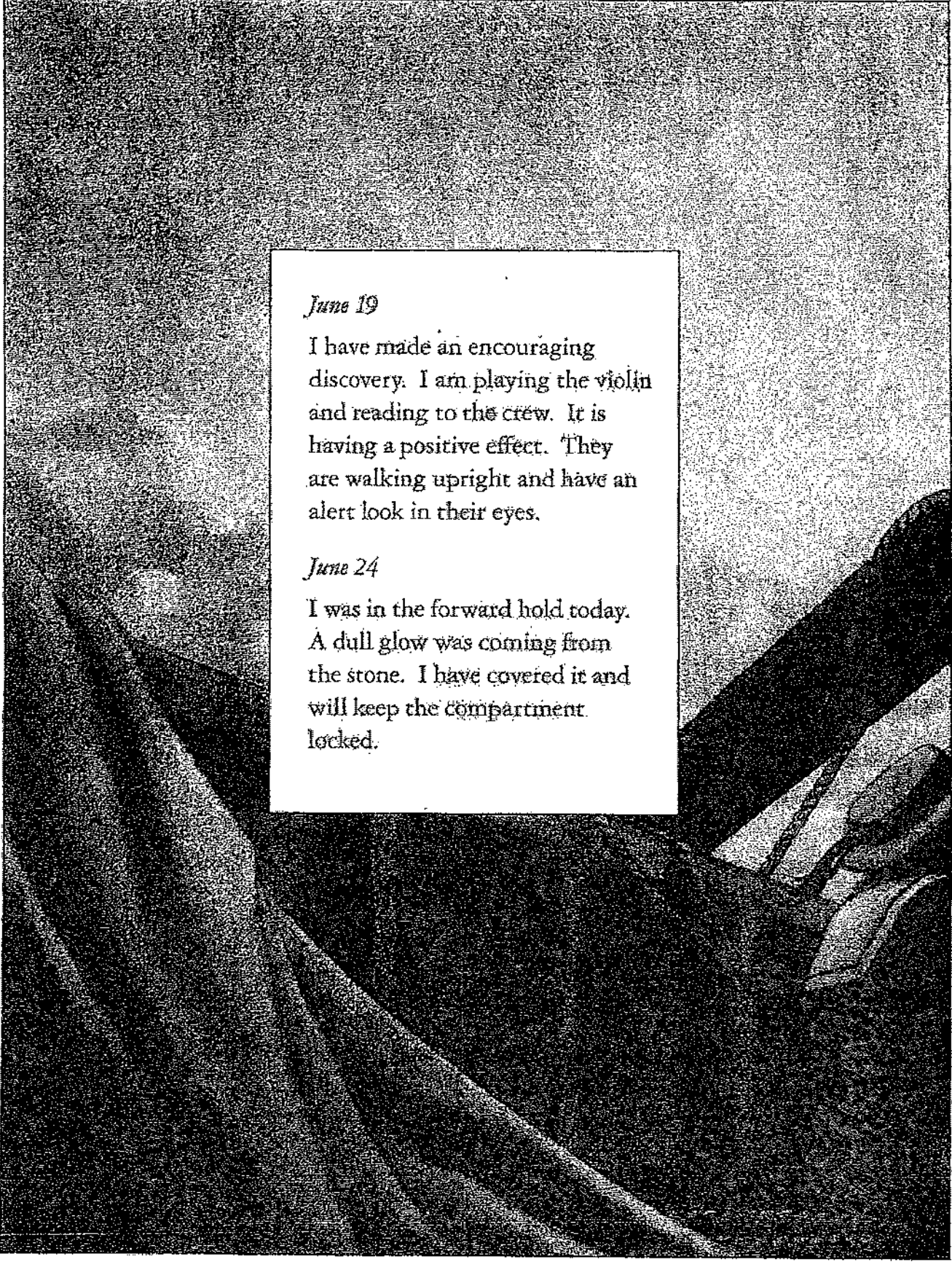
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LINE FROM THE SONG THAT YOU REALLY CONNECTED TO	A VISUAL YOU HAVE	WHAT DOES THIS LINE MEAN TO YOU? HOW DO YOU CONNECT TO IT?	FEELINGS



*June 16*

The storm has passed. The *Rita Anne* is still afloat, but both masts and rudder are lost. The stone has gone dark. We were struck by lightning twice during the storm. I believe that was the cause. Unfortunately, the crew is unchanged. They are still beasts, but seem sad and lost without the glowing rock. I have moved them back to their quarters. We have food for two weeks. I am hopeful of a rescue.



*June 19*

I have made an encouraging discovery. I am playing the violin and reading to the crew. It is having a positive effect. They are walking upright and have an alert look in their eyes.

*June 24*

I was in the forward hold today. A dull glow was coming from the stone. I have covered it and will keep the compartment locked.

## Journal Entry Assessment

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Content</b> (what the writer says and the details used to support the message)	Message is very clear, focused, and well developed. Ideas are supported with insightful and interesting examples and details.	Message is clear, focused and adequately developed. Most ideas are supported with clear examples and details.	Message is recognizable. More details and examples are needed to support the main idea and/or provide a focus.	Message is unclear. Ideas are unsupported, vague, or confusing. Details and examples may be inappropriate.
<b>Organization</b> (the focus, organization, and transitions used)	Composition is well-organized and developed logically. Ideas and support arranged in an effective pattern.	Composition has a clear main idea and follows a logical sequence. Ideas and support arranged coherently.	Composition has a recognizable main idea and order. Ideas are related to one concept.	Composition is difficult to figure out. Ideas are poorly supported or non-existent. Ideas are unrelated or unclear.
<b>Conventions</b> (conventions of writing: sentence structure, usage, spelling, capitalization, and punctuation)	Sentences are varied, complete, and clear. Word choices are vivid and specific. Most words are spelled correctly. Punctuation and capitalization are correct.	Sentences are complete and show some variety. Most words choices are effective. Two or three misspelled words. Two or three punctuation and capitalization errors.	Sentences are generally correct but lack variety. Most word choices are correct but uninteresting. Four or five words are misspelled. Four or five punctuation and capitalization errors.	Sentences are incorrect and/or simple structure. Word choices are inappropriate and ineffective. Many words are misspelled. Many punctuation and capitalization errors.
<b>Presentation</b> (overall layout, neatness, choice of illustration, interest)	Overall presentation is very neat and well organized on page. Illustration complements journal entry creatively and is finished with care and attention to detail.	Overall presentation is mostly neat and well-organized on page. Illustration complements journal entry and is finished with care.	Overall presentation lacks neatness in areas and space is not used well on the page. Illustration is completed, but doesn't complement journal entry or lacks care and attention to detail.	Overall presentation appears incomplete. Journal entry is illegible. Illustration is missing or incomplete.



# The Wreck of the Zepbyr

Written and Illustrated by  
CHRIS VAN ALLSBURG





## WRECK OF THE ZEPHYR SYMBOLISM IN SHORT STORIES LESSONS TAUGHT BY AN ELDER And A WRITING ASSIGNMENT!

### Materials:

- \*Copy of Wreck of the Zephyr
- \*Haiku Deck - What is Symbolism
- \*"Sunflowers" Story
- \*Sunflowers Questions
- \*Venn Diagram
- \*Symbolism Writing Assignment / Rubric (Included)

Learning how to identify and use Symbolism is a great tool for students to help them analyze writing. So is identifying the unique relationship that often exists in writing between elder and students.

### Part A -

Watch Haiku Deck on what a Symbol is (available on our website)  
Have students record notes and answer the questions as you show the slideshow

~Read Wreck of the Zephyr  
Identify what the symbol is (The Boat) and why it is symbolic

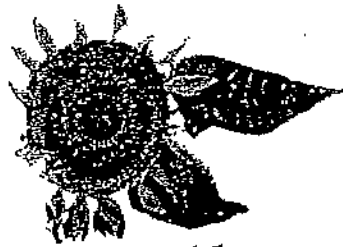
~Read The Sunflowers - Partners or Whole Group  
The Symbols in this story are pretty obvious. Have the students complete the simple comprehension questions and then have them write a paragraph about what the symbol is and why.

Blog Extension: Does the principal remind you of someone in your life who has given you advice or helped you when you have felt down or in trouble? Tell about it.

Part B-  
Compare the two stories using a Venn Diagram

Part C-Write story within a story with Symbolism. See the story assignment sheet and rubric.

# SUNFLOWERS



*Samuel Roddan*

Our school was the oldest building in town and in the winter when the wind was really blowing, Benny and I used to count the shingles sailing past the classroom window. Mr. Duncan, our principal, was getting on in years too, but he could still see pretty good, and if he ever caught you staring out the window he had you in after school working on his favorite problem—how many shingles would blow off the school roof in one year if twenty-five went each week day and ten on Sundays? Benny and I never had the same answer, and Snubs Cooper, whose Pop was Chairman of the School Board, usually got enough shingles to cover every house in town. But after Mr. Duncan had checked our answers, he used to tell us that what matters is not what flies past the window but what sticks inside the head.

"You're doing just fine, boys," Mr. Duncan would say, giving his specs a little polish, "but next time it'll be blinkers for the lot of you."

Sometimes if the shingles hadn't been sailing that day but we just happened to land in his office anyway, Mr. Duncan pulled open the top drawer of his desk which was the place he kept his strap. But instead of what we expected, he would slip us a handful of sunflower seeds to chew on while he gave us one of his pep talks.

"Boys, you are here to learn to be men. Get your shoulders back and heads up. Look straight ahead. Be glad you're alive and keep the old flag flying."

I must say the pep talks made us feel good, and as Benny said, after one of them you really wanted to breathe deep and get the old chest expansion going.

Mr. Duncan always said never to mention about the seeds but of course we soon learned that Wally Peters and nearly everyone else got the same treatment. And the funny thing was the seeds seemed to work. Benny had the theory that sunflowers contain a special kind of medicine for the brain.

"The seeds make you concentrate and pay attention," Benny said. And most of us agreed they worked pretty good.





Snubs Cooper never got the sunflower treatment. But I must say he seemed to know a lot about what was going on because he was the first one to report we were getting a new school. And he was also the first to tell us that old Mr. Duncan was going to be put out to pasture.

"You wouldn't want an old man of sixty-five running a brand new school, would you?" Snubs asked.

Most of us didn't see why not. And Benny pointed out that Mr. Duncan had a lot of good teaching still left in him. After all, as Benny said, teaching isn't like digging a ditch or mixing cement where all a fellow needs is muscles. However, soon after Snubs had given us the news, we read the announcements in the *Chronicle*. And the very first day of our summer holidays, Buster's Wrecking Service was ready to tear down the old school.

That morning nearly everybody in town was out waiting for the fun. Snubs Cooper was standing beside his Pop, and we could see Mr.

Cooper chewing away on his fat cigar and telling Mr. Buster that this was a great day for education. Not far down the street was old Mr. Duncan who wasn't going to be our principal any more, and he was just walking up and down on the sidewalk and not saying anything and looking pretty old and tired. Then Mr. Cooper shouted to let her go.

Mr. Buster hopped up into his little cabin on the derrick and pushed the levers to start swinging the big steel ball at the end of the cable. At the first blow the old school staggered and shook like a boxer running into an upper cut. And every time the big ball thudded into the school Benny and I and the rest of us let out a great cheer; and then we happened to notice Mr. Duncan, who just stood there, looking pale and blinking his eyes as the old red brick walls came tumbling down. It didn't take long after that because everything just seemed to flop for the count and crumble into a great pile of broken bricks. Then Mr. Buster's trucks were backing in and a scoop shovel started scraping her up as clean as a whistle.

About a week later when Benny and I came by there was only a big hole where the school used to be. And there weren't many people standing around either, except we saw Mr. Duncan checking through the ruins as though he were searching for a last souvenir.

"The old school sure came down in a hurry, sir," Benny said. Mr. Duncan nodded his head and he seemed to be leaning pretty heavily on his cane.

"It's what she stood for that counts, boys. And don't forget she had a good foundation."

For a minute or so Benny and I just stood there looking at the place where the school used to be. And then Benny said the old school sure left a big hole. Mr. Duncan gave his specs a little polish and then he was saying we would have to work hard in the new school and get the shoulders back and chin out and keep the old flag flying. After a while Mr. Duncan started to check the tip on his cane and then he was walking slowly down the street. He was a little bent over now as though the rheumatism had hit him pretty hard in the last few days. I guess it was about a week later we read in the *Chronicle* that he had gone on a little trip to California for his health.

It sure didn't take them long to get the new school going. By the end of that summer the job was nearly finished. Benny figured it looked exactly the same as Mr. Cooper's new paint factory which had been built the summer before.

"I think they must have used the same plans," Benny said.

One day in late August we saw a youngish looking man with glasses and a red face bawling out some of the carpenters working on the job, and it was Wally who said it was Mr. Small, the new principal. Wally was right this time, and every day after that until school started in

September we could see Mr. Small studying away in his office, which was near the playing field and the big new flag pole donated by Mr. Cooper.

By the second week in September we really began to miss old Mr. Duncan. For instance, Benny and I collected two detentions the third day for leaving boot marks on the new tile floors. Of course, I must say that Mr. Small knew all about teaching because when he was talking about the pyramids and King Tut's tomb you could hear a pin drop. And he was quick as a wink in math. In fact, he could do two problems in his head at once before we even got going on one. But Benny and I missed the pep talks because with Mr. Small everything was strictly business and "Tuum est," which he said was Latin for, "It's up to you."

At first I thought Snubs was kidding when he told us one day just before Easter that his Pop had got the news old Mr. Duncan had suddenly died in his sleep in California and had been buried in a little cemetery outside San Diego. It didn't seem possible. But sure enough, next day there was a full report in the *Chronicle*, and Benny and Wally and I figured the first thing we had to do was see Mr. Small about flying the flag at half-mast.

Mr. Small was pretty nice about everything when we saw him in his office but he told us that Mr. Cooper had issued an order a long time ago that the flag only goes to half-mast when somebody really important dies, like the mayor or the police chief. Then Mr. Small told us he was working on the idea of a silver cup for the best student, which could be called the Duncan Prize for Scholarship, and perhaps we would like to consider a brass plaque with Mr. Duncan's name on it for the auditorium.

Benny and I liked Mr. Small's ideas but we still couldn't see why the old flag shouldn't fly at half-mast because that was the best way to show the respect you have for the memory of a great man. But as Benny said later, everyone knew that it was really Mr. Cooper's flag pole and he was the big boss and his word was law around our little town.

But when Benny and I were pedalling away from the schoolyard chewing a couple of sunflower seeds and not really thinking very much about anything, Benny suddenly hopped off his bike.

"Say," he said, "if this whole place should burst out into sunflowers who would you remember?"

I scratched my head and started to think and then I happened to look up and see the school and I knew he meant old Mr. Duncan.

The next day, which was a Saturday, Benny and I and Wally Peters pedalled over to the co-op store and picked up half a bushel of sunflower seeds.

"Do you think that'll be enough?" I asked Benny.

Benny said there'd be enough all right, but to be on the safe side, we

should remember that verse about some seeds falling on good ground and some on stony ground.

"We won't waste any of the seeds, if we can help it," Benny said.

That night, after dark, we planted some of them around the schoolyard fence. And then Benny said it would be nice to have a few growing up under the windows. And Wally suggested how about some at Snub Cooper's place, just on a matter of principle. And we biked over there and gave Mr. Cooper's flower beds a real sprinkling. Then we came back, because Benny thought we should save the rest for right under the flag pole.

Next morning Wally was a little disappointed that the sunflowers hadn't started to sprout, but, as Benny pointed out, you have to be patient and let Nature take its course.

And so we waited. And when July came, Benny and I and Wally went to "Y" Camp, and there was hardly anybody left in town that summer.

But one day after we had all got back from our holidays, and we were just waiting around for school to start, we happened to pedal by old man Cooper's place and we noticed him in his garden. He was gently staking up a scrawny looking sunflower and tying it around the top of the stem so that its head wouldn't droop and Snubs was getting out the hose to give it a good watering.

"Look!" Wally shouted. "The sunflowers are up!"

We pedalled fast to the school and when we got there puffing and panting and Wally bringing up the rear as usual, it was as though the whole schoolyard was bursting into a giant bonfire of bright, yellow flame.

"Look at them here!" Wally shouted again. "Just look at them here!"

And then we gathered around the flag pole because there the sunflowers were tallest and brightest and biggest. And we were all thinking the same things . . . about Mr. Duncan's great pep talks that made you feel you were men . . . about the shingles sailing past the windows in winter . . . about the big hole that was left the day they pulled down the old school.

Suddenly I noticed Wally trying to get his shoulders back and his chin out and keep the old flag flying. I looked around and there was Mr. Small standing by the school door. He had a big silver cup in his hand and was telling us to come over and see the new brass plaque in the auditorium. As we crowded into the school, Mr. Small said Mr. Cooper had been trying all summer to find the right fertilizer for the sunflowers in his garden. He just couldn't figure out why they wouldn't grow the way they did at the school. For a moment we were all quiet, and then Benny said a little bone meal might help, but the first thing Mr. Cooper must have is good, warm soil. Mr. Small nodded his head and then we went into the auditorium.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Sunflowers

Answer the following questions in complete sentences in the space provided.

1. Besides good advice, what did Mr. Duncan usually give students who were sent to his office for discipline? (1 mark)

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2. Why did the boys in the story believe that Mr. Duncan's sunflower seeds affected their behaviour? Why do you think they usually worked harder after one of Mr. Duncan's talks? (3 marks)

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3. What happened to Mr. Duncan shortly after he left for California? (1 mark)

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4. Both the boys and Mr. Small suggested ways of remembering Mr. Duncan.

- a) What did the boys feel should be done at the school as a memorial to their former principal? (1 mark)

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- b) What reason did Mr. Small give for turning down their request? (1 mark)

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- c) What did he propose as an alternative? (1 mark)

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- d) What did the boys finally decide to do to remember Mr. Duncan? (2 marks)

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5. What do the sunflowers symbolize in the story? (Answer in a paragraph, on a separate piece of paper. Use examples)

## My Writing Process Guide

My Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Division: \_\_\_\_\_

Topic: \_\_\_\_\_

Purpose: \_\_\_\_\_

### 1 Prewriting

Strategies Used:

- ☐ Brainstorming / Listing
- ☐ Visualizing / Clustering
- ☐ Story Map

### 2 Drafting

- ☐ Draft Complete on \_\_\_\_\_
- ☐ I Read to my self (Authors' Mumble) Done on \_\_\_\_\_
- ☐ Shared with a partner out loud \_\_\_\_\_ on \_\_\_\_\_

### 3) Editing

- ☐ Peer Edited by \_\_\_\_\_ on \_\_\_\_\_
- ☐ Check for 'Audience Reaction'
- ☐ "Does it make sense?" Add ideas to make clearer
- ☐ Made changes to strengthen 1 or more of these areas

<input type="radio"/> Sequence	<input type="radio"/> Word Choice
<input type="radio"/> Ending	<input type="radio"/> Attention Grabber
<input type="radio"/> Thoughts/ Details	<input type="radio"/> Sentence Structure
<input type="radio"/> Strong Words	<input type="radio"/> Figurative Language



## COMPLETE A SECOND DRAFT HERE

Second Draft Done on \_\_\_\_\_

Second "Author's Mumble" done on \_\_\_\_\_

### 4) Proofreading

Piece read over with a proofreading partner

\_\_\_\_\_ on \_\_\_\_\_ to check  
for and correct:

<input type="radio"/> Capitals	<input type="radio"/> Special Format Requirements
<input type="radio"/> Punctuation	<input type="radio"/> Grammar
<input type="radio"/> Paragraphing	<input type="radio"/> Spelling

### 5) Publishing and Presenting (Self Check List)

- ☐ Typed out, with an appropriate font and formatting
- ☐ Title Page includes Title, Name, and a detailed Illustration

Assignment is Due on \_\_\_\_\_

I handed it in on \_\_\_\_\_

**\*\*Attach this form to your two drafts and hand in with your final copy.**

## Story Writing Activity – Symbolism

For this assignment, you will be writing a story. Your story needs to include the following elements:

- 1) An every day object that becomes a symbol for something else. Your teacher will provide you with a box of items. You will choose something from the box and then turn it into a symbol.
- 2) A story within a story. In the Wreck of the Zephyr, Chris Van Allsburg has a character tell a story within the story. We would like to see you try and do this.
- 3) Descriptive and Figurative Language. Just like Chris Van Allsburg, we would like you to use strong, active verbs and some similes (or metaphors).

You will need to take the following steps:

- 1) Choose your object
- 2) Brainstorm possible ideas your object could symbolize
- 3) Fill in a story map to help you plan your story
- 4) Write a rough draft
- 5) Edit and have a peer edit it!
- 6) A Good Copy with a Title Page

You will be marked using the attached rubric

## Story Writing : Symbolism Story

Teacher Name: **Ms. Keyworth / Sidhu**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Writing Process</b>	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
<b>Focus on Assigned Topic</b>	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
<b>Organization</b>	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
<b>Spelling and Punctuation</b>	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
<b>Title Page</b>	Title page has a graphic or fancy lettering, has the title, author's name, and a detailed illustration to match the story	Title page has the title done in nice lettering, author's name, and an illustration to match the story	The Title page has all required elements but some may be messy, lacking details.	Title Page is not done or is partially completed.

Created: **Oct 14, 2013 06:39 pm (CDT)**

## THE WIDOWS BROOM

### FEAR OF OTHERS - PREDICTING FROM CLUES

#### Materials:

Copy of The Widows Broom  
Student Assignment Sheets

This is a fantastic book for predicting from the pictures. Show students several of the more interesting photos and have them write down what they think the story will be about.

Read the story

After the story, discuss the student questions. Create lists as a class. Why was everyone so scared of the widow. - Assign student comprehension questions

#### Blog Connection:

What are you afraid of! Why?

Magical Object - Write a quick and fun story - see assignment sheet.

### The Widow's Broom - Response Questions

*\* Answer the following questions on a separate piece of paper*

1. Compare the personalities of Mr. Spivey and Minna Shaw. Think about their character traits. Remember to think about how they act and what they say? Be sure to give examples from the story. (Write a paragraph. Use the chart we generated as a class to help you organize your thoughts.)

2. If the broom could talk, what might it say to the Spivey's? Use specific events in the story, and then write what the broom might say.

3. Why was Minna's plan to frighten the Spivey's a good one. Why was it necessary for her to trick their family? Do you think she did the right thing?

### The Widow's Broom - Response Questions

*\* Answer the following questions on a separate piece of paper*

1. Compare the personalities of Mr. Spivey and Minna Shaw. Think about their character traits. Remember to think about how they act and what they say? Be sure to give examples from the story. (Write a paragraph. Use the chart we generated as a class to help you organize your thoughts.)

2. If the broom could talk, what might it say to the Spivey's? Use specific events in the story, and then write what the broom might say.

3. Why was Minna's plan to frighten the Spivey's a good one. Why was it necessary for her to trick their family? Do you think she did the right thing?

Name: \_\_\_\_\_

### Magical Object - Writing Activity

In the *Widow's Broom*, Chris Van Allsburg gave an ordinary, everyday object a personality. He gave human qualities to a nonhuman object, a broom.

For this activity, you need to choose an everyday object that you use a lot and give it a personality. You will then need to write a story about an adventure you might have with this object. Ensure that when you write your story that you describe your object carefully, as though it has its own personality.

***Answer the following questions to help you plan your story.***

1. If you could change one item in your house and make it magical, what would it be? Why?

2. What kind of personality would this object have? Think about how does the nature of the object fit the personality of the object? For example, Minna's broom can do many things, but its favourite activity is sweeping!

3. What adventure(s) could it have?

Willoughby Elementary School



T 39019

# THE STRANGER



## THE STRANGER

### Inferring Meaning

Materials: A copy of the story The Stranger

### ACTIVITY

Day 1-

~Oral Reading:

~ Introduce book by reading the title and showing the front cover illustration. Point out how he has used light and shadow in this picture and talk about why he may be doing that. Does that give them any clues as to what the story may be about?

~Have the students **predict** what the story is going to be about. Write their predictions down and take a few responses orally.

~Tell students that at the half way point of the story, they will be asked to record three things: **an observation** (something they know), **a question** (something they wonder), and **an inference** (something they think).

~Ask them to record these on the sticky notes that you have handed out and to put those on the chart paper in front of the room.

~Take five to six responses and record on the chart paper.

**BLOG ACTIVITY OR CLASSROOM ACTIVITY:** Brainstorm who the stranger could possibly be and provide evidence from the story.



DAY 2:

- ~Discuss some of the blog post responses that stood out.
- ~ Finish reading the story
- ~Divide students into groups of 4 and 5 and have them come up with three possible theories as to who the stranger is with supporting evidence from the story. Have them represent their theories to the class.

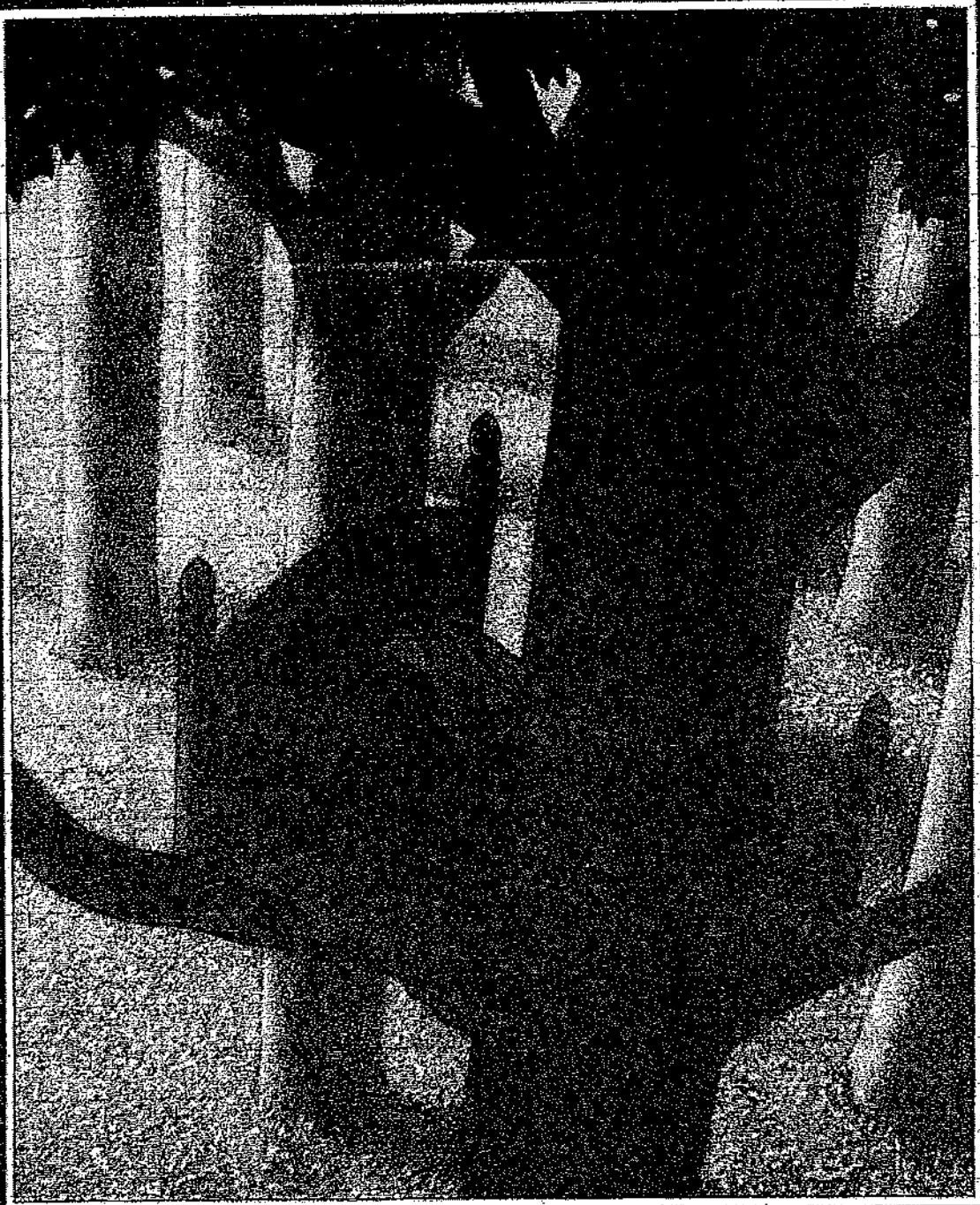
Assign Comprehension Questions (Provided)

# The Stranger

By Chris Van Allsburg

Reading Questions

- - What does it mean when mercury is stuck at the bottom of a thermometer? What might this mean about the stranger's temperature? Do you think the thermometer is really broken?
  - What does the stranger's interaction with the rabbits teach us about his character? Why do you think the rabbits are so comfortable with him?
  - What do we know about the season when we see geese flying south? Why is the stranger so fascinated by the geese he sees?
-



# JUST A DREAM

STORY AND PICTURES BY CHRIS VAN ALLSBURG

# JUST A DREAM

BY: CHRIS VAN ALLSBURG

## A CHARACTER STUDY

Materials: Copy of Just a Dream  
Chart paper.

The main character in this story, Walter, evolves from being a boy who does not regard environmental stewardship as something that is important into a young man who cares deeply for the earth. His evolution takes place in his dream...

### DAY ONE

~show students the cover of the story. Have them make a few predictions about what the story is going to be about.

~Explain to them that characters often evolve in short stories in direct relation to the story elements of plot, setting, experiences with other characters.

~give them the Character Study and Story Elements Chart

~read the story stopping to make connections, predictions and inferences

~students can work individually to fill in their chart while discussing story.

~talk about how Walter travels through different settings in his dream and how this impacts his evolution as a person at each stop

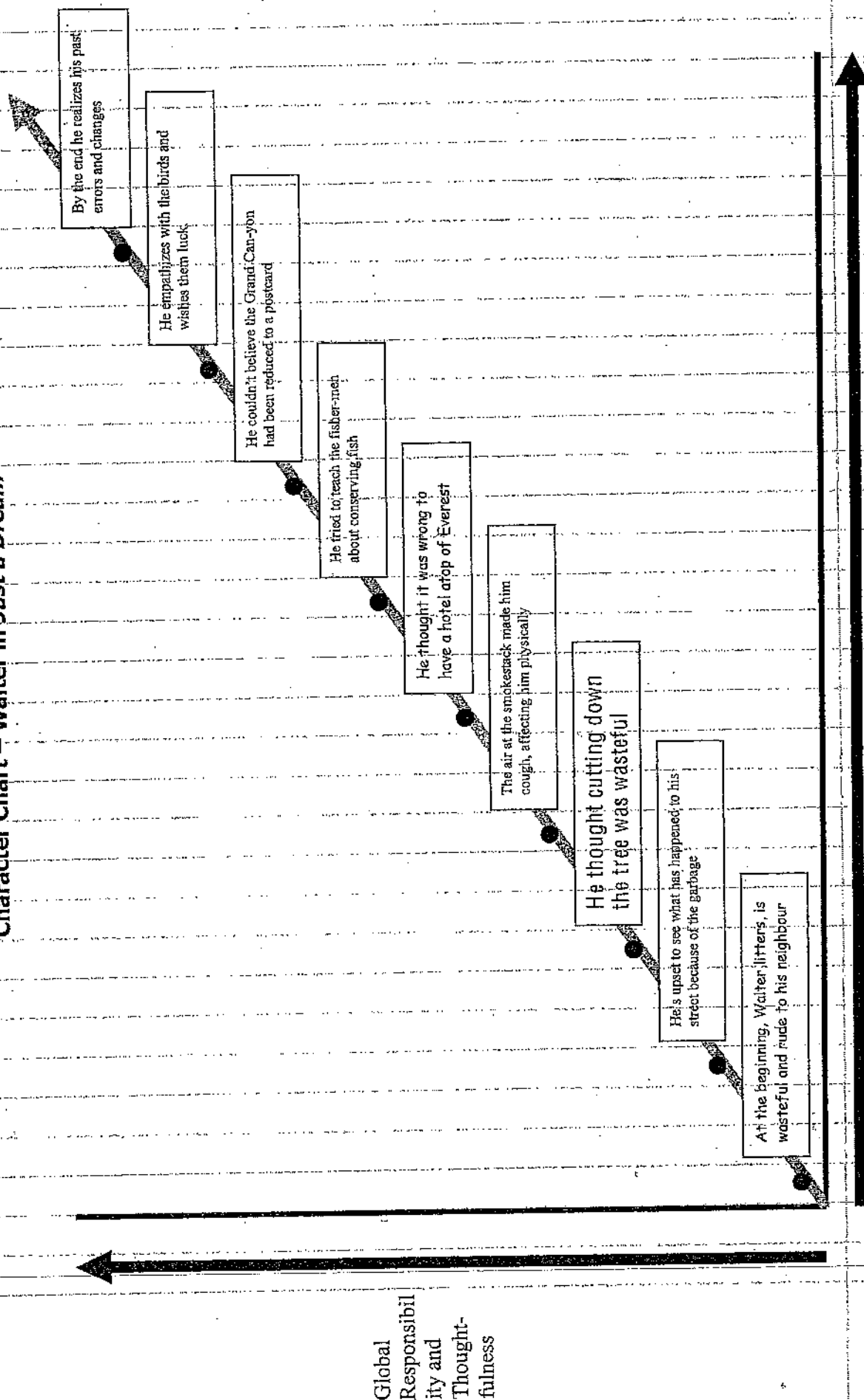
~talk about how

~have them record one of their ideas on a post it note and stick on the large chart.

~after class, record about five of these ideas on the chart paper

~assign the character graph (sample included) for assessment

# Character Chart – Walter in *Just a Dream*



Global  
Responsibility  
and  
Thoughtfulness

Progression of  
Events in Story

## Character Study and Story Elements

## Just a Dream

By: Chris Van Allsburg

[illegible]

### POLAR EXPRESS

\*Repeat the same lesson as above with POLAR EXPRESS and create a Venn Diagram comparing the changes between the two characters.

# *The Sweetest Fig*



Willoughby Elementary

Sweetest Fig, The





(3 Days) THE SWEETEST FIG  
Irony in Short Stories and a fun  
Comic Strip Assignment!

**Materials:**

- \*You Tube video about the three different types of irony.  
Available from the Keyworth/Sidhu website.
- \*PPT about the three different types of Irony.
- \*large chart paper with a picture of Marcel in the middle and the numbers 1-12 around his head

The sweetest Fig is a beautifully crafted story, which takes places in Paris about a mean spirited dentist and his dog Bibot. The dentist is given magical figs for payment of service by a patient. He discovers that it will make his dreams come true if he eats them before bed. Marcel, cleverly foils his plan and makes his own dreams come true. The story ends with the two characters switching bodies.

**DAY 1 ACTIVITIES:**

Show You Tube Video about the three different kinds of irony.

Show PPT and have students take notes.

Post video on blog.

Ask students to respond to the following question on the blog or in their journals, "Can you think of time where you experienced, saw, or read about an ironic moment?" What type of irony is this?

For fun: Play Alanis Morissette's video *Isn't it Irony*. The irony about this video is that there is no irony in anything she talks about.

## Day TWO

~Have students draw a little dogface in the middle of their paper. Doesn't have to be anything like the story (give them a minute or two) It doesn't have to be anything fancy or use the one with this package. Read the story and have them create numbered thinking bubbles around the dog's face while the story is being read. Read the story in your best French accent. It makes it so much more enjoyable.

~Students can write their favourite thinking bubble on a yellow post it note which they will put to the corresponding number on the large poster board

~at the end of class, use the post it notes to create sequential thinking bubbles around Marcel's picture

**DAY THREE:** Introduce the comic book assignment! This is a really fun assignment that we have had a lot of success with.

Students will continue on with the story of Marcel and create a comic strip using thinking bubbles and talking bubbles to show how Marcel uses his new body to teach Bibot a lesson. The thinking bubbles should show Bibot's evolution as a person/dog. Have them work on a beginning middle and end in class before giving the go ahead for the good copy of the comic strip.

A detailed criteria sheet and Rubric are included in this package.

Name: \_\_\_\_\_

## Identifying Irony

**Directions:** Read the following examples of irony. Determine which of the three types of irony are being used and then explain your answer.

**Dramatic irony** – This occurs when the reader or audience understands more about the events of a story than a character.  
**Situational irony** – This occurs when what actually happens is the opposite of what is expected or appropriate.  
**Verbal irony** – A character says one thing but really means the opposite.

1. A mean old man ate a large meal at a restaurant. The waitress tried to provide him with excellent service, but every time she brought him a dish, he complained. First he thought that the soup was too cold when it was hot. Then he said that his steak was dry and chewy, when it was moist and succulent. Then he complained that one of her blonde hairs was in his mashed potatoes, but the hair was actually grey like his own. She remained patient and continued to try to help him until the end of the meal, when he left her a quarter for a tip. She replied on his way out, "Thank you for the generous tip, Mister."

Which type of irony is used? \_\_\_\_\_

Explain your answer:

2. Tom has always liked Lucy, but Lucy has always thought Tom was annoying and unattractive. One day, Lucy comes home to find an eviction notice on her door. Apparently, her roommate had been spending the rent money that Lucy was giving her on other things. Lucy only has 24 hours to get all her stuff over to her mom's house, and Lucy doesn't even have a car. But Tom has a truck. So Lucy calls up Tom and asks him how he's doing. She tells him that she's always thought he was funny, and that they should hang out sometime. Tom thinks that Lucy has finally come around is beginning to like her. He also thinks that his jokes are funny because she is laughing after everything that he says.

Which type of irony is used? \_\_\_\_\_

Explain your answer:

3. The rapper Eminem is well-known for his song writing ability, but he is equally known for his shockingly profane and obscene lyrical content. Eminem has made a fortune selling his curse filled songs to millions of children around the world. But, on a 60 Minutes interview, Eminem claimed that there was no swearing in his own home and that his children were not allowed to play music with curse words, including his own tracks.

Which type of irony is used? \_\_\_\_\_

Explain your answer:

4. When Lawrence saw the posters for the circus hanging on the bulletin board, as he swept up the trimmings at Slim's Barbershop, he knew he would be taking his little cousins. They loved animals, and he was looking forward to seeing the smiles on their faces as the circus performers amazed them with their stunts. But sweeping up hair clippings didn't pay a whole lot. Lawrence spent 45 dollars just getting tickets. But it was worth it to see his cousins' faces. The day finally came and everyone was excited as they walked into that big circus tent. But Lawrence soon realized that he and his cousins would be thirsty and hungry. As they sat in their seats, the drink vendor walked by selling beverages. Desperately thirsty, Lawrence asked him how much a lemonade would cost, and the drink vendor said, "Eleven dollars each." Lawrence replied, "Oh, that's it? Just eleven dollars? What a great deal for one cup of lemonade. That's totally worth it." The drink vendor walked away.

Which type of irony is used? \_\_\_\_\_

Explain your answer:

5. Mr. Reinhart is the building inspector for the entire county. Anytime a person wants to add a permanent structure to their home or property, such as a deck or balcony, the building plans need to be approved by Mr. Reinhart before construction can begin. Mr. Reinhart checks to see that each plan is safe before construction begins. Once building begins, he checks to see that construction is going according to the plan. In a way, he is responsible for ensuring that every structure in the county is built properly. One day Mr. Reinhart was having a party at his house. He and his three guests were barbecuing on the porch attached to his house, when the structure suddenly collapsed. Apparently, termites got into the wood and had been chewing away the support beams for several months.

Which type of irony is used? \_\_\_\_\_

Explain your answer:

6. Mr. Bath is the president of Make-A-Bath Industries, a small company that employs fifteen workers, including Tom Miller, father of six. Ever since the economy went down the tubes, Make-A-Bath hasn't been selling bath tubs like they once did, and now Mr. Bath has to fire three workers, one of whom will be Tom Miller. But Mr. Bath has never fired anyone before, so he has been delaying giving Tom and the other employees the bad news. But Christmas is approaching. Tom wants to buy nice gifts for his six children, but he doesn't have any money. So Tom charges a whole bunch of nice gifts on his credit card, figuring that he can pay it back with money from his checks that he will be getting from his job all year. Tom and his family don't have a lot of extra money to spend, so he likes to get his kids nice Christmas presents. Tom is looking forward to one of the best Christmases ever.

Which type of irony is used? \_\_\_\_\_

Explain your answer:

## **The Sweetest Fig Comic Strip**

For this assignment you will be creating a comic strip, which tells the story of what happened after Marcel and Bibot switched bodies. Your comic strip should be at least 16 frames on 11 by 17 paper. It should carry on from where the original story left off and have a clear beginning, middle and end.

As you write your story, reflect on our previous lessons about how characters evolve through the changing setting in a story and how their thinking changes from the beginning to the end.

Your comic strip should have thinking and talking bubbles to tell the story. It should have all the parts of a short story: setting, character, plot, conflict and theme. Because you are limited to talking and thinking bubbles, you will need to convey many of the details through excellent art work.

Have fun with this assignment and don't be afraid to get a little silly!

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## **Marks for Sweetest Fig Comic Strip**

**A good BEGINNING, MIDDLE and END: 2.5**

**Follows Short Story Format: 2.5**

**Detailed, Neat, Bright and Beautiful Art Work: 3**

**Logical and Original Writing: 6**

**Shows how the character evolves from the start of the story to the end: 6**

**Total:20**

**Comments:**

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