

STORY SCRAPBOOK

Performance Standard 2A.H

After reading and discussing several literary works (e.g., fiction – Animal Farm, Lord of the Flies, The Giver and nonfiction – The Diary of Anne Frank) as a class, pairs of students will develop a comparison worksheet using one nonfiction selection and one fiction selection for a class scrapbook accordingly:

- *Identifying key elements:* identify key elements such as title, author, author's point of view, setting characters, characterization techniques, culture, conflict, and theme; identify the details that reveal the genre, historical period, political/social content, symbolic pictures; place differences in proper place on worksheet; place similarities in proper place on worksheet.
- *Developing story scrapbook page:* use all components on the scrapbook page; use correct English conventions; use symbolic pictures.

Procedures

1. *In order to understand how literary elements and techniques are used to convey meaning (2A)*, students should experience sufficient learning opportunities to develop the following:
 - Read extensively.
 - Explain how an author uses specific techniques to achieve intended effect.
 - Explain how specific techniques (e.g., dialect) enhance characterization.
 - State how changes in technique might affect aspects of the story.
 - Analyze nonfiction (e.g., 5 W's).
 - Identify details that reveal the genre used (e.g., short stories, novels, dramas, poetry, biographies).
 - Use textual structure, word choice and style to identify details that reveal the author's view point.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The student will have prior knowledge of literary genres, story elements, literary terms, culture/society, and historical periods.
4. Familiarize students with the concept of scrapbooks.
5. The students will be divided into pairs.
6. After reading, summarizing, and discussing several literary works as a class, the pairs will select two literary works, one fiction and one non-fiction, for the development of two scrapbook pages.
7. The pair will develop one scrapbook worksheet page based on one fiction selection and one scrapbook task sheet page based on one nonfiction selection.
8. The following information will be included on the scrapbook task sheet for each type of literature:
 - Title
 - Author and author's point of view
 - Setting (place and time period) (When, where)
 - Major character (Who)/characterization techniques used (one example) (e.g., thoughts/feelings/speech/behavior/opinion/reactions/personality/physical traits)
 - Culture
 - Conflict (Why) Major/Minor
 - Theme (What)
 - Literary term
 - Identify the details that reveal the genre
 - Historical period
 - Political/Social Content (if applicable)
 - Symbolic pictures
8. The information recorded on the task sheet will be used to develop two scrapbook pages.
9. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow**Time Requirements**

- Two to three class periods

Resources

- Literary selections
- Writing materials/art supplies
- Copies of the task sheet
- Story Scrapbook Rubric

GROUP MEMBER'S NAMES _____ DATE _____

Story Scrapbook

Student Task Sheet

Elements	Fiction	Nonfiction	Similar/Different
Title:			
Author:			
Author's Point of View:			
Setting: Place: Time Period:			
Major Character(s) and characterization techniques used (one example): (e.g., thoughts, feelings, speech, behavior, opinions, reactions, personality, physical traits)			
Culture:			
Conflict: Major: Minor:			
Theme:			
Literary Term and Device:			
Identify the Details that Reveal the Genre:			
Historical Period:			
Political/Social Context (if applicable):			
Symbolic Pictures (student generated):			

STORY SCRAPBOOK

NAME _____ DATE _____

- Exceeds 7-8 total points
- Meets 5-6 total points
- Approaches 3-4 total points
- Begins 2 total points

	Elements	Story Scrapbook Pages
4	<ul style="list-style-type: none"> • Identifies all key elements: <ul style="list-style-type: none"> o Title o Author o Author’s point of view o Setting o Characters o Characterization techniques o Culture o Conflict o Theme o Literary term o Details that reveal the genre o Historical period o Political/Social content o Symbolic pictures • Consistently places differences in proper place on worksheet. • Consistently places similarities in proper place on worksheet. 	<ul style="list-style-type: none"> • All components are used on the scrapbook page. • Consistently used correct English conventions. • Consistently uses symbolic pictures.
3	<ul style="list-style-type: none"> • Identifies 10 – 11 key elements. <ul style="list-style-type: none"> o Title o Author o Author’s point of view o Setting o Characters o Characterization techniques o Culture o Conflict o Theme o Literary term o Details that reveal the genre o Historical period o Political/Social content o Symbolic pictures • Consistently places differences in proper place on worksheet. • Consistently places similarities in proper place on worksheet. 	<ul style="list-style-type: none"> • Most components are used on the scrapbook page. • Usually uses correct English conventions. • Usually uses symbolic pictures.
2	<ul style="list-style-type: none"> • Identifies 8 – 9 key elements. <ul style="list-style-type: none"> o Title o Author o Author’s point of view o Setting o Characters o Characterization techniques o Culture o Conflict o Theme o Literary term o Details that reveal the genre o Historical period o Political/Social content o Symbolic pictures • Consistently places differences in proper place on worksheet. • Consistently places similarities in proper place on worksheet. 	<ul style="list-style-type: none"> • Some components are used on the scrapbook page. • Occasionally uses incorrect English conventions. • Occasionally uses symbolic pictures.
1	<ul style="list-style-type: none"> • Identifies 7 or fewer key elements <ul style="list-style-type: none"> o Title o Author o Author’s point of view o Setting o Characters o Characterization techniques o Culture o Conflict o Theme o Literary term o Details that reveal the genre o Historical period o Political/Social content o Symbolic pictures • Consistently places differences in proper place on worksheet. • Consistently places similarities in proper place on worksheet. 	<ul style="list-style-type: none"> • Few or no components are used on the scrapbook page. • Contains significant errors in use of English conventions. • Few or no symbolic pictures.
Score		

"Meets" (page 1)

Author - Mary Downing Hahn



Setting - Holwell, Maryland not too far from the mountains

Minor Conflict - learning to cope with her little sister and the ghost Helen.



Major conflict - Help her sister from a ghost, who lures children to a pond in the forest.



Title - Wait Till Helen Comes

Culture - American family

Setting - A terrifying ghost story of a girl who protects her little sister.

Theme - Always be aware for the unexpected no matter where you are.

Time Period - It's a fiction story does not take place.



Main Character - Molly, a protective girl who learns to find ways of helping her little sister from her own way.

Minor Character - Heather, a quiet little whiny brat who gets her Spunkies in trouble all the time.

Culture - A family from the south who move to a church and try to cope with each other.

Imagery - A glimmer of light drew my attention to the hole above us. Helen was kneeling on the floor, peering down at us. The silver chain hung from her neck, the heart slowly turning, reflecting the bluish glow of her skin.



Genre - A ghost story - chapters are read in different settings each time.

Social Significance - Coping and dealing with a ghost who has your little sister under a trance.

Point of View - first person point of view told by character



Short Story



Late 1800's early 1900's

Providing everything everyone needed



She came from an upper class family

There was so much in the world to be done and she didn't know where to start

Stephanie Sammartino McPherson

Giving is better than receiving

Third person point of view told by the narrator



She was fighting poverty

Life story of Jane Addams in Chicago, IL



Peace and Bread Story of Jane Adams

Jane Addams
Caring and concerned about people who didn't have anything.



THE DIARY OF ANNE FRANK

Play Version
by: Frances Goodrich

Robert Hackett



It was very hard for Jewish people during the war. Even the lucky people in hiding had a very difficult time.
-Theme



Throughout the whole play, the literary term was a flashback for Otto Frank, Anne's father, after the war had ended. The genre of the story was in historical diary form. The historical period was from the year 1942 to the year 1945.

The Diary of Anne Frank was written in first person point of view through the diary entries of Anne Frank. Throughout the play however, the story of the story was told in 3rd person point of view, through the narrator.

The political and social context took a great part in this story. This play took place during WWII.



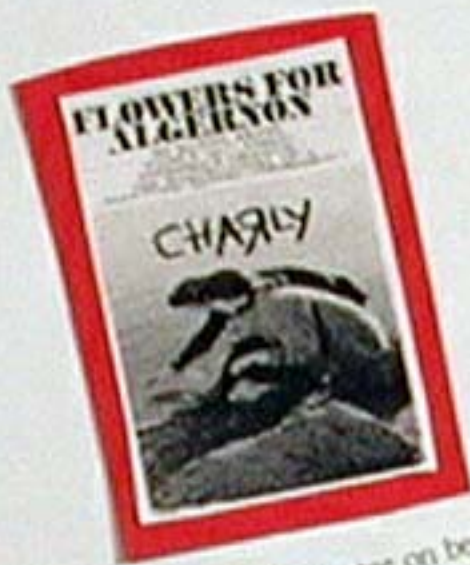
The setting of the story was in the Secret Annex in Amsterdam. The time was the years of 1942-1945, during World War II. The audience for the story was European. The family was Jewish, which was the main factor why the diary was published.



The main conflict in the story was Man vs. ~~Self~~ Self. Where Anne would mentally have trouble growing up in that confined space. The minor conflict was Man vs. ~~Man~~ Man. The Franks would often fight with the Van Daans while they were in the confined space.

Flowers For Algernon

By: Daniel Keyes



Inkblot Tests

Flowers for Algernon later on became a major motion picture, and also a play. The author, Daniel Keyes, won many awards for this story.

The Genre of the story was in diary form, and it was a Science Fiction short long story. The historical period was 1965. There was no real political or social context, because the story was fiction, but throughout the story there were many "scientific breakthroughs."

"Don't Make fun of people for something that they cannot control" —Theme

The setting of the story was in New York City in 1965, and the whole story had an American culture to it. The mood throughout the story was very lonely, because Charlie was lonely and had no friends.



Throughout the whole story, the literary term was foreshadowing. Algernon dying foreshadowed that something could go wrong with Charlie later on in the story. Algernon became slow, and this foreshadowed that Charlie could also lose his intelligence quickly.

The main conflict was Man vs. Self, where Charlie tried to become smart, and keep his intelligence as long as he could after the operation. The minor conflict was Man vs. Nature, where Charlie would compete against Algernon, the lab mouse.



Flowers for Algernon was written in first person point of view, through diary entries written by the main character, Charlie Gordon.