Centered around Common Core State Standards, Common Core: Types of Text is designed to help students understand the characteristics of different types of text. Practice pages, student charts, graphic organizers, research challenges, discussion starters, games, group activities, and recommended reading lists enable students to practice skills used in identifying and reading different types of text. Skills covered include recognizing the influences of mythology on modern storytelling; analyzing the interplay of character, plot, and setting in fiction; understanding the special format of plays; identifying organizational structures of nonfiction; and discovering the characteristics of common types of nonfiction.
Common Core
Types of Text

AUTHOR: Linda Armstrong
EDITORS: Mary Dieterich and Sarah M. Anderson
PROOFREADER: Margaret Brown

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Introduction: Exploring the World of Text

The types of text students encounter during their academic and normal daily lives are dizzying in their variety, and they are proliferating. Understanding the author's purpose for writing a particular text can go a long way toward sorting out text categories and improving student comprehension. Discerning readers encountering an article in a magazine or online quickly pinpoint whether it is intended to inform, persuade, or entertain. Knowing this purpose helps readers understand the more subtle aspects of an author's message.

All types of text, both fiction and nonfiction, share certain basic structures. These apply at the sentence level, the chapter level, and the section level. They include comparison and contrast, sequence, cause and effect, problem and solution, and descriptive. Both fiction and nonfiction texts also employ point of view to create the author's desired effect.

Beyond these basics, of course, fiction and nonfiction texts part company. Authors of factual texts can inform, persuade, or entertain, while the primary purpose of a literary work is usually entertainment. After an overview of structures all texts share, Common Core: Types of Text moves on to explore various types of informative nonfiction including autobiographies, biographies, diaries, and memoirs, as well as books about history and science. It looks at persuasive nonfiction genres, criticism, and issue-driven works. Entertaining nonfiction will also be explored. Length and medium are important in any text. Pages here will encourage students to compare magazine articles, online articles, essays, speeches, film documentaries, websites, and books.

The fiction section of Common Core: Types of Text invites students into a modern author's world, exploring various lengths and genres; prose tools such as description, dialogue, and narration; structural elements such as character, plot, setting, theme, and tone; and the legacy of traditional storytelling, including Joseph Campbell's The Hero's Journey. In the literary section, students will also compare various types of poetry and explore the characteristics of drama.

This book is more of an introduction and a jumping-off place than a destination. It offers lists of resources for teachers and graphic organizers for students. It is intended as a tool to encourage and guide wider reading.

Common Core: Types of Text is part of Mark Twain Media's Common Core series, which focuses on helping students meet the Common Core State Standards in the English Language Arts. Activities in the series offer many opportunities for written response, and most of the interactive pages include Discussion suggestions and Challenges. These are designed to encourage critical thinking and creative problem solving and to launch personal or group research projects.

For easy use, organizational features in the Common Core series include detailed Tables of Contents, Common Core matrix charts, and lists of teacher resources to help busy educators locate relevant materials efficiently. The books also contain student glossaries of technical terms and answer keys for the worksheets.

Titles in the Common Core series include Elements of Literature, Conducting Research Projects, Complex Issues in Text, Types of Text, and Grammar Usage.
## Common Core State Standards Matrix

<table>
<thead>
<tr>
<th>Page</th>
<th>English Language Arts Standards: Reading Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:</td>
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<tr>
<td>4:</td>
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<td>37:</td>
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<td>38:</td>
<td>RL 6.9, RL 8.5, RL 8.6, ELA 10</td>
</tr>
<tr>
<td>41:</td>
<td>RL 6.6, RL 6.9, RL 7.6, RL 7.9, ELA 10</td>
</tr>
</tbody>
</table>
Because this book is concerned with types of text, a teacher page with a list of specialized resources for students is included for each text type. This list covers general information about the subject for educator reference.

**Articles:**

**Books:**
- *The Hero’s Journey: Joseph Campbell on His Life and Work* by Joseph Campbell
- *Handbook of Classical Mythology* by William Hansen
- *The Hero’s Journey: A Guide to Literature and Life* by Reg Harris and Susan Thompson
- *The Sourcebook for Teaching Science, Grades 6-12: Strategies, Activities, and Instructional Resources* by Norman Herr
- *Teaching History with Film: Strategies for Secondary Social Studies* by Alan S. Marcus, Scott Alan Metzger, Richard J. Paxton, and Jeremy D. Stoddard
- *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms* by Sam Wineburg, Daisy Martin and Chauncey Monte-Sano
- *The Poetry Friday Anthology for Middle School: Poems for the School Year with Connections to the Common Core* by Janet Wong and Sylvia Vardell.

**Websites:**
- Indian Affairs Laws and Treaties, The Kappler Project, Oklahoma State University Library: http://digital.library.okstate.edu/kappler/index.htm
- Outstanding Science Trade Books: http://www.cbcbooks.org/outstanding-science/
- Resources for National History Day, National Archives: http://www.archives.gov/education/history-day/
Determining the Author’s Purpose

**Directions:** Circle the author’s purpose for each sentence.

1. On December 8, 1941, President Franklin D. Roosevelt delivered a speech to Congress.
   
   **entertain**
   **inform**
   **persuade**

2. A flash of lightning briefly illuminated a hulking shape at the top of the hill.
   
   **entertain**
   **inform**
   **persuade**

3. Using railroad tracks as a route home could cost you your life.
   
   **entertain**
   **inform**
   **persuade**

4. The United Universe spaceship *Good Hope* swung into orbit over the mysterious planet.
   
   **entertain**
   **inform**
   **persuade**

5. Max waited at the end of the hall, ready to “accidentally” bump into Lauren by her locker.
   
   **entertain**
   **inform**
   **persuade**

6. The Pilgrims set sail from England in two ships, but one of them, the *Speedwell*, soon sprang a leak.
   
   **entertain**
   **inform**
   **persuade**

7. Archaeologists tell us that five hundred years before the arrival of European settlers, Cahokia was a large city in what is now Illinois.
   
   **entertain**
   **inform**
   **persuade**

8. “Twas brillig and the slithy toves” (from “Jabberwocky” by Lewis Carroll)
   
   **entertain**
   **inform**
   **persuade**

9. Klenzo Kleener will make your windows and mirrors gleam.
   
   **entertain**
   **inform**
   **persuade**

10. In the late 1800s, an ambitious paleontologist named O.C. Marsh thought he had discovered a new type of dinosaur.
   
   **entertain**
   **inform**
   **persuade**

**Discuss:** Why is it important to understand the author’s purpose when reading a text?

**Challenge:** Online, in the library, or in your own textbooks, find a book, article, or text selection exemplifying each author’s purpose.
**Structures for Fiction and Nonfiction Texts**

**Directions:** Circle the text structure for each sentence.

1. Nathan dashed up the stairs, yanked his door open, ducked inside, and pulled it shut, leaning against it as, heart pounding, he heard the man running down the hall.  
   description  sequence  problem/solution  cause/effect  compare/contrast

2. Trees like thick, rough columns soared up from the forest floor to support the sky.  
   description  sequence  problem/solution  cause/effect  compare/contrast

3. Jason discovered he had forgotten his science book, so he pulled out his phone and called his dad.  
   description  sequence  problem/solution  cause/effect  compare/contrast

4. Because Brittany was a talented swimmer, she was chosen for the city’s junior team.  
   description  sequence  problem/solution  cause/effect  compare/contrast

5. Both Mars and Jupiter are planets, but while Mars is rocky, Jupiter is gaseous.  
   description  sequence  problem/solution  cause/effect  compare/contrast

6. The Mojave Desert seems barren, but it supports more than 1,500 different plant species.  
   description  sequence  problem/solution  cause/effect  compare/contrast

7. When dams block rivers, salmon can’t swim upstream to lay their eggs.  
   description  sequence  problem/solution  cause/effect  compare/contrast

8. Both whales and dolphins are marine mammals, but most whales are larger and less friendly to humans.  
   description  sequence  problem/solution  cause/effect  compare/contrast

9. Due to the settlers’ slaughter of buffalo, the once-mighty herds shrank  
   description  sequence  problem/solution  cause/effect  compare/contrast

10. First, Edward Everett delivered a two-hour speech. Then, an orchestra played. Finally, President Lincoln stood to deliver the Gettysburg Address.  
    description  sequence  problem/solution  cause/effect  compare/contrast

**Discuss:** Sequence can be shown in a time line. Name some visual elements that could be used to clarify or enhance each of the other text structures.

**Challenge:** Find an example of each text structure in a novel, short story, essay, newspaper, magazine, or textbook.
**Point of View**

**Directions:** For each sentence, circle first person, second person, or third person. Circle the pronouns that give you clues.

1. To help the Union during the Civil War, balloonist Thaddeus Lowe offered his services.
   - first person
   - second person
   - third person

2. In the spring of 1860, I accepted a position as a rider for the Pony Express.
   - first person
   - second person
   - third person

3. To shoot the best outdoor portraits, you wait for an overcast day.
   - first person
   - second person
   - third person

4. You send Jim an email on Friday, but he deletes it by accident so you send it again.
   - first person
   - second person
   - third person

5. My favorite day of the week is Friday because I know I can stay up late.
   - first person
   - second person
   - third person

6. We spotted the creature slinking into a cave just beyond the ship.
   - first person
   - second person
   - third person

7. The dragon reared up on its hind legs, roared, and blew its fiery breath toward the unfortunate town.
   - first person
   - second person
   - third person

8. After the eighth graders planned the school garden, they excavated the hole for the pond.
   - first person
   - second person
   - third person

9. You decide to try Yummy Crunchies.
   - first person
   - second person
   - third person

10. I will never forget the summer I met and lost my best friend.
    - first person
    - second person
    - third person

**Discuss:** Why is it important to know who is offering information or telling a story?

**Challenge:** In a text, the library, or online, find an example of a first-person narrator, a second-person narrator, and a third-person narrator.
Fiction or Nonfiction? That Is the Question.

**Directions:** Read the description of each text. Circle Fiction or Nonfiction.

1. a magazine advertisement selling a car
   - Fiction
   - Nonfiction

2. a story about a young man piloting his first starship
   - Fiction
   - Nonfiction

3. a story about a girl’s struggles with a bully at her new school
   - Fiction
   - Nonfiction

4. a letter from George Washington to a supporter
   - Fiction
   - Nonfiction

5. a movie review on an Internet site
   - Fiction
   - Nonfiction

6. a play about a girl who meets a boy in a science lab and can’t get him out of her mind
   - Fiction
   - Nonfiction

7. a book about zombie mermaids
   - Fiction
   - Nonfiction

8. an essay about the importance of literacy
   - Fiction
   - Nonfiction

9. a ballad about a knight who rescues a fair maiden
   - Fiction
   - Nonfiction

10. a folksong about a cowboy who has been convicted of murder
    - Fiction
    - Nonfiction

11. a book about the life and work of Vincent Van Gogh
    - Fiction
    - Nonfiction

12. a book about the history of basketball
    - Fiction
    - Nonfiction

**Discuss:** Name a book or film that is fiction but is based on true events. Name a book that is nonfiction but is written like a story. Do you think such works are a good idea? Why or why not?

**Challenge:** Write a short story based on an event you have studied recently in history.
Fiction or Nonfiction Comparison Chart

**Directions:** Fill in the chart for one fiction and one nonfiction book, story, or article.

<table>
<thead>
<tr>
<th>Title</th>
<th>Invented people, places, ideas</th>
<th>Real (not invented) people, places, ideas</th>
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<tbody>
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| Narrated by: | | Narrated by: |
|-------------||-------------|
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|             | |             |
|             | |             |

| Intended purpose: | | Intended purpose: |
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**Discuss:** Which type of book do you prefer to read for enjoyment? Why?

**Challenge:** Choose a book you have read recently. Use the characteristics reviewed in the questions above to explain why the text you have selected is fiction or nonfiction.
Exploring Nonfiction:
Sample Print Resources for Teachers

Articles (See your local library’s periodicals database for more.)
• Powledge, Fred. “Road Map to Save Artifacts” Discover. Sept. 2013, p. 12.

Documents (The National Archives)
• The Declaration of Independence
• The Preamble to the Constitution of the United States

Essays
• “Self-Reliance” or “Circles” by Ralph Waldo Emerson
• “Friendship: an Essay” by Henry David Thoreau
• ”Advice to Youth” by Mark Twain
• “Consider the Lobster” by David Foster Wallace

Biography, Autobiography, Memoir
• Boy: Tales of Childhood by Roald Dahl
• Narrative of the Life of Frederick Douglass by Frederick Douglass
• Amelia Lost: The Life and Disappearance of Amelia Earhart by Candace Fleming
• The Diary of a Young Girl by Anne Frank
• Eleanor Roosevelt: A Life of Discovery by Russell Freedman
• Marley and Me by John Grogan
• Dave the Potter: Artist, Poet, Slave by Laban Carrick Hill
• Comic Book Century: The History of American Comic Books by Stephen Krensky

Persuasive, Inspirational
• The Worst-Case Scenario Survival Handbook: Middle School by Robin Epstein and Ben H. Winters
• Weight Loss Confidential: How Teens Lose Weight and Keep It Off—and What They Wish Parents Knew by Anne M. Fletcher, MS, RD
• Of Thee I Sing: A Letter to My Daughters by Barack Obama

Science
• Exploring the Titanic by Robert D. Ballard
• Hurricanes: Earth’s Mightiest Storms by Patricia Lauber
• Sharks by Seymour Simon
• The Frog Scientist by Pamela S. Turner
• Winter’s Tail: How One Little Dolphin Learned to Swim Again by Craig Hatkoff, Juliana Hatkoff, and Isabella Hatkoff

History
• George Washington, Spymaster: How America Outspied the British and Won the Revolutionary War by Thomas B. Allen
• The Blind Side: Evolution of a Game by Michael Lewis
• Chasing Lincoln’s Killer by James L. Swanson
• Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh
Types of Nonfiction

Directions: Read each book title. Write the nonfiction categories that are the best match. There could be more than one answer.

- biography
- autobiography
- history
- science
- how-to

1. Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh

2. George Washington, Spymaster: How America Outspied the British and Won the Revolutionary War by Thomas B. Allen

3. Chasing Lincoln's Killer by James L. Swanson

4. Hurricanes: Earth's Mightiest Storms by Patricia Lauber

5. Sharks by Seymour Simon

6. The Worst-Case Scenario Survival Handbook: Middle School by Robin Epstein and Ben H. Winters

7. Boy: Tales of Childhood by Roald Dahl

Discuss: How does the title tell you what each book is about? Is this also true of fiction? Why or why not? Which books could be classified in more than one category? Why?

Challenge: Use an online resource or your school library to find examples of each type of book listed. The books included in this exercise are real! You might want to read one of them.
**Characteristics of Nonfiction: A Graphic Organizer**

**Directions:** Some characteristics of nonfiction are listed in the box below. Write each one under the correct heading in the graphic organizer. Use another copy of the organizer to analyze the structure of a nonfiction book or article.

<table>
<thead>
<tr>
<th>subheadings</th>
<th>objective</th>
<th>graphs</th>
<th>drawings</th>
<th>examples</th>
<th>statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>photographs</td>
<td>conclusion</td>
<td>index</td>
<td>engaging</td>
<td>charts</td>
<td>persuade</td>
</tr>
<tr>
<td>table of contents</td>
<td>bibliography</td>
<td>inform</td>
<td>headings</td>
<td>quotations</td>
<td>entertain</td>
</tr>
<tr>
<td>argumentative</td>
<td>appendix</td>
<td>maps</td>
<td>describe</td>
<td>introduction</td>
<td></td>
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</tbody>
</table>

**Purpose**

__________________________

__________________________

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**Organizational Features**

__________________________

__________________________

__________________________

__________________________

**Visual Elements**

__________________________

__________________________

__________________________

__________________________

**Style**

__________________________

__________________________

__________________________

__________________________

**Evidence and Documentation**

__________________________

__________________________

__________________________

__________________________
Common Core: Types of Text

Styles of Nonfiction

Directions: Circle the factual style.

1. The ruins of the Parthenon, an elegant ancient Greek temple, overlook the city of Athens.

2. When Confederate troops started to invade Pennsylvania, African-American residents of Gettysburg packed their possessions and headed north.

3. In the 1500s and 1600s, people in southern Italy believed wild, fast dances could cure people who had been bitten by wolf spiders.

4. Eating a good breakfast will boost your energy level all day long.

5. Paying attention while crossing streets is essential because drivers sometimes ignore stop signs and run red lights.

6. Marie Curie and Pierre Curie discovered the radioactive elements polonium and radium.

7. Radium, a rare silvery metal, turns black when exposed to the air.

8. When Marie Curie was a student in Paris, she had little money, but she felt free.

9. It is tempting to stay up all night playing games or chatting with friends, but losing sleep can cause many health problems, including weight gain.

10. On June 28, 1914, a 19-year-old boy shot Archduke Franz Ferdinand, heir to the throne of Austria-Hungary, starting a chain of events that led to World War I.

Discuss: Which subjects are best for each style of writing? How do these styles overlap? Why would it be helpful to notice these writing styles while reading?

Challenge: Write a narrative, an expository, a persuasive, and a descriptive sentence about your school.
Nonfiction Styles: Writing Practice

Directions: Write a short paragraph or work with a small group to create a factual oral presentation about your trip to school using the designated style.

1. Tell about your trip to school using a narrative style. (Give the story or account of how you got from your home to school.)

2. Tell about your trip to school using an expository style. (Give the reason for your trip, the time you started, the approximate length of time it took, and other factual details. Use formal, impartial language.)

3. Tell about your trip to school using a persuasive style. (Convince the audience that something you encountered on your trip should be changed. It could be the bus schedule, the traffic lights, the sidewalk, or something else.)

4. Tell about your trip to school using a descriptive style. (Describe things you saw, heard, smelled, felt, or tasted during your trip.)

Challenge: Name That Style! Cut this page apart to make game cards. Shuffle them with those of other class members. Divide the group into two teams. A moderator reads each response aloud. The first team to guess the correct nonfiction style scores a point.
**Nonfiction Purposes Graphic Organizer**

**Directions:** Write each type of nonfiction text under the best category. Use another copy of this chart to record books, essays, articles, and other nonfiction texts you read.

<table>
<thead>
<tr>
<th>diary</th>
<th>letter</th>
<th>journal</th>
<th>memoir</th>
<th>how-to</th>
</tr>
</thead>
<tbody>
<tr>
<td>biography</td>
<td>history text</td>
<td>editorials</td>
<td>self-help</td>
<td>travel guide</td>
</tr>
<tr>
<td>autobiography</td>
<td>research report</td>
<td>campaign speech</td>
<td>outdoor adventure</td>
<td>scientific notes</td>
</tr>
<tr>
<td>motivational</td>
<td>science text</td>
<td>advertising</td>
<td>technical writing</td>
<td>literary nonfiction</td>
</tr>
<tr>
<td>cookbook</td>
<td>personal essay</td>
<td>safety warnings</td>
<td>self-improvement</td>
<td>newspaper article</td>
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</tbody>
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<thead>
<tr>
<th>Telling a True Story (Narrative style)</th>
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<tr>
<th>Presenting Ideas (Expository Style)</th>
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<th>Persuading (Persuasive or Argumentative Style)</th>
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<table>
<thead>
<tr>
<th>Directions and Advice (Expository or Persuasive)</th>
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<tr>
<th>Describing (Descriptive Style)</th>
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<table>
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<tr>
<th>For Reference (Expository or Descriptive)</th>
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<table>
<thead>
<tr>
<th>For Use in Classes (Narrative, Expository, or Descriptive)</th>
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<th>Reporting the News (Narrative, Expository, or Descriptive)</th>
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**Discuss:** Which types of nonfiction could fit under more than one category, depending on the specific text? Can you think of a nonfiction work that does not fit under any of these purposes? What category could you add for it?

**Challenge:** Write an original, nonfiction sentence or paragraph for each purpose.
**Forms of Nonfiction**

**Directions:** At home or at school, find two examples of different forms of nonfiction. Fill in the chart and circle the correct descriptions.

<table>
<thead>
<tr>
<th>Title:</th>
<th>Author/Source:</th>
<th>Type:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Point of View</th>
<th>Purpose</th>
<th>Style</th>
<th>Structure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Entertain</td>
<td>Narrative</td>
<td>Descriptive</td>
</tr>
<tr>
<td>2nd</td>
<td>Inform</td>
<td>Persuasive</td>
<td>Compare/Contrast</td>
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<tr>
<td>3rd</td>
<td>Persuade</td>
<td>Expository</td>
<td>Cause/Effect</td>
</tr>
</tbody>
</table>

**Common Types of Nonfiction**

- Advertisement
- Editorial
- Essay
- Scientific Notes
- Travel Brochure
- Book/Film Review
- Email
- Journal
- Biography
- Autobiography
- Form/Application
- Graph
- Map/Chart
- Photograph/Painting
- Report
- Political Cartoon
- Drawing
- Article
- Popular History
- Textbook
- Cookbook/Recipe
- Speech
- How-To
- Self-Improvement
- Treaty
**Fiction Resources for Teachers**

**Novels**
- *The Book of Three* by Lloyd Alexander
- *The Day Glo Brothers* by Chris Barton
- *March Toward the Thunder* by Joseph Bruchac
- *The London Eye Mystery* by Siobhan Dowd
- *Julie of the Wolves* by Jean Craighead George
- *Out of the Dust* by Karen Hesse
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston
- *Diary of a Wimpy Kid* by Jeff Kinney
- *Number the Stars* by Lois Lowry
- *Rascal* by Sterling North
- *Red Glass* by Laura Resau
- *Holes* by Louis Sachar
- *When You Reach Me* by Rebecca Stead

**Short Stories**
- “All Summer in a Day” by Ray Bradbury
- “The Most Dangerous Game” by Richard Connell
- “The Lottery” by Shirley Jackson
- “Flowers for Algernon” by Daniel Keyes
- *21 Great Stories* edited by Abraham Lass
- “To Build a Fire” by Jack London

**Graphic Novels**
- *Home* by Jeannie Baker
- *Zoom* by Istvan Banyai
- *Persepolis* by Marjane Satrapi
- *The Invention of Hugo Cabret* by Brian Selznick
- *Stitches: A Memoir* by David Small
- *Maus: A Survivor’s Tale* by Art Spiegelman
- *The Arrival* by Shaun Tan
- *Flotsam* by David Weisner

**Websites:**
- Teen Zone: Classic Novels for Middle School Readers, King County Library System: http://www.kcls.org/teens/booklist.cfm?booklistid=46
- Middle School Historical Fiction, John D. Verdery Library: http://www.woostersch.org/library/images/Book%20Lists/MShistoricalfiction.htm
Comparing Forms of Fiction Graphic Organizer

Directions: Write the characteristics of each form of fiction in the correct section. You will use them more than once.

- **Novel**
- **Short Story**
  - intended to be performed
  - intended to be read silently
  - labeled acts and scenes
  - single main emotional effect
  - long
  - short
  - large cast
  - small cast
  - subplots
  - multiple emotional effects
  - simple story line
  - many chapters or sections
  - stage directions
  - complex story line

Discuss: Have some stories been told in more than one of these forms? If so, name one and explain why you liked one form better than the others.

Challenge: Use another copy of this form to keep track of the fiction works you read or watch this term. Is there a type you have not read or watched? Ask a librarian for suggestions to fill out your list.
Genres of Fiction and Drama

Directions: Write the genre that fits each description. Use this list.

| historical | family saga | animal | coming of age | horror |
| mystery | humor | suspense | science fiction | romance |
| adventure | fantasy | ghost | western |

1. A private detective follows clues to capture a jewel thief. ________________
2. A funny story about a middle-school boy. ________________
3. Vampires and zombies attack a town. ________________
4. A hero travels down the Amazon River to rescue a missing researcher. ________________
5. A terrible secret haunts three generations of a New England family. ________________
6. A young man strikes it rich in the California goldfields in 1850. ________________
7. Two Zorium miners are stranded on Kirona in the year 3052. ________________
8. A rancher rescues his kidnapped daughter from a band of outlaws. ________________
9. A boy draws on hidden courage to help his family survive after a plane crash. ________________
10. To win a bet, a man stays overnight in a haunted hotel. ________________
11. When a new boy moves to town, the story’s heroine falls in love. ________________
12. A lost dog finds his way home. ________________
13. A knight rescues a princess held captive in a tower. ________________
14. A boy falsely accused of a crime clears him name by finding the real culprit. ________________

Discuss: Which is your favorite genre? Why? Genres are sometimes combined. Share an example of a book, story, or film that combines two or more genres.

Challenge: On your own paper, write the title of a book or story for each genre on the list.
Modern Fiction Genres

Directions: Circle the fiction genre.

1. Mason ducked behind a dumpster when the boys turned around and headed toward him.
   - Fantasy  Science Fiction  Historical  Coming of Age

2. Josh sloshed his Pa's heavy gold pan in the icy waters of the stream, washing out the gravel and hoping.
   - Mystery  Science Fiction  Historical  Coming of Age

3. P.I. Jake Perkins looked up from his cluttered desk just in time to see his first client in weeks step through the door.
   - Mystery  Science Fiction  Historical  Coming of Age

4. Milo adjusted the controls, setting the time machine for the morning of his 21st birthday.
   - Mystery  Science Fiction  Historical  Coming of Age

5. Liza dashed into the ambergand koliger just as the edge of Mordin’s third moon peeked over the planet’s horizon.
   - Romance  Science Fiction  Historical  Coming of Age

6. The ghostly knights, mounted on pale horses, faced each other across the field.
   - Literary  Science Fiction  Fantasy  Coming of Age

7. Claire wished she and Nance could just ride their bikes down to the fast-food place and buy ice cream the way they used to, but everything had changed, and they both knew it.
   - Adventure  Science Fiction  Realistic  Fantasy

8. Mara watched the thrashing legs of humans near the bright surface of the water, and fought back tears.
   - Mystery  Science Fiction  Fantasy  Romance

9. Smiling, Annie stepped out into the hall—then she spotted Danny flirting with Chloe, her so-called friend.
   - Mystery  Science Fiction  Romance  Fantasy

10. The winter wind howled through the trees like a wounded wolf.
    - Mystery  Literary  Historical  Romance

11. Emily wanted to warn her dad that his new great boss was a vampire, but she knew he would never believe her.
    - Fantasy  Adventure  Historical  Coming of Age

12. Carlos leaped into the boat and pushed off seconds before the bear rushed to the shore.
    - Adventure  Science Fiction  Historical  Literary

Discuss: What is the difference between science fiction and fantasy? Between mystery and adventure? Between historical fiction and coming of age?

Challenge: Write a short story in your favorite genre.
Graphic Organizer for Structural Elements of Fiction

Directions: Write each clue under the right structural element. Then fill in the organizer for a novel, short story, or play you have read recently. The chart can also be used to analyze films.

What is the problem? Is the story told from the first-, second-, or third-person viewpoint?
Who has the problem? Is the story humorous, inspiring, or frightening?
Who is the opposition? Is it about love, friendship, or justice?
Where does the story take place? Is the story about fear, greed, envy, or something else?
When does the story take place? Is the story mysterious, tragic, or something else?

Title: ____________________  Author: ____________________

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<th>Characters</th>
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Common Core: Types of Text

Name: ____________________  Date: ____________________
**Plot and Character: A Graphic Organizer**

**Directions:** Modern plots are often driven by the flaws and needs of characters. Fill out this organizer for a short story, novel, play, or epic poem you have read recently.

**Hero**

What does he want? ________________________________

Why? __________________________________________

Who are his friends, helpers, or allies? ________________

What will happen if he fails? _________________________

**Villain**

What does he want? ________________________________

Why? __________________________________________

Who are his friends, helpers, or allies? ________________

What will happen if he fails? _________________________

**Discuss:** Who is the worst villain you have ever met in a story? What makes him or her so bad? What happens to a story if the villain isn’t bad enough?

**Challenge:** Invent a frightening or terrible villain. Don’t forget to give this bad guy a weakness or flaw. Then invent a hero and write a story about what happens when their needs or desires clash.
Basic Narrative Structure

Directions: Complete this activity for a familiar story such as “The Tortoise and the Hare.” Then use it to summarize a short story or novel you have read recently.

1. The exposition presents the protagonist (hero), the antagonist (villain), and the setting.

2. Development is the next part of the story. It presents the problem or the incident that causes change.

3. In the complication section of a narrative, the problem becomes worse.

4. The climax is the most exciting part of a story. The problem becomes a disaster, but the main character finds a way to deal with it.

5. The end of the story is the resolution. The ending is probably not what the character expected, but the original problem is solved in some way.

Discuss: Do stories that do not have a happy ending follow this structure? Why or why not? Can you think of a story that does not include all of these elements in this order? Can you think of a story that skips one or more of these elements? Does nonfiction ever follow this structure?

Challenge: Use this structure to write an original story.
Kinds of Prose in Fiction

Directions: Circle the type of prose used in each example.

1. “Don’t ever come here again!” the old man said.
   - Narrative
   - Dialogue
   - Description

2. The ancient caretaker, dressed in a faded flannel shirt and well-worn jeans, hobbled over the fence and shook a gnarled finger at the boys.
   - Narrative
   - Dialogue
   - Description

3. An old man hobbled over the fence and ordered the boys to leave.
   - Narrative
   - Dialogue
   - Description

4. The house creaked and moaned, its dark windows rattling in the October wind.
   - Narrative
   - Dialogue
   - Description

5. “Everyone knows that place is haunted,” Shawn said.
   - Narrative
   - Dialogue
   - Description

6. The boys stopped at the base of the hill and stared up at the spooky old Simmons place.
   - Narrative
   - Dialogue
   - Description

7. Shawn and Mike pretended to leave, but they started up the walk as soon as the caretaker was out of sight.
   - Narrative
   - Dialogue
   - Description

8. The cement pathway leading to the abandoned house was riddled with cracks and overgrown with weeds.
   - Narrative
   - Dialogue
   - Description

9. “I’m not so sure about this,” Mike said. His voice was shaking.
   - Narrative
   - Dialogue
   - Description

Discuss: Which is more interesting to read: narrative, dialogue, or description? In what way is the action in a story usually written? Which tells you about how a character looks? Which tells you how he sounds? Can description give you information about tastes, smells, and temperatures? If so, give an example.

Challenge: Rewrite two paragraphs of narration from a short story or novel as dialogue between two or more characters.
Kinds of Prose: Application to Texts

Directions: Write each question under the correct section. Then find a sample of each type of prose in a story or novel you have read recently.

What does a person, place or thing look like, sound like, smell like, feel like, or taste like?
What is happening or has already happened?
What are characters saying?

Narrative: ________________________________________________________________

Title: ___________________________________ Page: _________________________

Dialogue: ______________________________________________________________

Title: ___________________________________ Page: _________________________

Description: ____________________________________________________________

Title: ___________________________________ Page: _________________________

Discuss: In a nonfiction work, what is dialogue called? How is it different from speech in fiction? What is the difference between dialogue in a novel and dialogue in a play? What is the difference between description in a novel and description in a film or play? What is the difference between narrative in a novel and narrative in a film or play?

Challenge: Write a short story, a personal essay, a biographical sketch, or a scene for a play that includes narrative, description, and dialogue.
Modern fiction, including film and television, draws heavily from traditional storytelling, including myths (stories of gods and goddesses related to cultural values and traditions), legends (traditional stories based on heroic human beings), fables (simple traditional stories told to teach lessons), and folktales (entertaining stories passed down through generations).

**Collections of Myths, Legends, and Folklore**
- *Stories of Gods & Heroes* by Sally Benson
- *D’Aulaires’ Book of Greek Myths* by Ingri and Edgar D’Aulaire
- *The People Could Fly: American Black Folktales* by Virginia Hamilton
- *Favorite Folktales from Around the World* by Jane Yolen

**Websites**
- The Hero’s Journey on The Writer’s Journey: http://www.thewritersjourney.com/hero’s_journey.htm
- The Labors of Hercules: http://www.perseus.tufts.edu/Herakles/labors.html
- Indians Before Europeans, American Indian Perspectives: http://arkarcheology.uark.edu/indiansofarkansas/index.html?pageName=American%20Indian%20Perspectives

**Writing Topics**
- Compare and contrast two similar Greek and Roman myths.
- What was the Oracle at Delphi? Why was it important?
- Compare and contrast two similar myths, folktales, or fairytales from different cultures.
- How is your life like or unlike the hero’s journey?
- What do Greek myths say about values in Greek culture?
- How did the Greek pantheon change over time?
- Why are some Roman gods similar to Greek gods?
- How was the Greek underworld different from our idea of hell?
- What effect did actual geography have on the development of a particular traditional story?

**Teaching Ideas**

*Skit It:* Divide the class into groups. Each group should select a myth or folktale and use it to create a skit. They should keep the theme and characters, but anything else can change.

*Play Guess That Myth:* Invite students to summarize a myth or story in one or two sentences on the front of an index card, and then write the title on the back. Divide the class into teams. A moderator for each team collects the cards and shuffles them. In turn, moderators read a description. If team members guess the correct story, their side gets a point.
# Purposes of Traditional Stories

**Directions:** Work alone or with a group. Write at least two story titles under each category. Be ready to explain your choices. If you have not read all of the stories, use the library or online sources to help.

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Inspires awe or admiration (tales of the gods):</td>
<td>Cinderella, The Labors of Hercules, Midas and the Golden Touch</td>
</tr>
<tr>
<td>Explains how things came to be (origins of seasons, constellations, or</td>
<td>Snow White, Perseus and Medusa, The Boy Who Cried Wolf</td>
</tr>
<tr>
<td>other natural phenomena):</td>
<td>The Iliad, Narcissus and Echo, Theseus and the Minotaur</td>
</tr>
<tr>
<td>Supports the history, values or traditions of a society (found-</td>
<td>Beowulf, Romulus and Remus, Ali Baba and the Forty Thieves</td>
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<tr>
<td>ing heroes or moral lessons):</td>
<td>Gilgamesh, Daedalus and Icarus, Demeter and Persephone</td>
</tr>
<tr>
<td>Helps people deal with life’s challenges (childhood, young adulthood,</td>
<td>The Odyssey, The Boy Who Cried Wolf, Jack and the Beanstalk</td>
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<td>parenthood, or old age):</td>
<td>The Aeneid, Pandora’s Box, The Frog Prince</td>
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<td></td>
<td>Prometheus, Sleeping Beauty, King Arthur and the Knights of the Round</td>
</tr>
</tbody>
</table>

**Discuss:** How do contemporary stories, television shows, and movies serve the same purposes? Give examples.

**Challenge:** Name a famous collector of folktales or an author who based his popular stories on folktales. Give some examples of the collector or author’s work.
Metaphor: The Power of Symbol

In dreams, ordinary things such as ponds, boats, cars, houses, and pets stand for challenges and feelings. Psychologists call these dream objects symbols. Myths, folktales, long poems, modern novels, and films use symbols too.

**Directions:** Write a meaning for each symbol.

1. a sword
2. seeds
3. the moon
4. the sun
5. a cloak
6. a clock
7. a tree or forest
8. a tower

**Discuss:** Other symbols can include colors (blue, red, yellow); animals (lion, chicken, pig); structures (bridge, house, lighthouse); and tools (hammer, plow, scythe, pen). How do authors use these objects symbolically?
The work of mythologist Joseph Campbell has influenced many filmmakers and novelists. He studied the structures of traditional stories from around the world and discovered that they had many elements in common. He identified a plot structure called The Hero’s Journey or the monomyth. There are four basic stages in Campbell’s original journey: The Ordinary World, The Separation from the Ordinary World, A Series of Tests and Challenges Leading to an Initiation, and The Return to the Ordinary World. Each of these can be broken down into additional stages.

Directions: On your own paper, write each event from Alice’s Adventures in Wonderland under the Hero’s Journey stage that describes it best. The story’s events do not have to be in order.

Scrambled Story: Alice’s Adventures in Wonderland
A caterpillar tells Alice how to control her growth.
The Queen orders her army to cut off Alice’s head.
   Alice has trouble growing and shrinking.
   Alice almost drowns in her own tears.
   Alice follows the White Rabbit down a hole.
   Bored, Alice sits on a river bank with her sister.
   Alice dries off in a Caucus Race.
The Cheshire Cat tells Alice everyone in Wonderland is crazy.
   Alice lands in a hallway with doors.
   Alice is a witness in a Wonderland trial.
   Alice shrinks to get through a door into a garden.
   Alice tells the King he is not fair.
   Alice makes herself grow and knocks over the Queen’s army.
   Alice sees the army is a deck of playing cards.
   Alice wakes up with her head in her sister’s lap.
   Alice finds a key.
   Alice tells her sister the story of her adventure.
   Alice plays croquet with the Queen of Hearts.
   Alice falls down the rabbit hole for a long time.

Discuss: Critics say Campbell’s The Hero’s Journey oversimplifies complex stories. Do you agree or disagree? Why? Why is it a good idea to know about this structure, even if it is flawed?

Challenge: Explain how a fantasy, adventure, or other story you have read recently follows these four basic stages in The Hero’s Journey.
**Kinds of Traditional Stories**

**Directions:** For each example, circle the type of traditional story it represents.

1. The story of a cowboy who lassos a tornado.
   - tall tale
   - myth
   - fairy tale
   - fable

2. The story of a hero who judges a beauty contest. The three contestants are goddesses.
   - tall tale
   - myth
   - fairy tale
   - fable

3. The story of a fox who claims the grapes he tried in vain to reach were sour.
   - tall tale
   - myth
   - fairy tale
   - fable

4. The story of a mermaid who falls in love with a human being.
   - tall tale
   - myth
   - fairy tale
   - fable

5. The story of a girl who opens a box and releases all of the world’s evils.
   - tall tale
   - myth
   - fairy tale
   - fable

6. The story of a tortoise whose steady persistence wins a race with a faster, but more inconsistent, hare.
   - tall tale
   - myth
   - fairy tale
   - fable

7. The North Woods story of a giant, powerful logger and his huge blue ox.
   - tall tale
   - myth
   - fairy tale
   - fable

8. The story of a girl whose life changes when she goes to a royal ball and loses one shoe.
   - tall tale
   - myth
   - fairy tale
   - fable

9. The story of a king who regrets his wish to turn everything he touches to gold.
   - tall tale
   - myth
   - fairy tale
   - fable

10. The story of a girl who causes seasonal changes by eating six pomegranate seeds while held captive by the god of the underworld.
    - tall tale
    - myth
    - fairy tale
    - fable

**Discuss:** Which of these forms involves gods and goddesses? Which of these forms is characterized by hyperbole (exaggeration)? Which of these forms is written to teach a lesson? Which of these forms often features mermaids, fairies and elves? How are myths different from folk or fairy tales? How are they similar?

**Challenge:** Summarize a famous myth or folk tale in one or two sentences. Include the main character, the problem, and the resolution. Use the summaries above as examples.
Myths, Legends, and Folk Tales

Directions: Write the character’s name on the line of the appropriate description.

<table>
<thead>
<tr>
<th>Arachne</th>
<th>Arthur</th>
<th>Jason</th>
<th>Paris</th>
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<tbody>
<tr>
<td>Narcissus</td>
<td>Atalanta</td>
<td>Hades</td>
<td>Pandora</td>
</tr>
</tbody>
</table>

1. A Greek hero who led the Argonauts and earned a golden fleece by performing three tasks

2. A young woman who opens a box, releasing evil into the world

3. A weaver turned into a spider when she claimed her skill and wisdom exceeded that of the goddess Athena

4. The Greek god of the Underworld who kidnapped Persephone

5. A legendary early leader of Britain whose knights gathered at a round table

6. A beautiful young huntress who was able to outrun all of her suitors except the one who used a clever trick

7. The handsome young son of a river god who fell in love with his own reflection in a pond

8. The young man who judged a beauty contest among three goddesses and awarded the golden apple to Aphrodite, the goddess of love, a decision that led to the Trojan War

Discuss: Which stories explain the origin of something? Which characters live on in modern words or names?

Challenge: As you read myths, legends, and folktales, create clues like these on index cards. Use them in a quiz-show game.
Speech Resources for Teachers

Great Speeches
- “On Women’s Right to Vote” by Susan B. Anthony
- “On Accepting the Nobel Prize” by William Faulkner
- “Inaugural Address, January 20, 1961” by John F. Kennedy
- “I Have a Dream” by Rev. Dr. Martin Luther King, Jr.
- “The Gettysburg Address” by Abraham Lincoln
- “Art for Life’s Sake” by Yo-Yo Ma
- “First Inaugural Address” by Franklin Delano Roosevelt
- “The Fourteen Points” by Woodrow Wilson

Collections of Speeches Online
- American Rhetoric: Top 100 Speeches: http://www.americanrhetoric.com/top100speechesall.html
- Famous Speeches and Audio, The History Channel: http://www.history.com/speeches
- So Just: Speeches on Social Justice: http://www.sojust.net/speeches.html

Exploring Oratory
- Divide the class into groups and assign a different classic speech to each. Allow time for participants to divide the talk into sections and to rehearse it. They should also research the background of the speech and write an introduction. When the groups deliver their speeches to the rest of the class, remind listeners to keep track of the main points and to listen for such rhetorical devices as rhythm, repetition, and alliteration.

- Encourage students to choose partners. Assign a topic to each pair. Encourage them to work together to write a speech. Remind them to include an introductory statement, supporting statements and examples, and a conclusion. Their presentation should be less than five minutes long and both partners should participate. After all speeches have been delivered, encourage each member of the class to share something they enjoyed or learned.

- Invite students to choose partners and present a short classic speech or an original speech. Each partner should video the other. Encourage students to review their performances privately, practice, and then repeat.

Suggested Topics for Original Student Speeches
- The Importance of Friends
- Assigned Readings
- Parents and the Internet
- Changing the Driving Age
- Parents’ Expectations
- School Dress Codes
- Homework
- Health Food
- Online Bullying
- Conservation
- Allowances
- House Rules
- Dating
- Grading
- Heroes
- Recycling
- School Hours
- Jobs for Kids
- Smoking
- Plagiarism
Looking at Speeches: Lincoln’s Gettysburg Address

Like poems and plays, speeches are written to be spoken and to be heard. For this reason, they use sound elements such as rhythm, alliteration, and repetition. Speakers are clear about their intent. They say why they are speaking. Then they offer points to support their purpose. Finally, they summarize what they have said.

Directions: Read Lincoln’s Gettysburg Address. Circle examples of alliteration (words beginning with the same sound). Underline examples of repetition.

Gettysburg Address (1863)
Four score and seven years ago our fathers brought forth upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they have gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from this earth.


Discuss: How do repetition, alliteration, and rhythm make a speech more effective? Why is it even more important to be clear about a speech’s purpose than that of an essay?

Challenge: Rewrite the first two paragraphs of this speech so a first- or second-grader could understand it. For example, how many years is four score and seven? Is the result easier to understand? Would it be as effective as a speech?
**Taking a Speech Apart: A Graphic Organizer**

**Directions:** Use this organizer to analyze a speech.

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<th>Point of View</th>
<th>Purpose</th>
<th>Structure</th>
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**Introduction**

Point 1  
Point 2  
Point 3  

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>Repeated phrases</th>
<th>Alliteration</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

**Discuss:** What was the most memorable speech you have ever heard? Why?

**Challenge:** Write a speech about something important to you. Include an introduction, three points, and a conclusion. Use rhythm, repetition, and alliteration for emphasis.
Sample Poems

- “Farm Implements and Rutabagas in a Landscape” (Sestina) by John Ashbery
- “One Art” (Villanelle) by Elizabeth Bishop
- “The Tyger” (Quatrains consisting of two couplets each) by William Blake
- “How Do I Love Thee?” (Sonnet 43) by Elizabeth Barrett Browning
- “The Rime of the Ancient Mariner” (Quatrains) by Samuel Taylor Coleridge
- “Because I Could Not Stop for Death” (Quatrains) by Emily Dickinson
- “The Road Not Taken” (Quintains) by Robert Frost
- “I, Too, Sing America” (Free verse) by Langston Hughes
- “Humpty Dumpty” Nursery rhyme (Couplets)
- “The New Colossus” (Sonnet) by Emma Lazarus
- “There was a Young Lady of Dorking” (Limerick) by Edward Lear
- “High Flight” (Sonnet) by John Gillespie Magee, Jr.
- “Ode on Solitude” (Quatrain) by Alexander Pope
- “The Emperor of Ice-Cream” (Free verse with couplets and a refrain) by Wallace Stevens
- “Do Not Go Gentle into that Good Night” (Villanelle) by Dylan Thomas
- “I Hear America Singing” (Free verse) by Walt Whitman

Anthologies

- *Word of Mouth: Poems Featured on NPR’s All Things Considered* edited by Catherine Bowman
- *Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School* edited by James Brewbaker and Dawnelle J. Hyland
- *180 More: Extraordinary for Every Day* edited by Billy Collins
- *A Jar of Tiny Stars: Poems by NCTE Award-Winning Poets* edited by Bernice E. Cullinan
- *The Kingfisher Book of Family Poems* edited by Belinda Hollyer
- *Where the Sidewalk Ends* by Shel Silverstein
- *Joyful Noise—Poems for Two Voices* by Paul Fleischman
- *Hand in Hand: An American History Through Poetry* edited by Lee Bennett Hopkins
- *Around the World in Eighty Poems* edited by James Berry

Ideas for Discussion or Critical Essays

- What does a strict form such as a quatrain or villanelle add to the effect of a poem?
- Which is more important in a poem, the sound or the meaning?
- How does the way a poem is printed on the page add to the meaning?
- Discuss the structure and meaning of a popular song’s lyrics. (Use discretion.)

Websites

- Middle School Poetry 180, Extraordinary Poems for Every Young Adult Day: http://middleschoolpoetry180.wordpress.com/
Three main types of poems include lyric poems, narrative poems, and epic poems. **Lyric** poems are short and descriptive. **Narrative** poems are a little longer and tell a story. **Epic** poems are book-length works that tell a story important to an entire nation or culture. They are often anonymous. If an author is listed, he is sometimes a legendary figure.

**Directions:** Work with a group to look up the following poems. Circle the correct type.

1. *The Odyssey* by Homer
   - lyric
   - narrative
   - epic

2. “Twas the Night Before Christmas” by Clement Clarke Moore
   - lyric
   - narrative
   - epic

3. “Fog” by Carl Sandburg
   - lyric
   - narrative
   - epic

4. “Fire and Ice” by Robert Frost
   - lyric
   - narrative
   - epic

5. “Ozymandias” by Percy Bysshe Shelley
   - lyric
   - narrative
   - epic

6. *The Aeneid* by Virgil
   - lyric
   - narrative
   - epic

7. “Death of a Hired Man” by Robert Frost
   - lyric
   - narrative
   - epic

   - lyric
   - narrative
   - epic

9. “The Highwayman” by Alfred Noyes
   - lyric
   - narrative
   - epic

10. *Beowulf*
    - lyric
    - narrative
    - epic

11. *Gilgamesh*
    - lyric
    - narrative
    - epic

    - lyric
    - narrative
    - epic

13. “The Tyger” by William Blake
    - lyric
    - narrative
    - epic

    - lyric
    - narrative
    - epic

**Discuss:** If the United States had a national epic, what would it be about? Give reasons for your answer.

**Challenge:** Organize a poetry reading. Each class member should participate by selecting a favorite poem and then presenting it solo, with a partner, or with a group.
## Forms of Lyric Poems: A Chart

**Directions:** Use the Internet or printed anthologies to find examples of as many of these poetic forms as possible.

### Couplets:
- **Two lines with meter and an end rhyme.**
  - **Title:** ____________________________
  - **Author:** __________________________

### Tercet:
- **Three lines with meter and end rhyme.**
  - **Title:** ____________________________
  - **Author:** __________________________

### Quatrain:
- **Four lines with meter and end rhymes.**
  - **Title:** ____________________________
  - **Author:** __________________________

### Quintain:
- **Five lines with meter and end rhyme.**
  - **Title:** ____________________________
  - **Author:** __________________________

### Limericks:
- **Five lines with special meter and end rhymes. Humorous.**
  - **Title:** ____________________________
  - **Author:** __________________________

### Sonnet:
- **Fourteen lines with special meter and end rhymes.**
  - **Title:** ____________________________
  - **Author:** __________________________

### Villanelle:
- **Nineteen lines (five tercets and a quatrain) with refrains and repeating rhymes.**
  - **Title:** ____________________________
  - **Author:** __________________________

### Free Verse:
- **Rhythm, alliteration, repetition, but no fixed meter or rhyme.**
  - **Title:** ____________________________
  - **Author:** __________________________

### Concrete:
- **A visual poem printed in a shape suggesting its subject**
  - **Title:** ____________________________
  - **Author:** __________________________

### Haiku:
- **Three lines, unrhymed. Five syllables, seven syllables, and five syllables. Based on the seasons.**
  - **Title:** ____________________________
  - **Author:** __________________________

### Cinquain:
- **Five lines, unrhymed (2, 4, 6, 8 and 2 syllables)**
  - **Title:** ____________________________
  - **Author:** __________________________

**Discuss:** Are poetic forms relevant in today's culture? Why or why not?

**Challenge:** Write a short, original example of one of these forms. Use a word-processing program to create a class anthology illustrated with drawings or photographs.
**Poetic Devices**

**Directions:** Write one or more of the poetic devices from the box under each example.

<table>
<thead>
<tr>
<th>metaphor</th>
<th>rhyme</th>
<th>meter</th>
<th>repetition</th>
<th>simile</th>
<th>onomatopoeia</th>
<th>hyperbole</th>
<th>personification</th>
<th>alliteration</th>
</tr>
</thead>
</table>

1. The west wind whistled through the woods.

2. *Vrrroom*! The car roared down the street and then screeched to a stop.

3. Still, the lake at sunset; still, still, still

4. During the earthquake, the ground under our feet rolled and pitched like a stormy sea.

5. Outside the cabin, an airy pack raced among the trees, howling.

6. This autumn thunder
   - rips silence asunder

7. Storm clouds gathered on the horizon for an assault on the valley.

8. The car was so fast, I couldn’t see it as it zoomed by. The wind in its wake sent me flying through the air and I finally came down a hundred miles away

**Discuss:** Explain what one of these examples means in ordinary prose. How does the poetic device add to the meaning? When would it be inappropriate to use a poetic device? When would it be helpful?

**Challenge:** Find poems with examples of each poetic device. Write the titles and authors on your own paper.
Drama Resources for Teachers

Books
- *The Ultimate Young Actors Guide: Getting the Role and Making it Shine* by Cindy Marcus
- *Structuring Drama Work* edited by Jonothan Neelands and Tony Goode
- *112 Acting Games: A Comprehensive Workbook of Theatre Games for Developing Acting Skills* by Gavin Levy
- *Stages: Creative Ideas for Teaching Drama* by Talia Pura
- *How to Teach Your Children Shakespeare* by Ken Ludwig
- *Sensational Scenes for Teens: The Scene Studyguide for Teen Actors!* by Chambers Stevens
- *Theater Games for the Classroom: A Teacher’s Handbook* by Viola Spolin

Plays
- *The Miracle Worker* by William Gibson
- *Inherit the Wind* by Jerome Lawrence and Robert E. Lee
- *A Midsummer Night’s Dream* by William Shakespeare
- *Our Town* by Thornton Wilder
- *The Effect of Gamma Rays on Man-in-the-Moon Marigolds* by Paul Zindel

Films Made from YA Novels (for comparison)
- *A Tree Grows in Brooklyn*
- *Cry of the Wild* (from Gary Paulsen’s *Hatchet*)
- *Dracula*
- *Extremely Loud & Incredibly Close*
- *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*
- *Holes*
- *Lord of the Flies*
- *The Book Thief*
- *The Diary of Anne Frank*
- *The Giver*
- *The Outsiders*
- *To Kill a Mockingbird*
- *White Fang*

Subjects for Discussion and Writing
- Compare the novel *Holes* with the film version (or choose any other novel adapted for the screen). What is the same? What is different? Which did you like better? Why? If you read the novel first, how was the setting different from the one you imagined?
- Read the screenplay version of a film you have enjoyed. What surprised you about the format?
- Compare a play script to a screenplay. What is the same? What is different? Write a short screenplay scene set in a classroom. Recruit a cast and film it.
- Read a scene from Shakespeare’s *Romeo and Juliet*. With classmates, act it out. View a filmed version of the same scene. Write a short essay about the experience.
Directions: Circle the term that best fits the description.

1. a list of characters in a play
   act  cast  director  dialogue

2. the words characters say in a play
   act  scene  stage directions  dialogue

3. the clash between the desires or needs of different characters in a play
   conflict  stage directions  dialogue  cast

4. information about when characters enter and leave the stage
   act  stage direction  dialogue  set

5. one of three to five sections of a full-length play
   act  cast  stage directions  prop

6. a short section of a play that happens in a single place
   cast  scene  set  stage directions

7. a person who portrays a character in a drama
   act  scene  stage crew  actor

8. a play that ends sadly, usually due to a flaw in the main character’s personality
   act  tragedy  conflict  comedy

9. a humorous play with a happy ending
   act  tragedy  conflict  comedy

10. men and women who handle the lights, curtains, and other details
    actor  director  stage crew  cast

11. backdrops and props that create moods for different parts of a play
    stage crew  sets  act  wings

12. the person who brings all of the elements of a production together
    director  actor  stage crew  cast

Challenge: Research the jobs of people who help produce motion pictures. How are their jobs the same or different from those of people who work on the production of plays?
Directions: Change the following scene to a short story.

ACT I
Scene 1
SETTING: A middle-school hallway at dismissal time.
AT RISE: Students are rushing by. Mike enters from stage left. Hunter follows him.

HUNTER (waves): Hey, Mike. Wait!
MIKE (stops and turns): What?
HUNTER: So, you're still mad?
MIKE: What do you think? Look, I have stuff to do. Do you want something?
HUNTER: I... I was just wondering if you were coming to the house on Saturday. Mom's expecting you.
MIKE: You're kidding, right?
HUNTER: So, what shall I tell Mom?

Discuss: What was the hardest part about changing the scene into a story?

Challenge: Choose a scene from a classic play and change it into a short narrative or choose a scene from a novel and rewrite it as a play. Compare a short story or novel to a film script or play that tells the same story.
Ideas for Writing, Discussion, and Research

Criticism
• What Makes a Protagonist Likable?
• What Characteristics Do Mysteries and Science Fiction Stories Share?
• Good and Evil in a Realistic Story or Novel
• The Role of the Villain in a Short Story or Novel
• The Role of the Setting in a Short Story or Novel
• How Are Romances and Westerns the Same?
• Love or Death in a Fantasy Novel
• How the Protagonist’s Difficulties Build in a Novel
• How the Protagonist Changes in a Novel
• The Role of a Sidekick, Friend, or Helper in a Novel
• How Do Historical Novels Differ from Westerns or Mysteries?
• How Does the Length of a Novel Change the Experience of the Reader?
• How Dialogue Reveals Character
• Fact in Fiction: Factual Details in a Historical Novel or Story

Research Projects
• The Life and Career of a Famous Author
• The Life and Career of a Famous Editor
• The Background of a Famous Short Story or Novel
• The Life and Career of a Famous Bookseller
• The History of the Novel Form
• How the Winners of Literary Prizes are Chosen

Fiction Writing Ideas
Write a story . . .
• based on a place you can’t forget.
• based on an hour you will always remember.
• based on the worst day of your life.
• set on another planet.
• about an animal detective.
• based on something you lost or found.
• about leaving or arriving.
• based on someone you don’t like or someone who doesn’t like you.
• about someone who is very rich and loses their money.
• about someone who is very poor and wins the lottery.
• set in another time period.
• set in the Wild West.
• about a boy and girl who hate each other at first but then fall in love.
• about an animal who becomes a person for a day.
• Summarize the plot of your favorite book in one sentence, and then use that idea to write an original story.
The Impact of Form: Change Nonfiction to Fiction

Directions: Use your imagination to rewrite this nonfiction paragraph as fiction. Use narration, dialogue, and description.

In 1984, a team of divers led by underwater archaeologist George Bass explored a shipwreck in the Aegean Sea near Turkey. The wreck was located 150 feet below the surface, so the team could work for only 20 minutes at a time. The effort was worth it. They found many clues to life in Greece during the late Bronze Age, a time when such legendary heroes as Ulysses were said to be alive. The team's finds included a folding writing tablet, amber beads, bows and arrows, and kitchen items. Also recovered were blocks of copper and tin. These common metals were blended together to make bronze, a stronger alloy. Analysis of ebony logs from the ship's cargo revealed that the wreck had been lying beneath the waves for more than 3,000 years.

Discuss: What kinds of information are best communicated in fiction? Why?

Challenges: Choose an event described in a history text to create a scene for a play or an original short story. Read about the research performed by the writer of your favorite historical novel.
archetype: a typical character; a classic example
autobiography: the story of a life written by the subject
biography: the story of a life written by someone other than the subject
character: a person or animal in a story
climax: the most exciting part of a story
comedy: a humorous play or film
couplet: two lines of rhyming, metered poetry
drama: a serious work written for performance; a play
epic: a long poem telling the story of a particular culture’s hero
fable: a short story intended to teach a lesson
factual: based on facts; truthful; documented
format: the way a manuscript is laid out or presented
genre: a category of writing or art, such as mysteries or realistic fiction
heading: a headline, often in a different typeface, marking the beginning of a section in a non-fiction text
hero or heroine: the main character in a story or novel; a brave or special person
historical fiction: an imaginative story set in the past using details or ideas from real places, people, or events
imaginative: deriving from imagination; not factual; things that have never existed, original
index: an alphabetically organized subject list with page numbers found at the back of a non-fiction text
lyric: a short, musical poem, usually expressing feelings
mythology: stories about ancestors, heroes, and gods of a particular culture
novel: a book-length story with a complex main plot, subplots, and, usually, many characters
novella: a work of fiction that is longer than a short story and shorter than a novel
paranormal: events that cannot be understood or explained by science; mysterious happenings
performance: the presentation of a play for an audience
playwright: the writer of a play
plot: the things that happen in a story, novel, play, or narrative poem
protagonist: the main character in a story, novel, play, or narrative poem
tragedy: a drama that ends badly for the protagonist
tragic flaw: a character flaw, such as pride or greed, that causes the downfall of a protagonist
quest: a journey made to search for something or the pursuit of a goal
romance: a love story
science fiction: a story or novel dealing with elements of fantasy, space, or technology
setting: the place and time a story takes place
short story: a short work of fiction with few characters and a single problem
sonnet: a fourteen-line rhyming poem
structure: the way a fiction or nonfiction text is organized
villanelle: a difficult 19-line poem consisting of tercets and a final quatrain; certain lines are repeated in each stanza
Answer Keys

Answers are given for those activities with definite answers.

Page 2: 1. inform  2. entertain  3. persuade  4. entertain  5. entertain  


Page 4: 1. third person  2. first person  3. second person  4. second person  
5. first person  6. first person  7. third person  8. third person  9. second person  10. first person


Page 8: 1. science, history  2. biography, history  3. biography, history  
4. science  5. science  6. how-to  7. autobiography

Page 9: Purpose: inform, persuade, describe, entertain  
Organizational Features: subheadings, index, table of contents, headings, appendix, introduction, conclusion, (could include bibliography)  
Visual Elements: graphs, photographs, charts, drawings, maps  
Evidence and Documentation: citations, examples, statistics, quotations, bibliography  
Style: objective, engaging, argumentative

Page 10: 1. d  2. a  3. b  4. c  5. c  6. b  7. d  8. a  
9. c  10. a or b (accept other answers if good reasons are offered)

Page 12: Texts Telling a True Story: memoir, letter, literary nonfiction, personal essay, journal, diary, biography, autobiography, outdoor adventure  
Presenting Ideas: research report, technical writing, scientific paper  
Persuading: editorials, safety warnings, motivational, advertising, campaign speech, self-improvement, book review  
Describing: scientific notes, diagram, travel guide  
Directions and Advice: cookbook, self-help, how-to  
For Reference: encyclopedia  
For Use in Classes: science text, history text  
Reporting the News: newspaper article

Page 15: Novel: intended to be read silently, large cast, many chapters or sections, long, multiple emotional effects, subplots, complex story line  
Short Story: intended to be read silently, short, simple story line, small cast, single main emotional effect
3- to 5-Act Play: labeled acts or scenes, many chapters or sections, large cast, long, multiple emotional effects, stage directions, subplots, complex story line, intended to be performed

1-Act Play: labeled acts or scenes, short, simple story line, stage directions, small cast, single main emotional effect, intended to be performed

Epic Poem: many chapters or sections, large cast, long, multiple emotional effects, subplots

Narrative Poem: intended to be read silently, small cast, short, single main emotional effect

Page 16:  
1. mystery  2. humor  3. horror  4. adventure  
5. family saga  6. historical  7. science fiction  8. western  
9. coming of age  10. ghost  11. romance  12. animal  
13. fantasy  14. suspense

Page 17:  

Page 18:  
Characters: Who has the problem? Who is the opposition? 
Plot: What is the problem? 
Setting: Where does the story take place? When does the story take place? 
Theme: Is the story about fear, greed, envy, or something else? Is it about love, friendship, justice? 
Tone: Is the story humorous, inspiring, or frightening? Is the story mysterious, tragic, or something else? 
Point of View: Is the story told from the first-, second-, or third-person viewpoint?

Page 21:  

Page 22:  
Narrative: What is happening or has already happened?  
Dialogue: What are characters saying? 
Description: What does a person, place or thing look like, sound like, smell like, feel like, or taste like?

Page 26:  
The Ordinary World:  
Bored, Alice sits on a river bank with her sister,  
The Separation from the Ordinary World:  
Alice follows the White Rabbit down a hole.  
Alice falls down the rabbit hole for a long time.  
Alice finds a key.  
Alice shrinks to get through a door into a garden
Page 26 (cont.):

A Series of Tests and Challenges Leading to an Initiation:
A caterpillar tells Alice how to control her growth.
The Queen orders her army to cut off Alice’s head.
Alice has trouble growing and shrinking.
Alice almost drowns in her own tears.
Alice dries off in a Caucus Race.
The Cheshire Cat tells Alice everyone in Wonderland is crazy.
Alice lands in a hallway with doors.
Alice plays croquet with the Queen of Hearts.
Alice is a witness in a Wonderland trial.
Alice tells the King he is not fair.
Alice makes herself grow and knocks over the Queen’s army.
Alice sees the army is a deck of playing cards.

The Return to the Ordinary World:
Alice wakes up with her head in her sister’s lap.
Alice tells her sister the story of her adventure.

Page 27:
1. tall tale 2. myth 3. fable 4. fairy tale 5. myth

Page 28:

Page 30:
Alliteration: Four, fathers, forth; new, nation, now; poor, power; here, highly; people, perish
Repetition: conceived (2); dedicate/d (5); can not (3); consecrate/d (2);
hallow/ed (2); nation (5); live/ing (3); dead (3); died (2); here (6); dedicated (2);
devotion (2); the people (3); we (10)

Page 33:
1. epic 2. narrative 3. lyric 4. lyric 5. lyric
6. epic 7. lyric 8. narrative 9. narrative 10. epic
11. epic 12. lyric 13. lyric 14. lyric

Page 35:
1. alliteration 2. onomatopoeia 3. repetition 4. simile
5. metaphor 6. rhyme and meter 7. personification or metaphor
8. hyperbole

Page 37:
1. cast 2. dialogue 3. conflict 4. stage direction
5. act 6. scene 7. actor 8. tragedy
9. comedy 10. stage crew 11. sets 12. director
About the Author


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