Name: _____   9th English

Short Story Assignment

Throughout this unit, you have read and analyzed stories written by other people. To demonstrate your knowledge and understanding of the short story and its elements, you will write your own story, using the following guidelines:

1. Your story must clearly contain all six components of a plot (exposition, conflict, rising action, climax, falling action, resolution).

2. Your story must contain *at least one* round, dynamic character and *at least one* flat, static character. You must use both direct and indirect characterization to show your characters to your readers.

3. Your final copy must be word processed, double spaced, with a proper MLA heading (Your name, teacher's name, class name, due date).

4. Your story must contain at least five of the following elements: irony, imagery, suspense, dramatic irony, foreshadowing, flashback, symbolism, theme, anticlimax, metaphor, simile, alliteration, assonance.

You will complete several worksheets and activities to help keep your story on track. These are for points, and must be completed before your final version.

Your final, completed story is due **Monday, March 4.**

Date	Assignments
Wednesday-Thursday, Feb. 13-14	Getting Started: conflict chart, character chart, character sketches Plot line Write intro (**due at the end of class**)
Tuesday, Feb. 19	Plot chart Begin drafting on Google Docs
Wednesday/Thursday, Feb. 20-21	In-class work on *Structured Reading* passages, short story troubleshooting
Friday, Feb. 22	Typing short stories in lab; **rough drafts due at the end of class**
Monday, Feb. 25	Online workshop of rough drafts
Tuesday-Thursday, Feb. 26-28	In-class work on *Structured Reading* passages, short story troubleshooting
Friday, Mar. 1	Final typing and revision time in lab
Monday, Mar. 4	**Short Story Final Drafts Due!**

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Getting Started

1. Choose an idea for your story. (If you need a way to think about it, you can use the "Somebody Wanted But So" method—we'll talk about this in class.)

2. Brainstorm a list of five possible **protagonists** for your story. For each one, include a list of at least three minor/supporting characters.

    a.

    b.

    c.

    d.

    e.

3. Next, come up with an antagonist – a person, force, event, animal, etc that will try to prevent your protagonist from reaching their goal. List three potential antagonists and some other minor characters that could be considered antagonists.

    a.

   b.

   c.

4. A short story must be centered around a conflict. Use the following chart(s) to develop your internal and/or external conflicts in detail.

Internal Conflict	Description of conflict/circumstances, etc.	
External Conflict(s)	With who/what	Description of conflict/circumstances, etc.

5. Choose one of the conflicts to be your story's main conflict. HIGHLIGHT it above.
   Choose the protagonist/antagonist combination from your brainstorming list that best suits the conflict that you want to develop. HIGHLIGHT your choices.

6. Using the charts on the next page, create a character sketch for your protagonist and *at least one* minor character. Be sure to include details about physical description, personality, and their purpose in the story. For your protagonist, describe the change they will undergo to make them a dynamic character.

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Protagonist's name	Physical Description	Personality	Dynamic Change

Minor Character	Physical Description	Personality	Purpose in the story

7. Finally you must choose a POINT OF VIEW through which to narrate your story. Make a choice, and explain your decision below:

I chose… (circle one)	Why is this the right way to narrate your story? What will it add?
First person (narrator is a character in the story; says "I") **Second person** (sounds like, "You turn a corner and see a door to your right. You decide to rest.") **Third person limited** (narrator is outside the story, but can only see the inner thoughts of one character) **Third person omniscient** (narrator is outside the story and can see the inner thoughts of all the characters)	

8. You are now ready to write the exposition to your short story. Your exposition *must be* 2-3 paragraphs (8-10 sentences per paragraph). [If you want to write shorter paragraphs, write more of them, so you're still developing your exposition enough.]
   a. Establish your setting.
   b. Establish the mood/atmosphere.
   c. Introduce characters.
   d. Provide necessary background (earlier) action.
   e. End with the initial incident/introducing the conflict.
      Your introduction is due at the end of class on Thursday, Feb. 14.

9. Using the charts below, plot out the rising action, climax, and falling action and resolution for your story. **Clearly explain how the event you chose is the climax, as well as what type of conclusion your story will demonstrate.**

Rising Action	
Climax	
Falling Action	
Resolution	

10. Now that you have organized your story into each of the components of a narrative story, you are ready to take all of these points and put them together to create your final masterpiece.

    Your story needs to be *__at least two pages__* double-spaced in twelve point font. All of your charts need to be completed and checked by Ms. Mitchell **before you will be allowed on the computer** to type your rough draft.

11. Rough drafts of stories are due at the end of class on **Friday, Feb. 22.** The next day, we'll do a workshop to figure out how to make your work stronger.

12. Final drafts are due **Monday, March 4.** You'll turn in the following:
    a. Rubric
    b. Final copy w/ correct MLA heading and formatting
    c. ANNOTATED final copy (you mark the different areas of your story—we'll do this in class on the due date)
    d. Rough draft and workshop notes
    e. Planning notes and charts

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SCORING GUIDE FOR LANGUAGE ARTS 9 SHORT STORY ASSIGNMENT

Title: _____

Author: _____

Criteria	Student Score	Teacher Score	Teacher Comments
Plot, Point of View, Characters, Details and Organization (30 points) The story is interesting and creative – it has engaging characters and it holds the reader's interest. The point of view is consistent and the events are easy to follow. All six elements of plot are clearly and creatively incorporated. The writer has carefully chosen ideas, situations and characters to effectively move the story to its conclusion. The conflict is clear, and is appropriately resolved. The writer effectively demonstrates focus, coherent order, connections between events and/or details, and closure. [STANDARD 3.1a: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3) i. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a) ii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)]			
Literary Elements (15 points) Story creates vivid imagery and a strong, appropriate mood throughout by including figurative language and other literary elements to entertain the reader. At least five literary techniques are included and identified by the writer. [STANDARD 3.1b: Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience.]			
Word Choice, Voice and Tone (15 points) The use of vivid, specific language and strong, expressive sentences makes the voice of the narrator and the tone of the story both appropriate and engaging. [Standard 3.1c: Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization.]			
Conventions (10 marks) The writer demonstrates effective control of mechanics (spelling, capitalization, punctuation, indentation, use of dialogue) and grammar. The writing is clear and coherent. [Standard 3.3 a and b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.9-10.4)]			
Total Score: (of 70)			