

WHERE ARE YOU GOING WHERE HAVE YOU BEEN?

LESSON PLAN FOR DAY 1 OF WHERE ARE YOU GOING WHERE HAVE YOU BEEN

TITLE: WHERE ARE YOU GOING WHERE HAVE YOU BEEN INTRODUCTION

OVERVIEW

Students will be introduced to literary elements at the beginning of this unit. The following activities will include a journal prompt, classroom discussion, a youtube video, interactive notes and a presentation.

GOALS/OBJECTIVES

- Students will learn how to identify the basic literary elements (plot, theme, setting, characters, etc)

MATERIALS & RESOURCES

Five Elements of a Story Video

Five Elements of a Story Handout

Short Story Selections

Kate Chopin's "The Story of an Hour"

<http://www.eastoftheweb.com/short-stories/UBooks/StorHour.shtml#3>

Guy de Maupassant's "An Uncomfortable Bed"

<http://www.eastoftheweb.com/short-stories/UBooks/UncoBed829.shtml>

Bob Thurber's "Cricket War"

<http://www.eastoftheweb.com/short-stories/UBooks/CricWar.shtml>

ACTIVITIES & PROCEDURES

(5 MIN) BEGIN WITH JOURNAL PROMPT

Q: What elements make up a short story?

(5 MIN) DISCUSS JOURNAL PROMPT

(25 MIN) FIVE ELEMENTS OF A STORY VIDEO ACTIVITY

(5 MIN) STUDENTS WILL WATCH THE VIDEO

Students will watch the following video found on

<http://blog.flocabulary.com/five-elements-of-a-story-lesson/>

(5 MIN) STUDENTS WILL DISCUSS WHAT THE FIVE ELEMENTS ARE

Students will have a moment to recall the five elements of a story.

(5 MIN) Students are to use the knowledge that they obtained from the video to fill out the worksheet.

(5 MIN) Replay the video for the students so the students can record some examples from the song (you may want to pause between each term so students have a moment to write down what they just heard)

WHERE ARE YOU GOING WHERE HAVE YOU BEEN?

(5 MIN) Ask the students to call out some examples for each term and have them record these examples in the “Your Examples” column

(15 MIN) STUDENTS SELECT SHORT STORY FOR NEXT CLASS PERIOD

(5 MIN) It will take approximately five minutes or more to describe each short story that the students may select.

(5 MIN) On a piece of paper have the students select which story they would be most inclined to read for tomorrow. Have them list their choices in chronological order, one being the choice that they desire to read the most and so forth.

(5 MIN) On that sheet of paper have the students describe one literary term that they learned today and did the video help them learn the new terms, why or why not.

Name: _____ Date: _____



The Five Elements of a Story

Use this sheet to review the five elements of a short story. Then you can either write down information about a story or plan a story of your own.

Learn From the Song, Five Things

The Elements	Definition	Examples in the Song	Your Examples
Setting			
Plot			
Characters			
Conflict			
Theme			

Name: _____ Date: _____



Analyze or Write a Story

Use this sheet to review the five elements of a short story. Then you can either write down information about a story or plan a story of your own.

Title: _____

Author: _____

The Elements	Analyze or Write a Story
Setting	
Plot	
Characters	
Conflict	
Theme	

WHERE ARE YOU GOING WHERE HAVE YOU BEEN?

LESSON PLAN FOR DAY 2 WHERE ARE YOU GOING WHERE HAVE YOU BEEN

TITLE: WHERE ARE YOU GOING WHERE HAVE YOU BEEN INTRODUCTION

OVERVIEW

The students will work with the short story that they themselves have chosen in order to identify the literary forms found within their literary elements packet.

GOALS/OBJECTIVES

- Students will identify literary terms

MATERIALS & RESOURCES

Short Story Literary Elements presentation

Short Story Literary Elements notes

Plot worksheet for Short Story Activity

Short Story Selections

Kate Chopin's "The Story of an Hour"

<http://www.eastoftheweb.com/short-stories/UBooks/StorHour.shtml#3>

Guy de Maupassant's "An Uncomfortable Bed"

<http://www.eastoftheweb.com/short-stories/UBooks/UncoBed829.shtml>

Bob Thurber's "Cricket War"

<http://www.eastoftheweb.com/short-stories/UBooks/CricWar.shtml>

ACTIVITIES & PROCEDURES

(5 MIN) BEGIN WITH JOURNAL PROMPT

Q: Tell me what story you have chosen, describe what type of theme may your short story have and explain why you choose this story?

(5 MIN) DISCUSS JOURNAL PROMPT

(20 MIN) SHORT STORY LITERARY ELEMENTS PRESENTATION

"Before we begin reading our short stories it is critical that we review the literary elements that make up a short story. Today I have included some interactive fill in the blank notes. You will use the presentation to fill in the blanks. After we finish the presentation we will do our Short Story Scavenger Hunt. However, it is critical that you know the terms that you will be hunting for and if you get confused during the scavenger hunt you will be able to use these notes to help you if you end up getting stuck."

(20 MIN) READING SHORT STORY ACTIVITY

(5 MIN) INSTRUCTIONS & DEMONSTRATION

While reading your short story you will identify the elements within your packet and write the answers to the following literary terms inside your course packet.

(REMAINING CLASS PERIOD)

Students will work on identifying their literary terms in groups.

WHERE ARE YOU GOING WHERE HAVE YOU BEEN?

CLOSURE: Students will explain what rising action is and will explain if the presentation and notes were helpfu

“HOW IS THE STORY TOLD?”

- **POINT OF VIEW:** Who is telling the story?

1st PERSON POINT OF VIEWS

- Narrator is a character in the story & uses 1st person pronouns
 - (I, me, my, mine, us, our ours, myself, ourselves)
- 3 TYPES
 - **1st PERSON MAJOR:** narrator is the main character and is telling her own story as he or she experiences it
 - **1st PERSON MINOR:** Narrator is not the protagonist but is a minor character
 - Usually knows the main character well
 - **1st PERSON MULTIPLE:** (novels only) this is where the narration switches amongst characters

2nd PERSON POINT OF VIEW

- The narration places the reader into the action & the **readers become the main character**
- Narrator uses **2nd person pronouns**: you, your, yours and yourselves

3rd PERSON POINT OF VIEW

- Narrator is someone outside of the story and uses 3rd person pronouns (he, she, it, they, him, her, them, theirs etc) to refer to the characters
- 3 TYPES OF 3rd PERSON POINT OF VIEW
 - **3rd PERSON OBJECTIVE**: narrator tells only he or she has seen and heard.
 - **3rd PERSON LIMITED**: narrator tells the story from only one character's perspective & can only reveal that person's thoughts/feelings. (DOES NOT USE 1st PERSON PRONOUNS)
 - **3rd PERSON OMNISCIENT**: narrator tells story from the perspective of one who knows everything and can reveal all thoughts/feelings of other characters

WHAT MAKES UP A PLOT?

Format Inspired by Patricia Schulze from
“Teaching Plot Structure through Short
Stories”

PLOT

- Can be told in
 - Chronological order
 - Flashback
 - In **media res** (in the middle of things when the story starts in the middle of the action without an exposition)
 - The place in which the characters will interact
 - Dining room?
 - Neighborhood?



PLOT



- Is the literary element that describes the structure of a story
- Plot is like a story's "TIMELINE"

PLOT STRUCTURE

Climax: the turning point, the MOST INTENSE moment

Conflicting events



Rising Action: The series of conflicts and crisis in the story that lead to the climax

Falling Action: everything that follows the climax

Resolution: the conclusion, everything comes together

Exposition: the very beginning of the story, before the action starts

Introduces most of the characters, point of view,



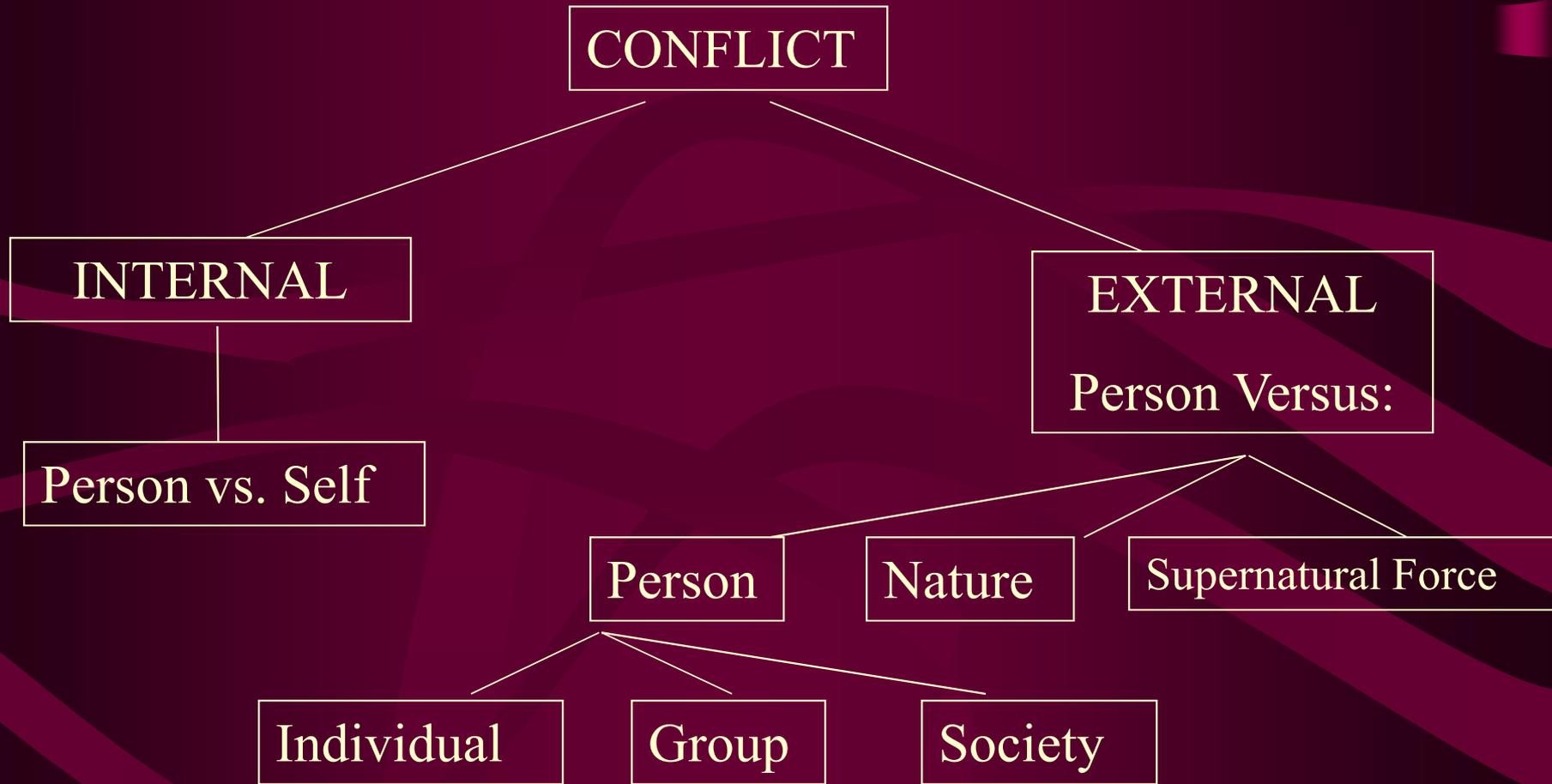
CONFLICT

- **Definition:** Is the struggle between two opposing forces within the story
- **TWO DRIVING FORCES OF CONFLICT**
 - **PROTAGANIST:** the main character (someone we generally relate to or sympathize with)
 - **ANTAGONIST:** the person or force which creates a problem for the protagonist

TYPES OF LITERARY CONFLICTS

- Have 2 Main Categories
 - **INTERNAL**: a conflict that occurs within the protagonist himself
 - **EXTERNAL**: a conflict that is caused by some outside force (I.e: antagonist)

CONFLICT STRUCTURE



CHARACTERS

- **MAIN CHARACTERS**

- Protagonist: Usually the main character

- Heroine/hero

- Normal person that the story is about

- Antagonist: A character who struggles against the protagonist

- The enemy of the protagonist

- **SECONDARY CHARACTERS**

WHERE ARE YOU GOING WHERE HAVE YOU BEEN?

LESSON PLAN FOR DAY 3 WHERE ARE YOU GOING WHERE HAVE YOU BEEN

TITLE: WHERE ARE YOU GOING WHERE HAVE YOU BEEN INTRODUCTION

OVERVIEW

Students will learn how historical events can be inspirational. We will be doing the following activities: classroom journal, class discussion, you tube video and the literary terms scavenger hunt via the assigned text.

GOALS/OBJECTIVES

- Students will learn how historical events can inspire writing
- Students will learn that they can be culturally connected to literature
- Students will identify and locate literary terms within the assigned text

MATERIALS & RESOURCES

News clip video

<http://www.youtube.com/watch?v=lAhCH6JivlA> and first half of http://www.youtube.com/watch?v=mphFS_fEhOQ

Historical article

<http://www.nydailynews.com/news/crime/pied-piper-tucson-twisted-1960s-killings-charles-howard-schmid-jr-article-1.434271>

Classroom copies of Joyce Carol Oates' "*Where Are You Going Where Have You Been*"
Where Are You Going Where Have You Been Course Packets

ACTIVITIES & PROCEDURES

(2 MIN) BEGIN CLASS PLAYING NEWS MEDIA CLIPS

Have the students watch these clips as they come in

(5 MIN) BEGIN WITH JOURNAL PROMPT

Q: How can historical events or "happenings" inspire you to write?

(5 MIN) DISCUSS JOURNAL PROMPT

(5 MIN) READ HISTORICAL ARTICLE

"Before we begin reading Joyce Carol Oates. We will read about a historical event that happened during Joyce Carol Oate's lifetime. This incident is what inspired Joyce Carol Oates to write *Where Are You Going Where Have You Been*. As we read this historical script it is critical that you keep in mind how we modern Americans can relate to what happened that day."

(5 MIN) DISCUSS THEIR ASSUMPTIONS

Why would this event inspire the author to write "Where Are You Going, Where Have You Been" and how may we relate to this historical happening if it were to happen in modern day America.

(5 MIN) HOW MIGHT WE MODERN AMERICANS RELATE TO THIS ARTICLE?

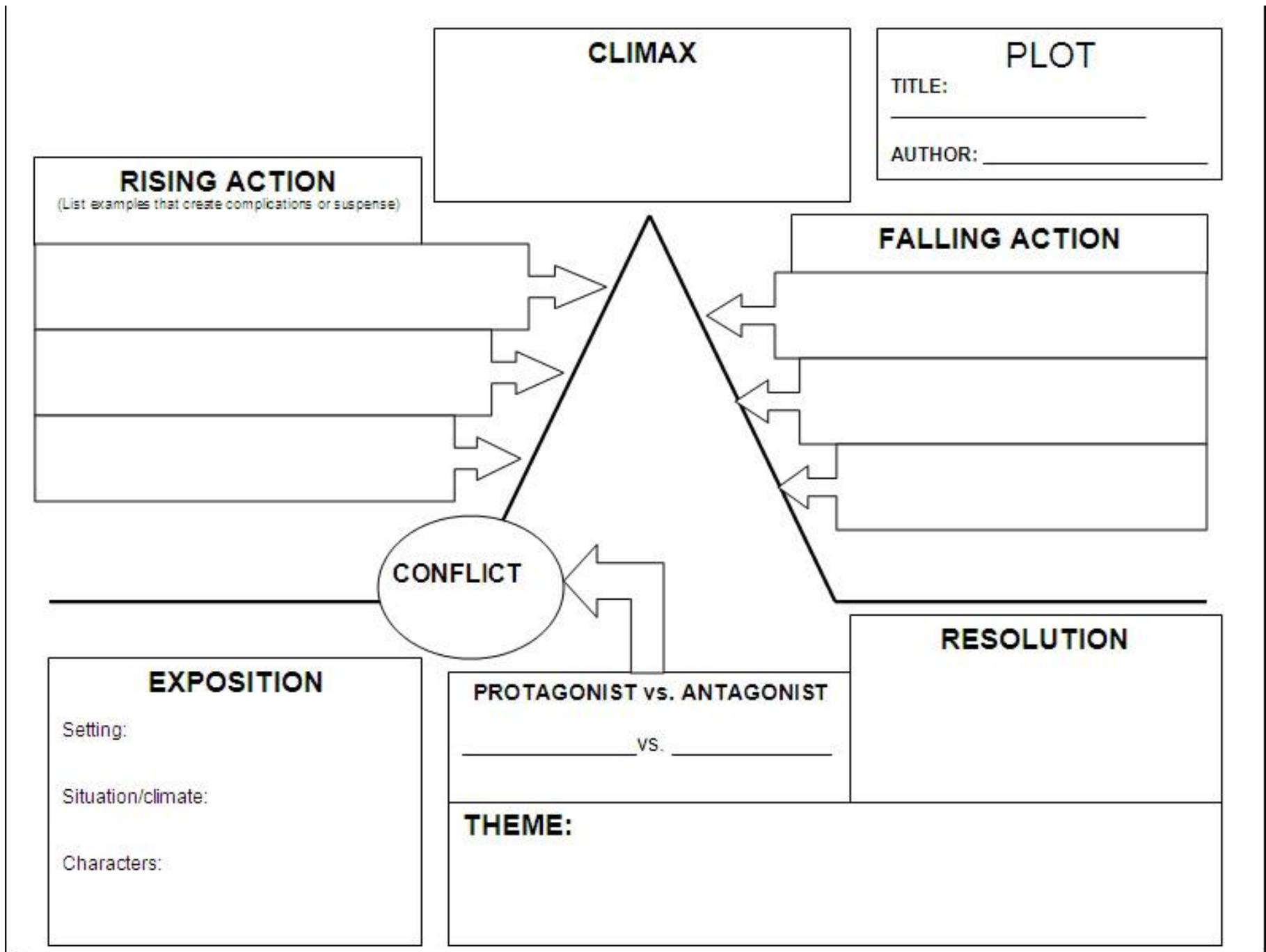
WHERE ARE YOU GOING WHERE HAVE YOU BEEN?

(20 MIN) READING ACTIVITY WHERE ARE YOU GOING WHERE HAVE YOU BEEN

(5 MIN) INSTRUCTIONS

Explain to the students that we will begin reading *Where Are You Going Where Have You Been* but as we begin reading this piece we will practice the same things that we did in our short story activities. We will be using different colors to identify different literary forms within our short story (give an example). As we read we will be identifying these forms onto our *Where Are You Going Where Have You Been Literary Elements Packet*

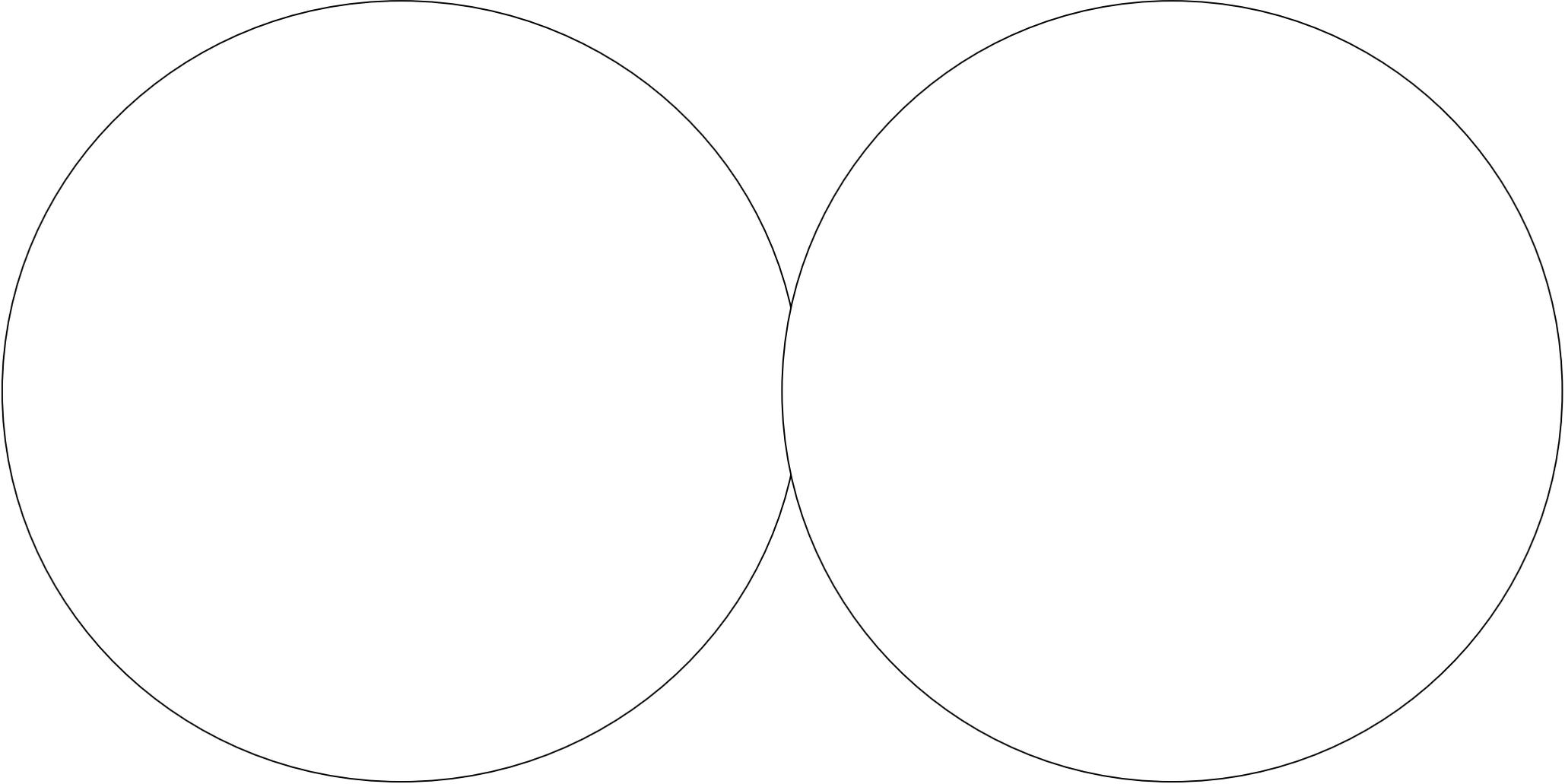
WHERE ARE YOU GOING WHERE HAVE YOU BEEN CLASSROOM PACKET
NAME: _____ PERIOD: _____



WHERE ARE YOU GOING WHERE HAVE YOU BEEN CLASSROOM PACKET
NAME: _____ PERIOD: _____

CONNIE'S BEHAVIOR
BOTH MOVIE & SHORT STORY

MODERN TEENAGE BEHAVIOR



WHERE ARE YOU GOING WHERE HAVE YOU BEEN CLASSROOM PACKET
NAME: _____ PERIOD: _____

MY PERSONALITY CHART

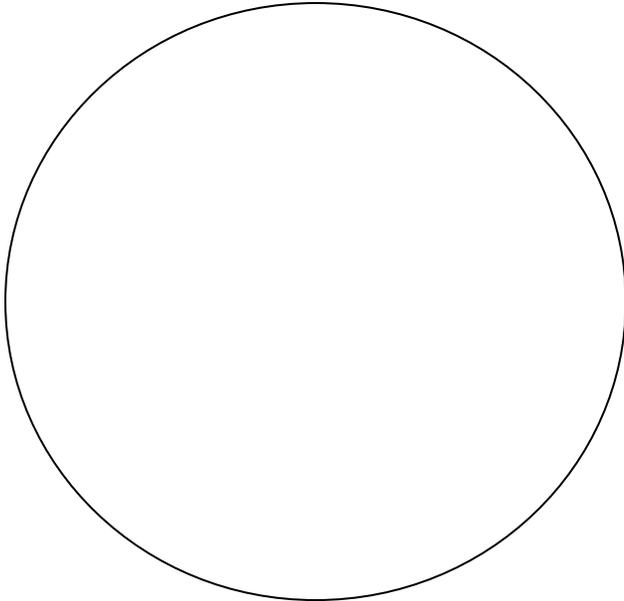
Where do you and your friends hang out?

How do you decorate your room?

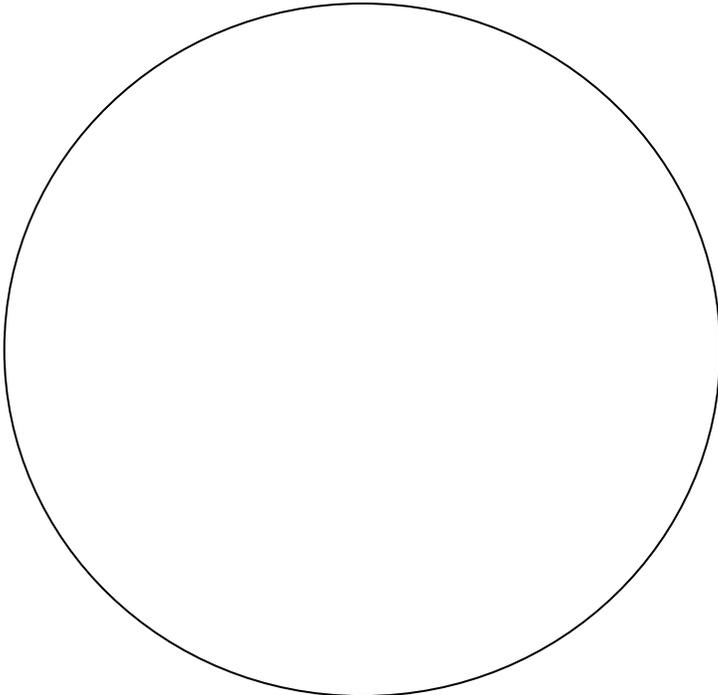
What do you do that may be rebellious?

What are your hobbies?

What are your physical characteristics?



What Similarities Do You Share With Connie?



What types of adjectives would you use to describe yourself?
(If you are stuck use the following alphabet chart to write adjectives that begin with the following letters to describe you)

1. A
2. B
3. C
4. D
5. E
6. F
7. G
8. H
9. I
10. J
11. K
12. L
13. M
14. N
15. O
16. P
17. Q
18. R
19. S
20. T
21. U
22. V
23. W
24. X
25. Y
26. Z

WHERE ARE YOU GOING WHERE HAVE YOU BEEN CLASSROOM PACKET
NAME: _____ PERIOD: _____

ARNOLD FRIEND	SIMILARITIES	CHARLES SCHMID

WHERE ARE YOU GOING WHERE HAVE YOU BEEN CLASSROOM PACKET
NAME: _____ PERIOD: _____

WHERE ARE YOU GOING WHERE HAVE YOU BEEN?

LESSON PLAN FOR DAY 4 WHERE ARE YOU GOING WHERE HAVE YOU BEEN

TITLE: WHERE ARE YOU GOING WHERE HAVE YOU BEEN INTRODUCTION

OVERVIEW

Students will learn how to identify a character's traits within the text and how to those traits may link to real world connections.

GOALS/OBJECTIVES

- Students will learn how to identify character traits and how they may link to real world connections
- Students will learn that they can be culturally connected to literature

MATERIALS & RESOURCES

Connie Video:

<http://www.youtube.com/watch?v=gXvmkCVbrBk&list=PL4B5EBFA38D75328E>

One sheet of paper for each group

Classroom copies of Joyce Carol Oates' "*Where Are You Going Where Have You Been*"

Where Are You Going Where Have You Been Course Packets

TEACHER DEMONSTRATION

My own "*Where Are You Going Where Have You Been*" Course Packets

My own "*Personal Character Sheet*"

ACTIVITIES & PROCEDURES

(5 MIN) BEGIN WITH JOURNAL PROMPT

Q: How do teenagers act and what do they do on their spare time?

(5 MIN) DISCUSS JOURNAL PROMPT

(10 MIN) CONNIE VIDEO ACTIVITY

(5 MIN) VIDEO

In a few moments we will be watching a trailer on "*Smooth Talk*" which was a movie in 1986 that was based off of *Where Are You Going Where Have You Been*. While watching this clip I want you to think how modern American teens can relate to what is going on and I want you to analyze Connie's characteristics and behavioral traits.

<http://www.youtube.com/watch?v=gXvmkCVbrBk&list=PL4B5EBFA38D75328E>

WHERE ARE YOU GOING WHERE HAVE YOU BEEN?

(5 MIN) DISCUSS HOW STUDENTS CAN CONNECT WITH THE TEEN CULTURE BEING PORTRAYED

(5 MIN) CHARACTERIZATION PRESENTATION

Briefly describe what makes up a character

(15 MIN) CHARACTER EXERCISE

(5 MIN INCLUDING INSTRUCTION) AROUND THE TABLE TRAITS

Have a student from each group share a piece of paper with their group. The first student will write a trait that they think pertains to Connie. That student will pass their paper to the next student in a clockwise fashion. The second student will write a trait and pass the paper and so on. We will do this for three minutes. Try to get as many traits onto that paper as possible! Go.

(5 MIN) EXPLAIN THE CHARACTER PART WITHIN THE PACKET

(1 MIN) “Today we will be analyzing Connie’s character. As we progress through out the unit we will also be analyzing Arnold Friend. At the end of the unit you will choose one of the characters within the text and you will draw a portrait of them and on the back of the portrait you will write a character map. This is what you will be expected to do”

- (3 MIN) Display character map on the screen, ask students to call out traits and you will add them to the map

(1 MIN) “By the end of the story this map should be teeming with information. As of right now you may not have read too much of the text but now you know that you will need to keep a log of Connie’s traits and characteristics.”

(5 MIN) FILLING OUT CONNIE’S CHARACTER SHEET

“You have the following five minutes to take turns passing the paper around and copy down the terms onto your “Connie’s Character Sheet” in your packet. The first person will write down the first trait, pass it to the next student in a clockwise direction and the next student will write down that same trait. The following students will do the same. Once the paper gets back to the first student he or she will cross off that term and will write the second term down and pass it off to the next student in a clockwise direction. That student will do the same and so forth. Once the paper gets back to the first student he or she will cross off the second trait and this pattern will continue until our five minutes is up.”

(5 MIN) HOMEWORK

For Homework: You will make a character map of traits and characteristics that describe your teenage behavior. You may use a web format. After doing so you will need to fill out the “Comparing Myself to Connie” Venn diagram.”

- (3 MIN) Display the venn diagram and a teacher made example of the character map they are expected to create
- (1 MIN) Demonstrate how you included your traits and characteristics in the character map. Mention what is acceptable and not acceptable.

WHERE ARE YOU GOING WHERE HAVE YOU BEEN?

- (2 MIN) Demonstrate how you use your personal character map and Connie's character map to fill out the "Comparing Myself to Connie" venn diagram

(5 MIN) CLOSURE:

We have five minutes of class left, you may use this five minutes to work on your teenage behavior map. For your exit slip write down the elements that define a character and turn it into our class's turn in drawer.

WHERE ARE YOU GOING WHERE HAVE YOU BEEN?

LESSON PLAN FOR DAY 5 WHERE ARE YOU GOING WHERE HAVE YOU BEEN

TITLE: WHERE ARE YOU GOING WHERE HAVE YOU BEEN INTRODUCTION

OVERVIEW

Students will learn how music can inspire an author to write. Students will learn how real people can inspire authors to write.

GOALS/OBJECTIVES

- Students will learn how music can influence a form of writing
- Students will learn that they can be culturally connected to literature
- Students will identify and locate literary terms within the assigned text

MATERIALS & RESOURCES

Bob Dylan "It's All Over Now Baby Blue"

<http://www.youtube.com/watch?v=jd5UkWHnQhA>

Where Are You Going Where Have You Been Course Packets

Charles Schmid Activity Instructions

ACTIVITIES & PROCEDURES

(5 MIN) BEGIN WITH JOURNAL PROMPT

Q: What type of music do you like listening to and how can this music inspire you to write?

(5 MIN) DISCUSS JOURNAL PROMPT

(5 MIN) BOB DYLAN INFORMATION

Explain that the text we are reading was written in dedication to Bob Dylan. While you read the story you will see that there are a lot of musical references. For instance, when we first meet

(25 MIN) CHARLES SCHMID ACTIVITY

(3 MIN) INSTRUCTIONS

"Today we will be reading excerpts from an article about "The Pied Piper of Tuscon Arizona". The Pied Piper of Tuscon's real name is Charles Schmid and he is famously known for his serial killings. Life wrote an article about him and after reading that article Joyce Carol Oates was inspired to write "*Where Are You Going Where Have You Been*". Unfortunately, due to the article's extreme length, we do not have time to review the article as a whole. So I decided to include specific excerpts that illuminate important information that pertains to our text."

(5 MIN) GROUPS READ THEIR DESIGNATED SECTIONS

WHERE ARE YOU GOING WHERE HAVE YOU BEEN?

(5 MIN) AFTER GROUP MEMBERS READ THEIR DESIGNATED PARAGRAPHS THEY SHARE THEIR INFORMATION WITH THEIR GROUP MEMBERS WHILE ONE PERSON TAKES NOTES

(12 MIN) EACH GROUP MEMBER HAS AT LEAST 2 MIN TO BRIEFLY SUMMARIZE THEIR SECTION TO THE CLASS

- Have students fill in the description of Charles Schmid as Group 1 describes him

(5 MIN) HOMEWORK

For Homework: You will read the rest of *Where Are You Going Where Have You Been* and you will fill out the Arnold Friend section in your character worksheet.

CHARLES SCHMID & ARNOLD FRIEND ACTIVITY

INSTRUCTIONS

Six Groups of 3-5 people

(5 MIN) For five minutes each group member will select one or two paragraphs that they will read from the assigned section (*no two people can read the same paragraph, the group's work load should be evenly distributed amongst group members*). During these five minutes each group member will make notes of key details about their paragraphs and they will share with their group members.

(5 MIN) For five minutes everyone must share their new information with their group members. One person must take notes (*your group will use these notes to present the information to the class*).

(12 MIN) Each group will get at least two minutes to describe what they found within their section to the class.

Group 1 Reads: "Secrets in the Sand"

- Summarize the section
- Summarize how Charles Schmid looks

Group 2 Reads: "Alleen Rowe"

- Summarize the section

Group 3 Reads: "The Kill"

- Summarize the section
- Describe the shoes situation to the class

Group 4 Reads: "The Arrest"

- Summarize the section
- Describe the shoes situation to the class

Group 5 Reads: "The Death of a Serial Killer"

- Summarize the section

Group 6 Reads: "Inspiration for Joyce Carol Oates"

- Summarize the section

LITERARY TERMS STUDY GUIDE FOR WHERE ARE YOU GOING WHERE
HAVE YOU BEEN

CHARACTERS

Antagonist (give an example from the text)

Protagonist (give an example from the text)

Give one example of a secondary character

CONFLICT

Explain what internal conflict and provide one example

Explain at least two different types of external conflict and give an example for each

ELEMENTS OF PLOT

Be able to locate each on a plot triangle and define each following term by giving an example from the text for each term.

Exposition

Rising Action

Climax

Falling Action

Resolution

WHERE ARE YOU GOING WHERE HAVE YOU BEEN?

LESSON PLAN FOR DAY 6 WHERE ARE YOU GOING WHERE HAVE YOU BEEN

TITLE: WHERE ARE YOU GOING WHERE HAVE YOU BEEN INTRODUCTION

OVERVIEW

Students will be assessed on their knowledge of literary terms.

GOALS/OBJECTIVES

- Using the literary terms quiz for *Where Are You Going, Where Have You Been* students will be able to identify literary terms with an 80 % accuracy.

MATERIALS & RESOURCES

Where Are You Going Where Have You Been Course Packets
Literary Terms Quiz
Literary Terms Quiz Answer key

ACTIVITIES & PROCEDURES

(20 MIN) QUIZ

(20 MIN) FINAL PROJECT

(5 MIN) CLOSURE

Before students leave they will write an exit slip and on that slip they will write...

- 1) What writing utensils had helped them the most in this lesson
- 2) What activities they enjoyed and why
- 3) What activities they may not have enjoyed and why

The students will have the drawing project to work on as homework. The students will turn in both their project and their course packet the following day at the beginning of class.

Name: _____

/ 25pts

Period: _____

LITERARY TERMS STUDY GUIDE
WHERE ARE YOU GOING WHERE HAVE YOU BEEN

CHARACTERS

What is an **antagonist**? Give an example from the text (4 pts)

What is a **protagonist**? Give an example from the text (4 pts)

Give one example of a secondary character from the text (1 pts)

CONFLICT

What is **internal conflict**? (Give an example from the text) (2 pts)

What is **external conflict**? (Give an example from the text) (2 pts)

List one external conflict we discussed in our notes and provide an example of that conflict. (2 pts)

List one more external conflict that we discussed in our notes and provide an example of that conflict. (2 pts)

Name: _____
Period: _____

/ 25pts

ELEMENTS OF PLOT

Be able to locate each on a plot triangle and define each following terms by giving an example from the text for each term. *(The following are 1 pts each)*

Please define each bold printed term

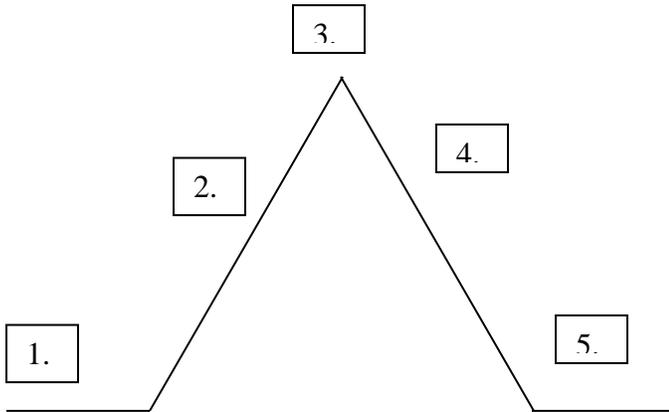
(A) **Resolution:**

(B) **Exposition:**

(C) **Climax:**

(D) **Rising Action:**

(E) **Falling Action:**



Please match the following bold printed terms to their designated area on the plot structure to your left.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

LITERARY TERMS QUIZ FOR WHERE ARE YOU GOING WHERE HAVE YOU BEEN

ANSWER KEY

CHARACTERS

What is an **antagonist**? Give an example from the text

The person or force which creates a problem for the protagonist (example: Mother, Arnold Friend)

What is a **protagonist**? Give an example from the text

The main character, someone we can relate and sympathize with. (example: Connie)

Give one example of a secondary character from the text: Julie, Mother, Father, Arnold Friend, Ellie, anyone else

CONFLICT

List two different examples of external conflict and explain what internal conflict is.

What is internal conflict? (Give an example from the text)

A conflict that occurs inside the protagonist

What is external conflict?

A conflict that is caused by some outside force

List some examples of external conflict and give an example for each.

Person (Individual, Group or Society), Nature, Supernatural force

ELEMENTS OF PLOT

Be able to locate each on a plot triangle and define each following term by giving an example from the text for each term.

Please define each bold printed term

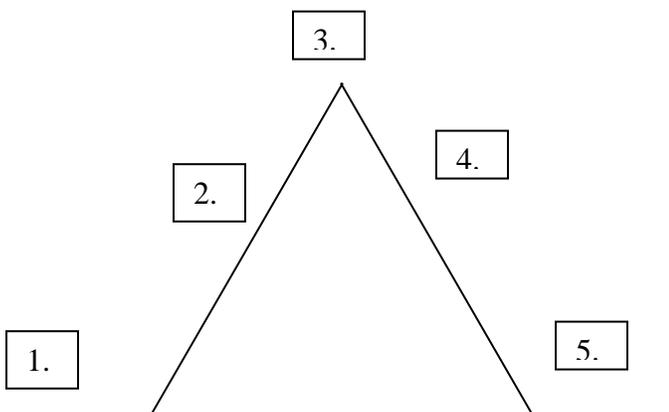
(A) **Resolution:** the ending

(B) **Exposition:** the very beginning of the story

(C) **Climax:** the turning point in the story (the most intense moment)

(D) **Rising Action:** the series of conflicts that occur which lead to the climax

(E) **Falling Action:** the series of moments that follow the climax to the resolution



Please match the following bold printed terms to their designated area on the plot structure to your left.

- 1) B
- 2) D
- 3) C
- 4) E
- 5) A