Bring Your Own Book!

May 2020
Jacob Carr

goBOLDedu@gmail.com

goboldedu.com

@MrCarrOnTheWeb

CORE Butte High School
Chico, California
The “gist” of this unit

- Students will read a self-selected novel
- Students will use that book, and two short stories to explore the elements of fiction (setting, character, plot, conflict, theme)
- Students will enter discourse with other students comparing how their own book exemplifies the elements of fiction (in class discussion and BookaKuchas)
The "Superman" Segway:

If you remember back to older cartoons that "broke to commercial," Often, the narrator would pose a major question in order to make certain the viewer returned after the break.

These almost always reflect the conflict

"Will Superman save Lois Lane from the evil clutches of Lex Luther? Stay tuned, for the exciting conclusion of SUPERMAN!"
Possible Unit Plan (Week by Week)

**Week 1**
- Begin reading novel (finish during week 4)
- Elements of Fiction: Setting (includes an introduction to the Story Chart)
- Read selection from Tom Sawyer (whitewashing the fence)
- Elements of Fiction: Character
- Overview of Dialectical Journals?

**Week 2**
- Reading and Journals
- Elements of Fiction: Plot and Conflict
- BookaKucha #1
- Continue to fill out Story Chart

**Week 3**
- Reading and Journals
- Read “Star Talers” and practice filling in the story chart (except “theme”)
- Elements of Fiction: Theme
- Continue to fill out Story Chart

**Week 4**
- Finish reading and Journals
- Finish filling out the Story Chart
- Bookakucha #2

**Week 5-6**
- Writing and Artistic Menu Assignments
- Book Summary

Optional End Assignment
- Book Bento Project
Resources

- Bring Your Own Novel Unit Plan
- Story Chart
- Selection from Tom Sawyer
- Star Taler Story
- BookaKucha #1: Character
- BookaKucha #2: Analysis
- Book Bento Project (optional end project)

Elements of Fiction Video Playlist
Before you begin week 1

Students choose a novel that they’d like to read based upon the following criteria (alter it accordingly for your own grade level):

- The novel has to be a minimum of 250 pages (Could be less depending upon the book. For example, *The Scarlet Letter* is only about 200 pages, but the language is very advanced.) This is not typically a space for graphic novels, but if you have something in mind, speak with your teacher.
- Be “age appropriate”
- Interesting to you
- Approved by your parent
- Approved by your teacher

Make a plan to finish reading your book during week 4
Week 1

- Elements of Fiction: Setting (includes an introduction to the Story Chart)
- Overview of Dialectical Journals
- Begin reading novel (finish during week 4)
- Read selection from Tom Sawyer (whitewashing the fence)
- Elements of Fiction: Character
9th Grade Student Example

**Setting**
A simple house in an area surrounded with wood, water, and cooking supplies

**Characters**
The mouse, the bird, the sausage, and the other bird.

**Plot**
The three creatures happily ran a house together

**Theme:**
No desire in life comes without a price!

**Exposition:**
The bird met another bird, who informed him of a "better" life

**Rising Action:**
The bird went to gather water

**Climax:**
The sausage died, the mouse died, and the house caught on fire

**Denouement:**
The bird died and the house burned

**Conclusion:**
The bird got greedy, and demands the others to work harder for himself, resulting in all of their deaths
The story takes place in the land and fields of a shepherd during the old years of his dog, Sultan. Part of the story also plays out in the woods near the shepherd’s house.

**SETTING**

**EXPOSITION**

A shepherd’s faithful dog named Sultan grew to be very old.

**CLIMAX**

The wolf and Sultan carry out a plan the next day. It succeeded to make Sultan look like he saved the shepherd’s child, and earn the shepherd’s favor so that he would not be killed. However, the wolf tells the dog to repay him by allowing him to eat some of the shepherd’s sheep.

**RISING ACTION**

One day, Sultan overhears his master, the shepherd, speak of his plans to kill him the next day, because he was no longer of any use. Sultan runs to the woods to seek guidance from his friend, the wolf.

**DENOUEMENT**

Sultan refuses to betray his master by letting the wolf have a sheep and as a result, the wolf is caught and injured by the shepherd. Furious, the wolf challenges Sultan to bring a companion and fight against him and a wild boar.

**THEME:**

The primary theme of “Old Sultan” is faithfulness and loyalty. Sultan demonstrated his loyalty to his master throughout the course of the story.

**PLOT**

**CONCLUSION**

Sultan comes with a cat who chases off the wild boar. The wolf gets up in a tree, but Sultan would not let him down until the wolf repented and agreed to be friends again.

**CONFLICT**

In the story, there is a man versus man conflict as Sultan physically faces off against the wolf. Who will win the fight? There is also a man versus fate conflict in which old Sultan struggles to change his own future of death. Will he survive? Furthermore, there is also an internal man versus self conflict as Sultan struggles with the decisions of what to do. Will he do what is right?

- An old, toothless, but faithful dog named Sultan is the main character.
- A hardworking shepherd, his wife, and their child play a crucial part in the plot.
- A smart, cunning wolf acts to both help and hurt Sultan.
- Other characters include a wild boar and a three-legged cat.
Week 2

- Reading and Journals
- Elements of Fiction: Plot and Conflict
- BookaKucha #1
- Continue to fill out Story Chart
In this slide deck, you’ll be discussing the main characters of your book. It’s also a way to check in with your PLT on your progress.

As you read, take notes on the protagonist (the hero), the antagonist (the villain), and also a third main character of your choosing. In the remaining slides, replace each section of the slide with your own information. Check out the Example slide.

Each slide should contain the character’s name, a quote from the book, and also a discussion paragraph of that character.

Make sure you rename the file!
[book title]

Bibliographic citation: use MLA style to cite the book you are reading.

Current pages read: [replace this text with the page numbers you’ve read, such as pg. 1-188]
Mrs. Dursley:

“Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors (Harry Potter and the Sorcerer’s Stone, p.1)

Mrs. Dursley is the adopted mother of the protagonist, Harry Potter. As we see in the introductory information, she is tall and thin with a constant desire for spying on neighbors. She’s the quintessential busy body, and nosy-neighbor. Linguistically, she is constantly using her words to tear down Harry Potter’s confidence in an attempt to keep him from his magical life, thus preserving the sanctity of her home. She is the sister of Harry’s mother, who was killed in a violent attack by the antagonist, Lord Voldemort. Throughout the book, Mrs. Dursley remains distant in her relationship with Harry. She remains static in her unwavering attempts to keep him “normal.”
Protagonis:
[add character’s name here]

[add a quote from the book that supports your description of the character. Remember to cite the page number]

Describe the character here.
Discuss a few of the following:

- Physical appearance
- Their background
- How they use language
- Their personality
- Their relationships with others
- How they change over time
Antagonist: [add character’s name here]

[add a quote from the book that supports your description of the character. Remember to cite the page number]

Describe the character here. Discuss a few of the following:

- Physical appearance
- Their background
- How they use language
- Their personality
- Their relationships with others
- How they change over time
[Add a third character of your choosing]

[add a quote from the book that supports your description of the character. Remember to cite the page number]
Find a way for students to present their BookaKuchas to each other. I’ve used FlipGrid for a distance option, or paired them up in the classroom.
Week 3

- Reading and Journals
- Read “Star Talers” and practice filling in the story chart (except “theme”)
- Elements of Fiction: Theme
- Continue to fill out Story Chart
Week 4

- Finish reading and Journals
- Finish filling out the Story Chart
- Bookakucha #2
BookaKucha #2: Literary Analysis

In this slide deck, you’ll be discussing the themes of your book. It’s also a way to check in with your PLT on your progress.

Each slide should contain the element (setting, theme, conflict), a quote from the book, and also a discussion paragraph of that element.

Make sure you share your slides with your teacher.
[book title]

Bibliographic citation: use MLA style to cite the book you are reading.

Current pages read: [replace this text with the page numbers you’ve read, such as pg. 1-188]
Setting: [name the main setting]

[add a quote from the book that supports your description of the setting. Remember to cite the page number]

Describe the setting here. Discuss a few of the following:

- Location, Time (year, day, elapsed), Mood/Atmosphere, Climate, Geography (natural and man-made), Social/Political/Cultural environment, Population, Ancestry or Historical situation
- Be sure to add why the setting is important
Theme [What is the main thing the author is teaching about?]

[add a quote from the book that supports your description of the theme. Remember to cite the page number]

Describe your chosen theme, how it is treated in the novel, and what is to be learned from it.
Conflict [What does the main character want, and why can’t they have it?]

[add a quote from the book that supports your description of the conflict. Remember to cite the page number]

Describe the main conflict of the book. This is the main thing the protagonist is trying to gain/achieve, and what the antagonist is getting in the way of.
Week 5-6

- Writing and Artistic Assignments
- Book Summary