



Cause and Effect: Changing the Story

National Standard > Language Arts

NL-ENG.K-12.2 Understanding the Human Experience (Grades 4-6)

- Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

NL-ENG.K-12.3 Evaluation Strategies (Grades 4-6)

- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

NL-ENG.K-12.4 Communication Skills (Grades 4-6)

- Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.5 Communication Strategies (Grades 4-6)

- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6 Applying Knowledge (Grades 4-6)

- Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and non-print texts.

Kentucky: Reading (1.2)/Arts and Humanities (2.24, 2.25)

- Apply appropriate reading strategies to make sense of a variety of print and non-print texts (literary, informational, practical/workplace, and persuasive) to reach personal goals, to understand the human experience, to create products, to accomplish authentic tasks, and to develop ideas in written/oral responses.

ELA-4-R-1, ELA-5-R-1, ELA-6-R-1

- Understand and respond to; identify meaning from; of a variety of reading materials, making connections to students' lives, to real world issues, and /or to current events.

ELA-4-R-2, ELA-5-R-1, ELA-6-R -2

- Recognize; understand characteristics and elements of different kinds of literary works; genres.

ELA-4-R-6, ELA-5-R-6, ELA-6-R -6

- Employ reading strategies (e.g., word analysis, re-reading, context clues, pre-reading, raising questions, predicting, drawing conclusions); respond to a variety of reading materials by summarizing, identifying sequence, generalizing, and comparing/contrasting; employ reading strategies (e.g., skimming and scanning) to locate and apply information in varied print and non-print sources.

Kentucky: Writing (1.11)/Art and Humanities (2.22)

- Use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writings for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive and reflective pieces.

ELA-4-W-1, ELA-5-W-1, ELA-6-W-1

- Respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-

to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers. (1.10, 5.1, 6.3)

ELA-4-W-3, ELA-5-W-3, ELA-6-W-3 (6.3)

- Write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), based on personal experiences, reading, listening, observing, and/or inquiry.

ELA-4-W-4, ELA-5-W-4, ELA-6-W-4 (5.2)

- Write literary pieces that show an understanding of characteristics of literary works.

ELA-4-W-6, ELA-5-W-6, ELA-6-W-5

- Identify and apply characteristics of effective writing in producing and discussing their own work, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).

Ohio: Language Arts > Reading Applications > Literary Text Standard

- Enhance understanding of the human story by reading texts that represent a variety of authors, cultures and eras.
- Apply the reading process to the various genres of literature.
- Demonstrate comprehension by describing and discussing the elements of literature.
- Explain, analyze and critique literary text to achieve deep understanding.

Benchmark(s)

Grades 4, 5 & 6

- C. Identify the elements of plot and establish a connection between an element and a future event.
- F. Identify similarities and differences of various literary forms and genres.

Ohio: Language Arts > Writing Process Standard

- Engage in the major phases of the writing process—prewriting, drafting, revising, editing and publishing.
- Plan writing for different purposes and audiences.
- Apply writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices.

Benchmark(s) (See all)

Grades 4, 5 & 6

A, B, C, D, E, F, G, H, and I

Ohio: Language Arts > Writing Applications Standard

- Understand various types of writing require different language, formatting and special vocabulary.

Benchmark(s)

Grade 4

- A. Write narrative accounts that develop character, setting, and plot.

Grades 5 & 6

- A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.

Objective

Students will:

- Identify, explain, and describe the defining characteristics of the literary form and genre, adventure/fantasy.
- Identify the cause and effect of action and active segments of the play, James and the Giant Peach.
- Create a new story reflecting the resulting resolutions when a story element/plot is changed.

Materials

- Handout, "What Would Happen If..."
- Overhead projector
- Book, The True Story of the Three Little Pigs, by Jon Scieszka Viking, 1991

Vocabulary

- Story Elements
- Problem
- Plot
- Setting
- Rising action
- Climax
- Falling action
- Resolution

Activity

Teacher will:

- Introduce the concept of "story elements" and their use in making meaning of a storyline or plot.
- Introduce the concept of "cause and effect."
- Use the story, The True Story of the Three Little Pigs, by Jon Scieszka, to read aloud and model for students the identification of story elements.
 - Setting
 - Characters
 - Problem, etc.
- Facilitate student discussion on how these elements forward the story from beginning to end. Ask these questions/prompts with regards to the setting, character and plot.
 - What is the driving action?
 - What caused this action?
 - What character is involved?
 - What was the result of that action?
 - How did the action add to or change the storyline or plot?
- Record the identified actions on a transparency for viewing by students.
- Cover up one action written on the transparency and ask students to infer the changing results in the story based on the remaining actions. Ask students how this impacts the plot or storyline. Continue this activity for students to explore the varying cause and effects based on a change or omission of action in the story.
- Facilitate student discussion on how story elements and actions of characters are interconnected to the cause and effect of events that happen in the continuance of a story. Explain that there is a domino effect of events.

Student will:

- Review the play, James and the Giant Peach, and its action sequences.
- Complete the Handout activity, "What Would Happen If..." to infer the cause and effect and change in the plot of the play, James and the Giant Peach when an action sequence is omitted.

Self-Selected Reading

Students will:

- Read another Roald Dahl book of their choosing to further explore his use of personification in the use of story and plot development.

Writing: Tiered Activities

Introductory

Students will write a new plot for the play, James and the Giant Peach, as James, the insects and the peach are taken captive by the Cloud Men. The story begins at sea, as in the book, but then is altered. Student writing will include a scene of rising action, a climax, a scene of falling action and a resolution.

Intermediate

Students will choose an action scene from the play, James and the Giant Peach, make an alteration, and write a new ending. Student writing will explain how the alteration impacts the story setting, the characters, and the story resolution.

Advanced

Students will choose a character from the play, James and the Giant Peach, and write a new ending from that character's point of view. Student writing will include a brief overview of the storyline and plot—the problem, rising action, climax, falling action and resolution.

For all three writing assignments, students may identify each story element-- the problem, rising action, climax, falling action and resolution—by highlighting the parts of their text with varied colored markers (e.g., problem—blue, rising action—green, climax—red, etc.)

Performance Assessment

Teacher will evaluate students' abilities to:

- Demonstrate an understanding of story elements that help build the plot.
- Demonstrate an understanding that action sequences of a story are the result of cause and effect.
- Demonstrate an understanding of the domino effect of cause and effect in a story.
- Write altered versions of the story, James and the Giant Peach, to demonstrate use of story elements.



“What Would Happen If...”

Name _____

Directions: Tell how the story would change if the action scene with the “X” was omitted from the story. Describe the resulting action.

Scene One

Problem	Rising Action	Rising Action	Rising Action	Rising Action
James’ mother and father are eaten by a rhinoceros.	James is sent to live with his two Aunts in a house on a hill.	A Little Old Man gives James a bag with little green things.	James runs and falls and the little green things burrow into the ground.	The peach grows and grows, getting larger and larger.
James’ mother and father are eaten by a rhinoceros.	James sent to live with his two Aunts in a house on a hill. X	A Little Old Man gives James a bag with little green things.	James runs and falls and the little green things burrow into the ground.	The peach grows and grows, getting larger and larger.

Results: _____

Scenes Two and Three

James discovers a large hole in the peach and crawls inside.	James opens a door in the peach stone and befriends the insects inside.	Centipede breaks the stem of the peach and it begins to roll.	The peach rolls down the hill, through the town and into the sea.	
James discovers a large hole in the peach and crawls inside.	James opens a door in the peach stone and befriends the insects inside.	Centipede breaks the stem of the peach and it begins to roll. X	The peach rolls down the hill, through the town and into the sea.	

Results: _____



“What Would Happen If...” cont.

Name _____

Scenes Four, Five and Six

Rising Action

The peach is attacked by sharks.

Rising Action

James thinks of a plan for survival.

Climax

The peach is lifted up into the air by seagulls. (skyhooks)

Falling Action

The peach and its crew encounter Cloud Men and hailstones.

Falling Action

The peach sails out of danger.

The peach is attacked by sharks.

James thinks of a plan for survival. **X**

The peach is lifted up into the air by seagulls. (skyhooks)

The peach and its crew encounter Cloud Men and hailstones.

The peach sails out of danger.

Results: _____

Scenes Seven and Eight

Falling Action

The peach sails out of danger.

Falling Action

James sees skyscrapers of New York City.

Falling Action

A plane cuts the peach's strings and the peach begins fall.

Falling Action

The peach lands on top of the Empire State Building.

Rising Action

James and the insects are rescued, given a heroes' welcome and live happily ever after.

The peach sails out of danger.

James sees skyscrapers of New York City.

A plane cuts the peach's strings and the peach begins fall.

The peach lands on top of the Empire State Building. **X**

James and the insects are rescued, given a heroes' welcome and live happily ever after.

Results _____
