

****Check that you have 3 main points identified in “The Open Boat” and quotes highlighted**

I dwell in possibility.

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INSPIRATION

PassItOn.com



2 Minute Interviews- record in ISN

1. Family: Who is in your family? Feel free to include pets
2. Place- what is the best place you've ever been? Or a place you'd like to visit?
3. Hobby- do you have one? if so, what is it?
4. Other? What should your partner know about you?

Objective:

I can create main points from **Setting / Inference / Symbolism / Irony / Human Condition /**

Purpose:

To understand and explain what I've read.

Success Criteria:

Draft for “The Open Boat” complete with
Literary Analysis evidence

Daily procedures in action:

- Concerns? then celebrations
- Supplies:
 - ISN (Literary Analysis questions)
 - The Open Boat
 - writing utensil
 - Laptop
- #40BookChallenge / Book a Month due October 31

Agenda:

1. 2 minute interviews
2. Stations
3. Main point ideas
4. Draft

Station Work - assigned by number

- Create the following pages in your ISN: (yes, you need 4 pages)
 - Symbolism
 - Inference
 - 3 Types of Irony
 - Setting
- You will rotate through these stations explaining what each element is & provide examples from each in “The Open Boat”

3 Types of Irony: station work

Watch this YouTube video and write in your ISN the 3 types of Irony with a description:

[YouTube Irony video link](#)

Document any irony you notice in The Open Boat

Irony - 3 Types

Verbal Irony:

- The use of words to mean something different than what they appear to mean. (usually sarcasm)

Situational Irony:

- The difference between what is expected to happen and what actually happens.

Dramatic Irony:

- When the audience is more aware of what is happening than a character.

Symbolism

- A **symbol** is **literary** device that contains several layers of meaning
- often concealed at first sight, and is representative of several other aspects, concepts or traits than those that are visible in the literal translation alone.
- **Symbol** is using an object or action that means something more than its literal meaning.
- [Mr. Sato's explanation of symbolism](#)

Inference

- When we make **inferences** while reading, we are using the evidence that is available in the text to draw a logical conclusion. ...
 - **Examples of Inference:**
 - A character has a diaper in her hand, spit-up on her shirt, and a bottle warming on the counter.
 - You can **infer** that this character is a mother.
- [Link to Inference practice](#)

Setting as Antagonist

- The antagonist of a story is the person or thing (setting in this case) that creates the problem for the main character(s).
- The protagonist is the main character
- Give three examples that show how the setting in *The Open Boat* are indeed the problem in the story.

Re-group - during discussion, but sure this is noted in your ISN with WHERE to find 3 examples of each

- What is **Setting** and why is it important in The Open Boat?
- What is **Symbolism** and why is it important in The Open Boat?
- What is **Inference** and why is it important in The Open Boat?
- What is **Irony** and why is it important in The Open Boat?

Pink- **Hook** should be about the **topic** (survival / ocean storms...) **NO I, we, us, you*

Blue- **“The Open Boat”** / Stephen Crane / realistic fiction / summary of text

Green- Topic sentence must answer the prompt: How is setting the antagonist in “The Open Boat”

Yellow Main Point- using Literary Analysis **with transition** : symbolism, irony, inference, setting, human condition

Red quote with citation (**Crane 59**)

Red explanation- state why the citation is important / defends your main point

Yellow MP 2 Red Quote 2 with citation Red explanation 2

Yellow MP 3 Red Quote 3 with citation Red explanation 3

Green **conclusion**- mention the prompt again

Kinard 8th Grade Standards-Based Paragraph Rubric

CCSS W.8.1: Ideas and Content 4 - Advanced	CCSS W.8.1: Ideas and Content - 3 Proficient	CCSS W.8.1: Ideas and Content - 2 PP	CCSS W.8.1: Ideas and Content - 1
<ul style="list-style-type: none"> Text purpose is appropriate for audience and accomplishes goal through each sentence and idea. Answers Prompt Ideas and claims are supported through a combination of specific and relevant quotes, questions, examples, concrete details, analogies, well-chosen facts, and expert opinions. Elaboration of supporting evidence provides a unique point that is accurate and adds new thinking through depth of an explanation, relationship with analysis, or specific reflection. 	<ul style="list-style-type: none"> Text purpose is appropriate for audience and uses details to advance the goal of the paper. Ideas and claims are supported through a combination of relevant quotes, examples, details, well-chosen facts, and expert opinions. Elaboration of supporting evidence provides a beyond-what-the-quote-says summary, application, synthesis, or judgment according to purpose. 	<ul style="list-style-type: none"> Text purpose is clear during most of the paper; the writer may switch to a second purpose. Ideas and claims are somewhat supported with quotes from the text, but they may need to be more specific to the claim; evidence may be included but may not ultimately defend the claim. Purposeful elaboration is needed; it may currently restate information. 	<ul style="list-style-type: none"> Text purpose is unclear or unstated. Ideas and claims need to be added or connected to the topic sentence; more details are needed. Elaboration of supporting evidence is needed. Details may come from an unrelated source like Brainy Quotes.
CCSS W.8.2 Organization	CCSS W.8.2 Organization	CCSS W.8.2 Organization	CCSS W.8.2 Organization
<ul style="list-style-type: none"> Organization of paragraph is based upon the 8th grade <u>GBYRRYRRYRRPO</u> paragraph-writing format. Advanced writers utilize all necessary components of this format, while successfully "playing" with the format for intentional textual outcome. Creative, appropriate hook impacts the reader with a wow-factor and presents the main topic of the paragraph. Transitions are not only clear, varied, and effective, they flow naturally and disappear into the text. A conclusion follows that adds something new to advance the purpose; it is witty, insightful, complex, or poses a challenge appropriate to the text's purpose. 	<ul style="list-style-type: none"> Organization of paragraph is based upon the 8th grade <u>GBYRRYRRYRRPO</u> paragraph-writing format. Appropriate hook presents the main topic through humor, a shocking fact, or a creative idea. Transitions are clear, embedded (most of the time), and varied, showing relationships between ideas in the text. A conclusion follows that reflects from narrated events, or summarizes controlling idea and purpose, or supports the argument presented. 	<ul style="list-style-type: none"> Organization of the paragraph is based on some or elements of the <u>GBYRRYRRYRR</u> format. A hook may be included, but it pulls the paragraph down as "one more thing" rather than by providing a compelling introduction. Transitions may be included but are clichéd (like First, Next, Finally, All in all, As you can see), or they sometimes present the relationship between ideas. A conclusion is included, but it is a clichéd conclusion (like All in all, As you can see, To recapitulate, etc.). 	<ul style="list-style-type: none"> Organization of the paragraph is weak and needs revision using the <u>GBYRRYRRYRR</u> format. An appropriate hook is needed. Transitions need to be added to show embedded and varied relationships between ideas. A conclusion is not included or does not advance the text's purpose.