

Name: _____ Hr. _____ Due date: _____

English 9

(rev. term 3 '06)

☺ New '06

SETTING REVISION PAPER

ROUGH DRAFT DUE DATE: _____ **FINAL COPY DUE DATE:** _____

Setting is defined as the TIME, PLACE, and MOOD (or ATMOSPHERE) of a literary work. Many authors have updated older works by placing them in another setting. For example, the ancient Greek tale, "Pyramus and Thisbe," was adapted by Shakespeare to Italy in the Middle Ages in Romeo and Juliet. It, in turn, was recast to New York City in the 1950's for West Side Story. In 1996, director Baz Luhrmann updated the story to the mid-90's in California.

WHAT EXACTLY IS THIS PAPER ABOUT?

Your assignment is to take a children's fairy tale, folk tale, or well-known story and revise it so that it takes place in a different time and place than its own original setting. Although you are to create a different setting, you are to basically follow the original story line and retain the story's theme. This means that both the story's original time and place must be changed. Instead of taking place in a deep, dark forest in the medieval times, how about New York City in the 1960's? How about Eden Prairie, Minnesota in the 1980's? Or on the Oregon Trail in the late 1880's?

EMBEDDING CONTEXT CLUES IN YOUR REVISED STORY

You are to create the setting by including INDIRECT CLUES only. You are never to directly tell your audience the new setting you have chosen. So, do not say words as specific as "New York" or "1984" or you will have points deducted. The reader should be able to pinpoint your new setting by how well your clues indicate the setting.

•You will need to embed (and mark them in the draft and final copy) a minimum of

10 effective CONTEXT CLUES.

•Your clues must come from **at least 4 of the following "CATEGORIES OF CLUES":**

- a. namedropping (President Reagan, Vietnam War, Woodstock, Toy Story, _____)
- b. character types/occupations (computer technician, blacksmith, space commander, _____)
- c. language/dialect/diction (soda/pop, "Come back, y'all," "groovy," _____)
- d. dress (knickers, bonnet, bell-bottoms, clogs, poodle skirts, _____)
- e. objects (Palm Pilot, hour glass, pet rock, calculator, 8-track, laser, _____)
- f. geography (the Boundary Waters, Mt. Everest, stream, the Outback, _____)
- g. architecture (the Eiffel Tower, Space Mountain, IDS building, _____)
- h. miscellaneous (_____, _____, _____)

It is also required that you use lots of SENSORY DETAILS to create the time, place, and especially the MOOD (suspenseful, intense, exciting, mysterious, light-hearted, serious, etc.) of the story. The sensory details should appeal to a VARIETY of the senses: sights (imagery), sounds, smells, tastes, the sense of touch.

WHAT STORY SHOULD I CHOOSE?

You may choose any story you would like for revision. It is best to choose a story that has a **strong, identifiable plot** and **theme** rather than a story that is written more for helping a child learn HOW to read (such as One Fish, Two Fish). If you are uncertain as to whether a story might work for this assignment, check well enough in advance with your teacher. You must give your revised story a different title than the original use new character names. However, you should not stray so far from the original story so that the reader cannot identify the original story line through reading your revision.

NOTE: You must turn either a photocopy or an actual copy of the story for your teacher with your final copy. This is so the teacher can check the original story's setting, storyline, and theme--especially if the story is unfamiliar to the teacher.

Here are some examples of stories (there are zillions of others!):

- | | | |
|--------------------------|----------------------------------|-----------------------------|
| "Cinderella" | "Goldilocks and the Three Bears" | "Hansel and Gretel" |
| "Little Red Riding Hood" | "The Three Little Pigs" | "Rumpelstiltskin" |
| "The Velveteen Rabbit" | "The Princess and the Pea" | some Berenstain Bears books |

WHAT ELSE IS REQUIRED?

- You must use a minimum of **5 VOCABULARY WORDS** from our Short Story Unit or To Kill A Mockingbird vocabulary lists.
- You must use **transitions** throughout the paper to make it coherent. See pp. 54-55 in our blue EWS grammar text for a list of suggested transitions.
- Your revised story should be **original**, fresh, inviting, and entertaining.
- Be careful of staying with the same **tense** throughout the story. If you start in past tense, keep it that way!
- Your **rough draft** should be approximately 2-4 pages, double-spaced. **Number each line!**
- Your **final copy** tends to be about 2-3 pages long (double-spaced and typed) If handwritten, the paper is usually about 3-4 pages long (single-spaced).
- Your paper must be set up in **proper MLA format**. All manuscript form (msf) requirements must be followed. Your teacher will give you information on this formatting in class.

HOW WILL THIS PAPER BE GRADED?

- This assignment is worth 50 writing points; 30 points is for content and 20 points for mechanics/msf.
- See separate grading sheet for other grading specifics.

IS THERE ANY EXTRA CREDIT?

There are two extra credit points possible. You may receive one point or both for these:

1 point for typing the assignment

1 point if your story is not set in Minnesota **AND** is not set in our present decade.

Setting Revision Paper—PREWRITING!

Name _____ Hr. _____ Due date: _____

1. J "My Favorite Childhood Story"

Choose a favorite fairy tale, folk tale, or story from your childhood. Recall everything about it. What was the plot? Who were the characters? Which character was the protagonist? Antagonist? What was the conflict? What was the setting? How descriptive was it? What made you like it so much? Was it one that you read and reread? Can you tell it orally to someone without reading it? Were there any symbols? Ironies? Themes? If possible, locate a copy of it TONIGHT—either from your home or actually go and check it out from the library. You will need this to do step two!

- In your journal, retell or paraphrase the story in your own words. Make it come alive! Include details about the characters, setting, conflicts, etc. Include sensory details—sights, sounds, smells, tastes, feelings, emotions!
- YOUR GOAL IS TO GET SOMEONE TO LIKE IT SO MUCH AFTER READING YOUR JOURNAL THAT IT MAKES THE READER OF YOUR JOURNAL WANT TO READ THE ORIGINAL STORY!
- HINT! It was be a really good idea to actually DOUBLE SPACE THIS RETELLING so you can edit it later after you locate and compare the actual real story (step two).

2. COMPARE THE REAL STORY TO YOUR RECOLLECTION. EDIT JOURNAL!

NOTE: YOU WILL NEED A HARD COPY OF THE STORY (either the actual book or a print-out) IN ORDER TO DO THIS.

- In your journal, edit, fix, change, add, cross out the major inaccuracies of the story. Do this in RED pen to distinguish your original from the real stuff.
- PREDICT THE ORIGINAL SETTING AS SPECIFICALLY AS POSSIBLE! On the Setting Clues Brainstorming sheet in the Setting Revision Packet, list all the clues fitting under the appropriate categories (namedropping, character types/occupations, language/dialect, dress, geography, architecture, objects, miscellaneous) that contribute to establishing SETTING—TIME, PLACE, MOOD (ATMOSPHERE).

or on the back LEFT SIDE

3. BRAINSTORM A NEW TIME, PLACE, MOOD (ATMOSPHERE) FOR YOUR REVISION

Now, you will want to brainstorm ways to change the setting of this favorite childhood story. It may no longer be set in England in a forest in the Middle Ages, for example. How about changing the setting of the story of Snow White and the Seven Dwarves to Central Park in New York City in the 1960's? Or, how about having it set in the year 2099 on the planet Mars in the mountains?

- Think of at least 5 new times and places for the story. Try NOT to use EP or this decade.

NEW IDEAS FOR MY STORY'S SETTING

<u>New time periods</u>	<u>new places</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

4. DO OTHER SIDE OF PINK SHEET TO BRAINSTORM CLUES FOR NEW SETTING

Read and highlight Setting Revision Paper Packet. Using your favorite idea for a **new time and place** for this story's setting, fill out the right side of the sheet chart (or use reverse side of this sheet) for this new setting. It might be good to share this with someone else! Try going to GOOGLE and finding websites that describe the characteristics of a certain decade—get great ideas for clues!

back Right side

Name: _____ Hr. _____ Date: _____
 English 9 (Wallenberg - 2006)

ORIGINAL STORY
 SETTING CLUES BRAINSTORMING

Time: _____ Place: _____ Mood: _____
 Original story: _____ New title: _____

Namedropping	Character types or occupations	Language/dialect	Dress (clothes/accessories)
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.

Geographical clues	Architectural clues	Objects	Miscellaneous
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.

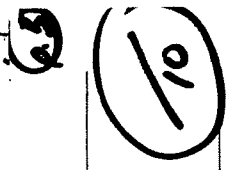
Name: _____ Hr. _____ Date: _____
 English 9 (Wallenberg - 2006)

YOUR NEW, REVISED STORY
 SETTING CLUES BRAINSTORMING

Time: _____ Place: _____ Mood: _____
 Original story: _____ New title: _____

Namedropping	Character types or occupations	Language/dialect	Dress (clothes/accessories)
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.

Geographical clues	Architectural clues	Objects	Miscellaneous
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.



**PEER EDITING OF PARTNER'S
SETTING REV. ROUGH DRAFT**

Writer: _____

Editor: _____

Editor, read through the paper once quickly. Note the setting clues. Then answer the following quick questions:

1. Do you recognize the original story upon which this new story is based? Name it: _____

2. Thinking about all the setting clues pinpointing time and place, predict this story's
new time: _____
new place: _____

3. Describe the "mood" of this story:

4. List two to three POSITIVES:
a. _____
b. _____

5. Make one important suggestion to help the writer improve the draft:

6. Now, fill out the points and information asked for in the right-hand column ----->

SETTING REVISION y -LIST:

- ___/1 double-spaced
- ___/1 lines numbered
- ___/1 new title
- ___/1 new character names
- ___/1 entire story retold
- ___/10 10 **time/place/mood** clues (highlight in text)
- ___/4 Circle at least 4 clue categories:
 - a. namedropping (President Clinton)
 - b. character types/occupations (blacksmith)
 - c. language/dialect/diction (groovy)
 - d. dress (kilt)
 - e. objects (cell phone)
 - f. geography (the Boundary Waters)
 - g. architecture (the Statue of Liberty)
 - h. miscellaneous
- ___/5 5 vocab. words [boxed in] List them here:
 - a.) _____
 - b.) _____
 - c.) _____
 - d.) _____
 - e.) _____
- ___/4 Sensory details: Find at least 4 types and y:
 - ___ sights
 - ___ sounds
 - ___ smells
 - ___ tastes
 - ___ sense of touch
- ___/4 Use of transitions Find & list at least 4:
 - a. _____
 - b. _____
 - c. _____
 - d. _____

/32 points

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Name: _____ Hr. _____ Date: _____

English 9 (Wallenberg – 2006)

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YOUR NEW, REVISED STORY **SETTING CLUES BRAINSTORMING**

Time: _____

Place: _____ **Mood:** _____

Original story: _____ **New title:** _____

Namedropping	Character types or occupations	Language/dialect	Dress (clothes/accessories)
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
Geographical clues	Architectural clues	Objects	Miscellaneous
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.

EDITING SHEETS FOR SETTING REVISION ASSIGNMENT

CONTENT EDITING: EDITING SESSION #1

3. Now it's time to check for requirements.
The best/my favorite part is where you talk about _____

a. What is the new title? _____
Is it original? YES NO (circle)

b. Identify (if you can) the original story upon which this rewrite is based?

Was that easy to identify? YES NO (circle)
If no, explain why. _____

c. Are the new character names different from the original story? YES NO
Should they be changed? YES NO

d. Identify what you think the new **setting** is.

Time period: Identify as specifically as possible the time period in which you think this story takes place: _____
(year, century, date, season, month, day of week)

Any other time information? _____ (time of day, etc.)

Ask the writer what time period he/she actually chose. _____

How close were you? _____

Location: Identify as specifically as possible where you think the story takes place. _____
(examples: in the countryside, city, Chicago, Mars, in a forest, in an apartment, etc.)

Ask the writer what place he/she actually chose. _____

How close were you? _____

e. At least 10 clues were required to "drop" in the story to help identify TIME and PLACE.
List (You may also want to circle them in the draft) them below.

Time clues

1. _____
2. _____
3. _____
4. _____
5. _____

Place clues

1. _____
2. _____
3. _____
4. _____
5. _____

Note to editor: Your time is certainly appreciated! I realize that this procedure may be time-consuming. It works best when you can sit with your student while giving him or her the feedback requested on this editing sheet. If you would like to sit down side by side with your student and discuss the information requested here with him or her or if you would like to have your son or daughter do the writing on this sheet as you discuss, that is fine. Please verify below that you did, indeed, do the editing outlined on this sheet together:

I verify that we discussed all the information requested here orally.

This paper asks the student to take a children's fairy tale, folk tale, or well-known story and revise it so that it takes place in a different time and place than its original setting. Although a different setting is required, the student is still asked to basically follow the original story line and retain the story's theme.

First, read the draft for content only. Pay no attention to mechanics (spelling, commas, etc.). The draft should be double-spaced and the lines should be numbered.

Check boxes below to verify you did each part:

1. Read the draft over one complete time first. After reading the draft over once, tell the student what your immediate reaction is to the draft.
The best/my favorite part is where you talk about _____

2. Which parts of the draft strike you immediately as needing help—confusing, incomplete, awkward, etc? The weak part(s) is/are where you talk about _____

Adult CONTENT EDITING - green

(p.9) (p.10)

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f. Write any **comments/suggestions** on what the writer might do to improve the setting's identification clue-wise.

g. The clues were to represent a wide variety of types or "categories." At least **4 categories** must be used in the final copy. Can you identify clues in at least 4 categories? YES NO

Check off (✓) as many categories below that you think were included in the context clues.

CATEGORIES

EXAMPLE

- 1. namedropping (people, events, etc. of that era/place) Pres. Reagan
- 2. character-types/occupations typical for time period/place robot
- 3. language/dialect/word choices or diction typical of time/place "bummer"
- 4. dress typical of time/place earth shoes
- 5. objects typically seen/used in that era/place cell phone
- 6. geography of the location the ocean
- 7. architecture of the location the Great Wall
- 8. miscellaneous _____

h. Another facet of setting is **MOOD**. This is the feeling or atmosphere created for the audience through the story. Identify as specifically as possible the mood of the story.

(examples: eerie, frantic, suspenseful, light-hearted, nostalgic, etc.)

i. In your opinion, what needs to be done to better enable you to pinpoint the story's new time and place or its mood?

j. **Manuscript form requirements**--is the rough draft 2 - 4 pages (double-spaced)?

YES NO (circle)

4. Reviewing the draft as a whole and after familiarizing yourself with the requirements of this assignment, answer the following questions:

a. Are there parts that might be **cut out**? YES NO (circle)

If yes, list the line numbers here.

b. Are there parts that might need examples or clarifying information **added**? YES NO (circle)

If yes, list the line numbers here:

Go to the actual draft and write **ADD** in the margins beside these parts.

5. The student was required to use at least 5 of our Short Story or To Kill A Mockingbird **vocabulary words** in this paper. These words should have boxes around them in the draft. The students may modify the word (use "tranquil" or "tranquility").

List the words here:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Is the word spelled correctly?

- YES NO
- YES NO
- YES NO
- YES NO
- YES NO

Used correctly?

- YES NO UNSURE
- YES NO UNSURE
- YES NO UNSURE
- YES NO UNSURE
- YES NO UNSURE

6. The student was required to use **vivid sensory details** to make the story come alive. That is, there should be **SIGHTS, SOUNDS, SMELLS, TASTES, TOUCH, EMOTIONS** used throughout the paper to make this happen.

How vivid/memorable are the sensory details in this draft? (Please circle)

TERRIFIC! PRETTY GOOD NOT NOTICEABLE NEEDS WORK

7. Finally, does it appear to you that the story flows well? Students are working on using transitions (consequently, however, first, second, nevertheless, etc.) to make their papers flow better. Look over the draft for the use of effective transitions. How well does this paper flow/use transitions? (Please circle)

TERRIFIC! PRETTY GOOD NOT NOTICEABLE NEEDS WORK

FINAL COMMENTS ON EDITING SESSION #1:

1. **Editor**, jot down here what you liked most about reading this draft.

2. How long did this content editing session take? _____

3. Did the writer inform you well in advance about the time commitment this editing would take? YES NO

4. Comment in the boxes below on how productive both of you felt your editing session was.

Editor's comments:

Writer's comments:

SETTING REVISION ASSIGNMENT

TECHNICAL (MECHANICAL) EDITING: EDITING SESSION #2

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Writer: _____ Due date: _____
Editor: _____ signature

Note to editors! Your time is certainly appreciated! I realize that this procedure may be time-consuming. It works best when you can sit with your student while giving him or her the feedback requested on this editing sheet. If you would like to sit down side-by-side with your student and discuss the information requested here with him or her (rather than having you write everything down) or if you would like to have your son or daughter do the writing on this sheet as you discuss, that is fine. Please verify below:

X I verify that we discussed all the information requested here orally.

Now it's time to really help clean up those mechanics.

1. To the writer:

Before you turn the draft over to your editor, think of the usual mechanics errors you make in your writing. Below, identify the three greatest trouble spots you want your editor to really "comb" your paper for.

My weakest areas are:

Mark with this abbreviation:

- 1. _____
2. _____
3. _____

- _____

Now give this sheet and your rough draft to your editor.

2. To the editor:

Go through the paper very thoroughly looking for the three errors listed above. Use the abbreviations above to MARK IN COLORED PEN/MARKER each error you find.

Circle the error clearly! (in colored pen). If you want to (and are SURE of the correction), write the correction ABOVE the error. If you are NOT sure whether there is an error or not but suspect one, put the abbreviation AND a ? next to it.

Ex.: Goldy had trouble excepting the advice of the three bachelers?

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When you have checked for all the above target areas, check also for those on the following list. (These are actually the mistakes which will be penalized in the Setting Revision Assignment.)

<u>Check off / when done</u>	<u>abb</u>	<u>brief explanation of error</u>
<input type="checkbox"/>	1. sp (circled)	no-excuse spelling error (see spelling lists NXA- NX ____)
<input type="checkbox"/>	2. sp	spelling error
<input type="checkbox"/>	3. frag	Sentence is incomplete--missing a subject or verb.
<input type="checkbox"/>	4. RO	Run-on sentence--too many subjects and verbs in the same sentence.
<input type="checkbox"/>	5. H	You have used the wrong homonym like "pale" instead of "pail."
<input type="checkbox"/>	6. pend, pund, pq, pa	You have made a punctuation error such as <input type="checkbox"/> pend (forgotten or put the wrong <input type="checkbox"/> endmark (.) at the end of a sentence), <input type="checkbox"/> pund (underlining error), <input type="checkbox"/> pq (quotation mark error), <input type="checkbox"/> pa (apostrophe error)
<input type="checkbox"/>	7. cap/lc	You have made a capitalization error.
<input type="checkbox"/>	8. ew	You have used the wrong word. You need something more EXACT.
<input type="checkbox"/>	9. awk	Your phrasing is awkward
<input type="checkbox"/>	10. mm	You have misplaced a modifier or modifying phrase. Ex. (misplaced) I saw corn growing <u>out of my car window</u> . (corrected) Out of my car window, I saw corn growing.

3. Now ask to see the student's yellow **manuscript form** (msf) sheet. Check margins, spacing, following of format rules, etc. An "msf" indicates that you have made a "manuscript form error"--margins, spacing, etc.

Check when done

Either explain the msf errors to the writer now or jot down what they are either in the draft or here: _____

4. **FINAL COMMENTS ON EDITING SESSION #2:**

1. How long did this editing take? _____
2. Did the writer inform you well in advance about the time commitment this editing would take? YES NO
3. Comment in the boxes below on how productive both of you felt your editing session was.

Editor's comments:

Writer's comments:

20 MECHANICS AND MANUSCRIPT FORM

(total pts. off) TECHNICAL ASPECTS

specific errors made:

ABBREVIATIONS abb -1

AWKWARD word choice awk -1

CAPITALIZATION cap/lc -1

EXACT WORD word chosen is not precise or correct to convey clear meaning ew -1

FRAGMENTS frag -2

HOMONYM ERRORS h -1 / H -2

MANUSCRIPT FORM msf -1

MISPLACED MODIFIERS mm -1

PUNCTUATION--APOSTROPHES pa -1

PUNCTUATION--OTHER pend & pund & ps (all -1 each)

RUN-ONS ro -2

SPELLING sp

NX-SPELLING LISTS A - sp -2

TENSE t -1

SUBTOTAL

EXTRA CREDIT (+1 ec for typing this assignment and/or placing the setting out of this decade and not in Minnesota)

PRELIMINARY SCORE = GRADE

NOTE: You can buy back mech/msf points by making corrections by date

COMMENTS: positives/what you did especially well

Grading Scale 50

47-50	A
43-46	A-
41-43	B+
39-41	B
37-38	C+
35-36	C
33-34	D+
31-32	D
29-30	E
27-28	F

SETTING REVISION ASSIGNMENT GRADING SHEET

TEACHER'S GRADING SHEET (BUYBACKS ALLOWED) (rev. 3/27/06)

Name: Hr. Due date

30 CONTENT

- new title and new character names
- reader can identify the original storyline
- setting is not directly stated but easily determined
- development of plot / characters / theme
- a minimum of 10 very effective clues

- development of plot / characters / theme
- a minimum of 10 very effective clues
- a minimum of 4 categories of clues used
- use of sensory details
- use of transitions throughout the paper to promote coherence
- vocabulary words used correctly from our Vocab lists