On the Prowl for Literary Elements

**WebQuest Description:** This WebQuest is designed to facilitate the learning of literary elements in order to apply them into student-created writing. By using published works by Hans Christian Andersen, students will identify various elements. They will write about them, share them with their group, present them to their class and eventually learn to incorporate them into a self-composed story to publish.

**Grade Level:** 3-5  
**Curriculum:** English / Language Arts  
**Keywords:** Literary Elements, Elements of a Story, Character, Plot, Setting, Theme

**Middle School Language Arts**  
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### Introduction

What makes up a story, and why is it important? In order for you to understand and discuss a story, you must be able to identify and make connections among the many parts of a story. Most authors, no matter what genre, or type, of story they write, use the same features. The features are called literary elements. They include the setting, characters, plot, theme.

### Tasks

Gaining an understanding of Literary Elements will help you to become a better reader and writer! The following tasks will help prepare you to understand the purpose of including characters, setting, plot, and theme in stories. You will be working individually and with your group to accomplish these tasks. Then, you will bring the tasks back to share with your group. There are 4 different jobs to accomplish in each group; These jobs include:

- **Setting shaper**
- **Character master**
- **Plot follower**
- **Theme identifier**

You will complete a series of activities to learn the information individually. These activities will include searching for definitions of literary elements, listening to short stories, identifying the elements in that story, and recording them in a graphic organizer. You will apply the information you learned individually to a group graphic organizer, and then present the information with your group to the rest of the class. You will be graded on: your individual graphic organizer, group graphic organizer, ability to work independently, ability to work with your group, and your presentation skills. Independently, you will then create an original fictional story of your own. This final story must include a defined setting, set of characters, plot, and theme, or moral.

### Process

The following steps will get you started on your Literary Elements Webquest. You will be assigned to a group of FOUR students. Each member of the group must pick a role. Please complete your individual tasks for your role. Then bring your information back to the group. The group will collaborate to complete the group task. Each group will be assigned one short story written by Hans Christian Andersen. Each student will be able to access the story from a link, which appears in each role in the webquest.

**ROLE #1: SETTING SHAPER:** 1. Your assignment is to research the literary element of SETTING. To find out more about SETTING, click on [http://www.notesinthemargin.org/glossary.html](http://www.notesinthemargin.org/glossary.html). Please record your definition and notes in your Notebook under the “NOTES” section.
2. When completed, print out your graphic organizer from [http://www.readbookonlinenet/stories/Andersen/41/Choose](http://www.readbookonlinenet/stories/Andersen/41/Choose).
3. Connect to [http://www.readbookonlinenet/stories/Andersen/41/Choose](http://www.readbookonlinenet/stories/Andersen/41/Choose) and read your story and complete your graphic organizer.

**ROLE #2: CHARACTER MASTER:** 1. Your first assignment is to research the literary element of CHARACTER. To find out more about CHARACTER, click on [http://www.orangeusd.k12.ca.us/orbora/literary_elements.htm](http://www.orangeusd.k12.ca.us/orbora/literary_elements.htm).

Please record your definition and
notes in your Notebook under the "NOTES" section. When completed, go to http://www.google.com and type in "worksheet character development graphic organizer" and print out your graphic organizer. Connect to http://www.readbookonline.net/stories/Andersen/41/Choose your group's Hans Christian Andersen story. Read your story and complete your graphic organizer.

ROLE #3: PLOT FOLLOWER: 1. Your first assignment is to research the literary element of PLOT. To find out more about PLOT, click on http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm. Please record your definition and notes in your Notebook under the "NOTES" section. When completed, print out your graphic organizer from http://www.readwritethink.org/lesson_images/lesson223/plot_mountain.pdf. Connect to http://www.readbookonline.net/stories/Andersen/41/Choose your group's Hans Christian Andersen story. Read your story and complete your graphic organizer.

ROLE #4: THEME IDENTIFIER: 1. Your first assignment is to research the literary element of THEME. To find out more about THEME, click on http://www.leastern.com/LitTerms/literary_terms.htm. Please record your definition and notes in your Notebook under the "NOTES" section. When completed, click on the site below, choose theme chart, and print out your graphic organizer from http://www.greatsource.com/iwrite/students/s_lit_graph_org.html. Be aware that the spaces in the web address are underscores if you type it in...but HOPEFULLY you don't need to :) . Connect to http://www.readbookonline.net/stories/Andersen/41/Choose your group's Hans Christian Andersen story. Read your story and complete your graphic organizer.

*Group task: In your groups, share and discuss your individual graphic organizers. Then complete your group graphic organizer. Practice presenting your information to the class. Once everyone is completed, groups will be called on one by one. The class will listen to your assigned the Hans Christian Andersen story and afterward will hear your presentation on the Literary Elements for that story.

Congratulations! Now that you have finished, you are ready to embark on your own creative writing journey. Use your knowledge of character, plot, setting, and theme to begin exploring ideas for your own fictional story. Brainstorm numerous ideas for all of the literary elements and enjoy letting your imagination guide you!

**Category and Score**

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Very Good 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of literary elements based on completion of individual graphic organizer</td>
<td>Shows little or no understanding of literary elements.</td>
<td>Shows basic understanding of literary elements.</td>
<td>Shows very good understanding of literary elements.</td>
<td>Shows the highest level of understanding literary elements.</td>
<td>25%</td>
</tr>
<tr>
<td>Knowledge of literary elements based on completion of group graphic organizer</td>
<td>Little or none of the group graphic organizer is complete.</td>
<td>Some of the group graphic organizer is complete.</td>
<td>Most of the group graphic organizer is complete.</td>
<td>All of the group graphic organizer is complete.</td>
<td>25%</td>
</tr>
<tr>
<td>Work habits</td>
<td>Student had difficulty working individually or with group</td>
<td>Student somewhat worked well individually and with group</td>
<td>Student mostly worked well individually and with group</td>
<td>Student worked very well individually and with group</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation skills</td>
<td>Student did not make eye contact or use proper physical stance when presenting.</td>
<td>Student somewhat made eye contact and used proper physical stance when presenting.</td>
<td>Student mostly made eye contact and used proper physical stance when presenting.</td>
<td>Student made eye contact and used proper physical stance when presenting.</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Conclusion**

Authors write stories with basic literary elements in mind. Literary elements help guide the story from beginning to middle to end. Whether reading or writing stories, it is important for students to be aware of literary elements.

**Teacher Page**

Introduction: Authors write stories with basic literary elements in mind. Literary elements help guide the story from beginning to middle to end. Whether reading or writing stories, it is important for students to be aware of literary elements.

Aim: This WebQuest was created to help upper elementary or middle school students learn or refresh their memory regarding the basic elements of a story.

Rationale: Reading, Writing, Listening and Speaking are all critical features in a child's education. This WebQuest was designed to reinforce these important skills, while incorporating the use of technology.

Learners: This site is intended for middle school or upper elementary students who are interested in learning...
about the elements of stories.&nbsp;

Prerequisites: Students will need a computer with internet capabilities to download the short stories by Hans Christian Andersen.&nbsp;or&nbsp;children's books can be used in place of the short stories by Hans Christian Andersen. Students will need the ability to use the Web to arrive at links. Students should be able to follow and fill in graphic organizers. Students should have the willingness to work individually and cooperatively. Students will need to be attentive listeners. &nbsp;Students should have a desire to practice their public speaking skills. Subject Matter: This WebQuest focuses on Language Arts Literacy. &nbsp;Concepts and Skills: &nbsp;&nbsp;Reading Writing Listening Speaking Use of Internet Use of Graphic organizers Analyzing a story, higher-level thinking Notetaking &nbsp;&nbsp;

Goals and Objectives: Upon completion of this WebQuest, students will be able to: 1. Define basic elements of a story 2. Distinguish between literary elements through the use of a story 3. Restate literary elements in a graphic organizer 4. Orally summarize literary elements for classmates 5. Integrate literary elements into their own creative story &nbsp;

Instructional Plan: The students will follow directions found within the WebQuest. &nbsp;The activities the students will participate in include: Selecting roles within their group *Using provided links to research definitions *Reading and analyzing stories through provided links *Recording information in graphic organizers *Synthesizing information with peers *Presenting information to classmates &nbsp;

Materials: An internet-based computer with web browser - Printed graphic organizers - Printed rubrics &nbsp;

Assessments: Numerous assessments are used during the course of this WebQuest. &nbsp;The graphic organizers for each of the four roles provide informal assessments and are embedded in the WebQuest. &nbsp;A fifth informal assessment is also embedded in the WebQuest under the Group Task. &nbsp;A final rubric for the WebQuest is located in the Evaluation button. &nbsp;Click on the link below for other assessments, formal and informal, used during this unit of writing. &nbsp;

http://mail.franklinlakes.k12.nj.us/~SLeonard/Assessments &nbsp;

&nbsp;

Resources:
Google &nbsp; http://www.google.com &nbsp;
Read online &nbsp; http://www.readbookonline.net/stories/Andersen/41/ &nbsp;
Kim's Korner 4 Teacher Talk &nbsp; http://kimskorner4teachertalk.com &nbsp;
Literary Elements &nbsp; http://orangeusd.k12.ca.us &nbsp;
Literary Terms for English &nbsp; http://www.leastern.com &nbsp;
Notes in the Margin &nbsp; http://www.notesinthemargin.org &nbsp;
Read, Write, Think &nbsp; http://readwritethink.org &nbsp;
Worksheet Character Development Graphic Organizer &nbsp; http://www.lausd.k12.ca.us &nbsp;

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Glossary: Literary Elements - They are the elements of storytelling which are common to all literary forms. Character - They are the people who take part in a story. They can also be in other forms such as animals. Characters are often identified as protagonist (main character) or antagonist (the one who opposes the main character). Plot - All stories follow a storyline in which the action takes place. This is called the plot. &nbsp;

Setting - Setting refers to the time, place and environment in which a story takes place. &nbsp;

Theme - Theme can be a main idea or moral that an author returns to throughout the story. 

Note: &nbsp; I teach in a private school so I did not take the time to redo the following &nbsp; standards to match our Florida Sunshine State Standards, as I feel the standards are there if needed. &nbsp;I altered the original author's webquest to meet my students needs. New Jersey Academic and Professional Standards Standard 3.1 Reading A. 3 Recognize and use common print formats to obtain information (e.g., newspapers, magazines, electronic sources). E. 2 Vary reading strategies according to their purpose for reading and the nature of the text. E. 12 Recognize characterization, setting, plot, theme, and point of view in fiction. Standard 3. 2 Writing A. 4 Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing. A. 5 Draft writing in a selected genre with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing. A. 9 Review and edit work for spelling, usage, clarity, organization, and fluency. A. 10 Use a variety of reference materials to revise work. A. 11 Use computer writing applications during the writing process. A. 12 Understand and apply the elements of a scoring rubric to improve and evaluate writing. A. 13 Reflect on own writing, noting strengths and setting goals for improvement. D. 5 Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution. D. 14 Review scoring criteria of relevant rubrics. Standard 3. 3 Speaking A. 4 Respond orally to literature. B. 4 Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. B. 5 Reflect and evaluate information learned as a result of the inquiry. B. 6 Solve a problem or understand a task through group cooperation. D. 6 Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus. Standard 3. 4 Listening A. 1 Listen actively for a variety of purposes such as enjoyment and obtaining information. A. 2 Listen attentively and critically to a variety of speakers. A. 3 Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message. Standard 3. 5 Viewing and Media Literacy A. 2 Use graphs, charts, and diagrams to report data. B. 7 Understand the uses of technology (e.g., the Internet for research). 

Standards

Credits

Other