

Name:
Teacher: Boyd Gossett
Class: Mythology
Date: Thursday 28 January 2016 B
Date: Friday 29 January 2016 A

Lecture Notes #7:

Unit 1: N/A
Focus: N/A
Major Text: N/A
Major Text Author: N/A
Pacing: N/A

Introduction

Hello, everyone in Mythology! I am writing this message from Boston. Sorry to be away today, but you are in wonderful hands with our substitute. I just wanted to explain a few things to help your day go smoothly.

Assignment:

1. Today is a day for you to write and get a great grade on a short story, which will go into the gradebook under the "Essay" category. I know that this will be somewhat of a rough draft, but be creative and give it your all. If you have created an interesting story that follows the guidelines and meets the length requirement, then you will set yourself up with an excellent grade. You have 90 minutes, so please use all of them to make a great story.
2. All short stories will be turned into the substitute at the end of the class period with no exceptions. I will pick up the pile of short stories when I return on Monday and begin grading.
3. I had told you that the assignment would be based on mythological creatures from Ireland. I'm sorry, but I am changing gears on you. After a few hours of trying to bring together the writing prompt, I realized that it was a bit too ambitious, especially for when I am not there to assist you with any questions. Instead of the prompt that we discussed last class period, I am going to give you a more straight-forward writing prompt that should have you breath a sigh of relief.

Classroom:

1. I would like to take a moment to recognize a few classroom leaders. Curious who they are? Well, check out the website on the whiteboard! (www.boydgossett.com/substitute) I think everyone will agree that these students would be great representatives (although there are many more in each class that would also make great leaders). If the substitute needs any help, the substitute may rely on these students or defer to their advice.
2. The cell phone charger will remain locked this class period. Please do not charge your phone this class period.
3. Please make sure that you did sign in when you entered the classroom. Classroom leaders, could you make sure to turn the sign-in sheets to the next class period at the end of the class? The best way to do it is to take the sign-in sheet on the top and move it to the back of the clipboard.

Final Notes:

1. The substitute has my phone number, and if there are any issues or questions, I am only a text message away.
2. The substitute has one 8 x 11.5 print out that is the bathroom pass/log. If you need to use the restroom, the normal expectations apply. Bathroom trips should last only 4 - 5 minutes, and any pass used today will count toward your overall total.
3. I know that we have only been working together briefly, but I have been so impressed by all of you in this short time. Thank you for being wonderful students, and I look forward to reading your writing. Have fun and do well.

(C4) Brainstorming: Thirteen Questions about Your Own Writing

1 page handwritten and stapled to the front of "Short Story: The Rise and Fall of a Historical Character"

For easy reading, please attach the answers to these questions as a cover page to the front of your short story. On a separate piece of paper, answer the following questions to describe the creative choices you made as solutions for the thirteen challenges. You do not have to re-write the question.

1. Did you choose **1st person perspective** or **3rd person perspective**?
2. Which historical time period did you choose and why?
3. What is the title of your story and how does it reflect the time period?
4. How did your character gain great wealth, power, and fame? Also, how does your character lose it all?
5. One of your supporting characters is from another country. Which country is he/she from?
6. One of your supporting characters wields power in a small and subtle (hard to notice; clever; understated) way. How does he/she use power?
7. Did you begin your story **before** or **after** your main character has lost everything?
8. What is the fragrance (smell) your story describes?
9. How did you describe the **sunrise** or a **sunset**? Please transcribe (copy) a quote to show your description.
10. Is the street in the country (**rural**), a neighborhood (**suburban**), or a city (**urban**)?
11. What distinctive clothes did you describe?
12. What were the six lines of the poem or song lyrics you wrote?
13. How did you include the phrase "blink faster" in your story?

DUE AT THE END OF CLASS

PLEASE USE THIS SHEET TO PLAN AHEAD AS WELL AS DOUBLE CHECK TO MAKE SURE YOU INCLUDED EVERYTHING.

(E4) Short Story: The Rise and Fall of a Historical Character

2 pages typed (No Double Space + Times New Roman Font 12) or at least 4 pages if handwritten

**by pages, I mean content---it could be two sheets of paper back-and front or four sheets of paper with the front only*

**also, please use your common sense----if you write largely, then write 5 pages instead of 4---I am looking for a fully realized story*

For our first short story, tell the tale of an important person of great wealth, power, and fame who loses everything. Place the story in a historical time period. The more interesting, the better. Whether the character rebounds or spirals into failure is up to you. Below, you will find thirteen challenges that will hopefully inspire you while writing your story. Please make creative choices that solve each of these challenges.

1. Choose which perspective you will use in your writing.
 - You could write it in 1st person (I/me), which would be from the P.O.V. of your main character.
 - You could write it in 3rd person (he/she), which would be looking over the shoulder of your main character.
2. Pick a historical time period.
 - The time period can be set in the past, but the time period must be more than 40 years ago.
 - The time period can be set in the future, but the time period must be more than 40 years in the future.
3. Make the title of your story reflect your story's time period.
 - Your title cannot have numbers.
4. Create a main character of great wealth, power, and fame who loses everything.
 - The character cannot be a real historical figure; you must create the character from your imagination.
 - The character must have a small detail, symbol, or item that symbolizes his or her success.
 - The character must have a flaw; this flaw can lead to losing everything, or it can play a small part in a situation otherwise out of his/her control.
5. Create a supporting character who was born in a different country.
 - If the character does not speak English, then the character must need something desperately.
 - If the character does speak English, then the character must translate for a character who does not.
6. Create a supporting character who wields power in a small and subtle (hard to notice; clever; understated) way.
 - This character can be the same as the character from a different country or it can be a new character.
 - This character can help the main character, serve as inspiration, or obstruct (get in the way of) the main character.
7. Begin your story **after** your main character has lost everything. This will be far more interesting.
 - Your story could contain small flashbacks to the character's first rise to success.
 - Your story could be about how the character finds success again after losing everything.
 - Your story could be encouragingly full of hope or depressingly sad and full of failure.
8. Include the description of a fragrance (smell).
 - The fragrance could be either good or bad.
9. Include the description of either a sunrise or a sunset.
10. Include a detailed description of a street.
 - The street could be in the country (rural), a neighborhood (suburban), or a city (urban).
 - The description could be of sights, sounds, or touch.
11. Include the description of a character's distinctive clothes.
 - The character can be the main character or a supporting character.
 - The clothes should reflect the time period.
 - The clothes should also reveal a character's personality, social status, or lifestyle.
12. Include a poem or the lyrics to a song.
 - The poem (or song lyrics) must be of your own creation; the words cannot be from a real song.
 - The poem (or song lyrics) could be spoken by the main character or another character.
 - The poem (or song lyrics) could be found by a character or heard in the distance.
 - The poem (or song lyrics) must be six lines; the poem (or song lyrics) does not have to rhyme.
13. Include the phrase "blink faster" in your story.
 - The line can appear in any context.
 - The line can be spoken or written by you as narration.
 - The line can be changed grammatically in any way you need.

DUE AT THE END OF CLASS