

Overview:

Stories have been used as teaching tools for generations. In this exercise, students read a short story and examine it as a means of learning about the world around them. Then, they write their own story to teach something to someone else.

Objectives:

The student will:

- read a short story;
- answer reading comprehension questions; and
- write a short story.

GLEs Addressed:

Science

- [5-8] SA1.1 The student demonstrates an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.

Writing

- [7] W3.2.1 The student writes for a variety of purposes and audiences by writing a narrative using setting and character to advance the plot (L).
- [8] W3.2.1 The student writes for a variety of purposes and audiences by writing a narrative using elements of fiction (e.g., setting, character, conflict and resolution, dialogue, sensory details) to advance the plot (L).

Materials:

- STUDENT WORKSHEET: “The First Net”
- STUDENT WORKSHEET: “Stories”

Activity Procedure:

1. Explain in this activity students will read a short story, discuss the story, and answer questions regarding the story. Then, they will write their own story modeled after the one they read.
2. Hand out the STUDENT WORKSHEET: “The First Net.” Read the story to students or ask students to take turns reading aloud.
2. Discuss the first three questions on the worksheet.
4. Explain a story has three main elements: character, plot, and setting.
 - a. The **setting** tells where and when the story is taking place. Sometimes the setting is very specific, such as a school on St. Lawrence Island, and sometimes it is very broad, such as outdoors in the Arctic. Ask students to identify the setting in “The First Net.” Discuss how one can tell what the setting is in a story.
 - b. The **character** tells who is in the story and describes each person. A character may be a specific individual, such as Mrs. Wasillie, or may be a type of person, such as a priest. Ask students to identify the character in “The First Net.”
 - c. **Plot** is the main event or events in the story. Sometimes the plot is very simple when only one thing happens. Other times the plot is complicated and involves many people and events. Ask students to describe the plot of “The First Net.”

5. Instruct students to read the story again silently and answer the remaining questions on their worksheets.
6. Explain stories are educational; they teach us things about history, our environment, and ourselves. Ask students to come up with an idea for something to teach through a story (how to tell which way is north, how to snare a rabbit, etc.) List student story ideas on the board.
7. Hand out the STUDENT WORKSHEET: "Stories."
8. Instruct students to choose a story idea and complete their worksheets. They will answer the questions and then write a story that is at least three paragraphs long and includes character, setting, and plot. The exercise can be done in small groups or individually.

Answers:

The First Net:

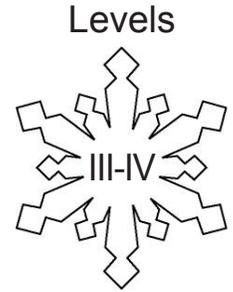
- | | | |
|------|------------------|--|
| 1. a | 2. to catch fish | 3. to catch fish of different sizes |
| 4. b | 5. c | 6. outside (in the woods and near a creek) |

Stories: Answers will vary

Name: _____

The First Net

Student Worksheet



Directions: Read the story below, then answer the questions that follow.

The First Net by William A. Oquilluk

One day Ekeuhnck walked around in the woods. Among the trees he saw a spider web. There were a few flies in it. He sat down and watched. Soon the spider came and ate the juice out of the flies. Then, while Ekeuhnck watched, the spider left. Another fly came and got caught in the web.

Ekeuhnck thought: "Suppose I make a string, small and light, out of the hide of a small animal. I could make a net just like this web to catch fish."

So, he prepared to make a web to catch fish from the water. He made thin strings from caribou hide. He knotted them together with even spaces between the knots to make a mesh. When it was complete, he put the web he had made in the creek and set it by fastening it to the bank. Sometime in the morning he looked into the net. Some fish were caught in it.

From then on, every man made a net. Some made them out of the sinews of the big animals with different size spaces between the knots so the nets had many kinds of meshes to catch the different kinds of fish. Now that the men could catch many sizes of fish, they began to dry them to use when the fish were not so many in the rivers and the cold weather came.

From: http://www.alaskool.org/native_ed/historicdocs/people_of_kauwerak/Kauwerak_pp.htm#top

1. What gave Ekeuhnck the idea to make a net?
 - a. he observed a spider using a web to catch flies
 - b. he saw someone else using a net
 - c. he thought of it while hunting

2. Why did Ekeuhnck want to make a net?

3. What was the purpose of having different size nets?

4. Who is/are the character(s) in the story?

a. spider b. Ekeuhnck c. village d. fish e. net

5. What is the plot of the story?

- a. a spider catches flies in its web
- b. men in Ekeuhnck's village go fishing
- c. Ekeuhnck learns how to make a net

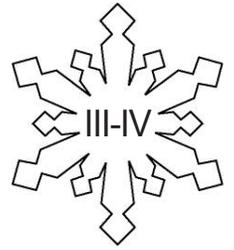
6. What is the setting of the story? _____

Name: _____

Stories

Student Worksheet

Levels



1. Pick a topic for a story that teaches.

2. What will the setting be for your story?

3. Who will the character(s) be for your story?

4. What will the plot be for your story?

5. In the space below, write a story that is at least three paragraphs long and includes the elements listed above (character, setting, and plot). For more space, use the back of this worksheet.
