

Title: If Only!

Organizing Topic: Decision Making

Target Grade Level: Secondary

Sample Related Standards of Learning:

English 10.3 The student will read, comprehend, and critique literary works.

- a) Identify text organization and structure.
- b) Identify main and supporting ideas.
- c) **Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
- d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- e) Identify universal themes prevalent in the literature of different cultures.
- f) Examine a literary selection from several critical perspectives.

Objective: Students will recognize that decisions have consequences as a result of reviewing selected literature. Students will be able to predict consequences given alternative decisions.

Prerequisite Understandings/Knowledge/Skills:

- Familiarity with Huckleberry Finn
- Ability to predict consequences

Materials Needed:

- Huckleberry Finn by Mark Twain
- Storyboard graphic organizer to include the scene in which the decision is made as well as two other scenes that would occur as a result of the changed decision
- Rubric for Storyboard graphic organizer

Time Frame: novel unit will take several weeks—this lesson will take approximately 45 minutes

Lesson Procedure:

1. Explain the term “turning point” (The point at which a very significant change occurs; a decisive moment.)
Read more: <http://www.answers.com/topic/turning-point#ixzz1NTvzpb00>
2. After students have read Huckleberry Finn, have each of them record on the Storyboard graphic organizer a decision that is a “turning point” in the book.

3. Have students discuss their identified turning points and group with other students who selected the same (or a similar) moment. In the assigned group, record how the plot of the novel would change if the problem were solved differently. Specifically focus on two subsequent events that would have been different.
4. Write or draw the turning point chosen on the first section of the storyboard organizer.
5. Then write or draw two subsequent scenes that would have a different outcome due to this decision.
6. Have students share this with others in small groups that chose different scenes. Then turn these in for evaluation.

Specific Options for Differentiating this Lesson by:

- **Content** Alternative novel such as Secret Life of Bees or Catcher in the Rye. Books on tape for low level readers.
- **Process** The turning points can be selected by the teacher and students can choose which is the most impactful.
- **Product** Write a paragraph about how that decision changed the outcome of the novel.

Evaluation: Use the Rubric for Storyboard graphic organizer

Extending Understanding: Have the students select an event in their own lives for which they would have to make a decision that would impact them now and in the future. Ask them to imagine consequences, should they choose various “turning points”. Complete the Storyboard graphic organizer for this activity.

Storyboard Graphic Organizer Rubric

Name _____ Date _____

CATEGORY	Wonderful ☺ 3 pts	Good 2 pts	OK 1 pt	Needs Help ☹ 0 pt
Content	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.
Required Elements	Included all required elements.	Storyboard included most of the requirements but left out one or two.	Storyboard is missing a few requirements and is a bit incomplete.	Many required elements are missing. This storyboard is very incomplete.
Use of Time	Used time well during entire class period (as shown by observation by teacher, and documentation of progress in storyboard) with no adult reminders.	Used time well during most of class period (as shown by observation by teacher, and documentation of progress in storyboard) with no adult reminders.	Used time well (as shown by observation by teacher and documentation of progress in storyboard), but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher and/or documentation of progress in storyboard) in spite of several adult reminders to do so.
Cooperation	Worked cooperatively with group all the time with no need for adult intervention.	Worked cooperatively with group most of time but had a few problems that the team resolved themselves.	Worked cooperatively with group most of the time, but had one problem that required adult intervention.	Worked cooperatively with group some of the time, but had several problems that required adult intervention.
Clarity and Neatness	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another	Storyboard is easy to read and most elements are clearly written, labeled, or drawn.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for

	student could create the presentation if necessary.	Another person might be able to create the presentation after asking one or two questions.	create this presentation without asking lots of questions.	another person to create this presentation without asking lots of questions.
Spelling & Grammar	No spelling or grammatical mistakes on a storyboard with lots of text. Can have one to three teeny, tiny, barely noticeable mistakes.	No spelling or grammatical mistakes on a storyboard with little text. Or if it has quite a bit of text, can have a few minor errors.	A bunch of spelling or grammatical errors on the storyboard.	Many spelling and/or grammatical errors on the storyboard.
Creativity	Storyboard has plenty pictures and diagrams to make it unique and refreshing.	Storyboard has some pictures and diagrams. It is somewhat unique.	Storyboard has few pictures and/or diagrams. It is a little on the boring side.	Storyboard has almost no pictures or diagrams. It is quite boring.
Total	_____ +	_____ +	_____ +	_____ + =

Rubric adapted from Technology in Education Consortium, HPR. (2002, January01). *Storyboard rubric*. Retrieved from http://educatoral.com/storyboard_rubric.html 2010, January 27, 2010