

Teacher Notes



Flashback

Activity 2 Collaborating on Flashback

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Literary Devices
- ◆ **Topic:** Flashback
- ◆ **Grade Level:** 6 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 90 minutes

Materials

- ◆ TI-83 Plus or TI-83 Plus Silver Edition
- ◆ NoteFolio™ Application
- ◆ TI External Keyboard
- ◆ NoteFolio™ file: **FLASH2.8xv**

Activity Overview

Using a short story of the teacher's choosing, the students will identify and analyze flashback. With the teacher's assistance, the students will then evaluate how flashback is used to add to the meaning and literary merit of the story.

Tip

It is important to select one or more short stories in which flashback is clearly used. Ideally, each selected story will exemplify careful use of the literary device to exhibit literary merit and craft.

Directions

Before the Activity Begins

Review the terms *flashback* and *chronological order*. Refer to the *Analyzing Flashback* transparency from Activity 1 as a form of quick review. Tell the students that today they will read a short story (or stories) and analyze it using the same method they practiced in Activity 1.

Use the same procedure found in Activity 1 to send the NoteFolio™ file, **FLASH2.8xv**, to the students' devices.

During the Activity

Divide the class into small groups of three or four students. Every student should read the story assigned to the group. Remind them to pay close attention to the use of flashback outside of the chronological order.

When everyone in the group has read the story at least once, the groups should informally discuss the use of flashback to learn how other members of the group perceived it. When ready to analyze the story, each group should select one member to be the group's scribe. This student will record the group's evaluation of the story. If needed, the teacher should lead the students in analyzing flashback utilizing their TI-83 Plus devices, keyboards, and NoteFolio™ files.

In the **FLASH2.8xv** file, the students will be prompted to:

- ◆ identify the story
- ◆ name the first current event (within the time frame of the text)
- ◆ name subsequent current events
- ◆ explicitly identify the flashback event(s)
- ◆ finish naming subsequent current events
- ◆ analyze how the flashback clarifies chronological flow of the story
- ◆ analyze how the flashback adds to the meaning of the story

When each group has completed its evaluation, the scribe should copy the file to each member's TI-83 Plus device using the unit-to-unit cable.

After the Activity

When the small groups are finished and each student has a copy of his or her group's file, reconvene the class. The teacher should lead a class discussion in which the students share their responses and compare and contrast responses between the small groups. The teacher and students should critique the responses for accuracy and to clarify concepts. Use this analysis to help students clarify and thoroughly understand flashback as developed in the stories they analyzed.

As a final class activity, lead a critique of the author's use of flashback as a way to clarify current events and add to the meaning of the story. Discuss how flashback contributes to the literary craft and merit of story.