

Teacher Notes



Foreshadowing

Activity 2 Collaborating on Foreshadowing

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Literary Devices
- ◆ **Topic:** Foreshadowing
- ◆ **Grade Level:** 6 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ TI-83 Plus or TI-83 Plus Silver Edition
- ◆ One or more short stories (teacher's selection)
- ◆ NoteFolio™ Application
- ◆ NoteFolio™ file: **FORE2.8xv**

Activity Overview

Using a short story of the teacher's choosing, the students will find examples of foreshadowing. With the teacher's assistance, the students will then evaluate how foreshadowing adds to the meaning and suspense of the story and is one aspect adding to the literary merit of the selected work.

Tip

It is important to choose a short story (or stories) in which foreshadowing is present at least one time and central to the literary craft exhibited in the story. Help students to understand that the number and types of clues of a foreshadowed event can vary. Also, foreshadowing often becomes more apparent after the reader has finished reading a work.

Directions

Before the Activity Begins

Review the term *foreshadowing*. Refer to the **Foreshadowing Analysis** from Activity 1 as a form of quick review of the analysis process. Inform students that in the literature they read inside and outside of class, foreshadowing is often used and is important to the literary merit of the story.

Begin this activity by telling the class that today they will read one (or more) short stories and will analyze the use of foreshadowing in the stories using the same method they practiced in Activity 1. Download the NoteFolio™ file,

FORE2.8xv, to each students' TI-83 Plus device. Use the instructions provided at the end of Activity 1 to distribute the file.

During the Activity

Divide the class into small groups of three or four students. Direct each group to read the short story they have been assigned. Remind them to look for possible clues of events yet to come while they read the story. Also remind them that foreshadowing is sometimes even more apparent when one has finished reading a piece.

Students will use the TI-83 Plus device to record the analysis of foreshadowing in the story read. Each student will be prompted to:

- ◆ identify clues (directly quoting from the text with the page number)
- ◆ name the foreshadowed events

If necessary, help the students to identify the foreshadowing in their stories.

After the Activity

Students should share their responses with the other members of their small groups. Afterward, bring the class back together and share responses as a class. The teacher and class should critique the responses for accuracy and clarify the concepts presented. Students should agree on and understand the examples of foreshadowing found in the stories they read.

As a final exercise, have the students critique the author's use of foreshadowing, evaluating whether it was essential to the merit of the story.

Advise the students that they will be creating a plan for using foreshadowing in their own writing in the next activity. If the teacher is using other lessons in this series, then the students can use foreshadowing in conjunction with the characters, settings, plots, and themes they have already developed in the lessons named **Character and Characterization**, **Setting**, **Conflict and Plot**, and **Theme**. This is not required; their foreshadowing usage in the following activity can be completely new and unrelated to any other assignment.