**Objectives**

By the end of this lesson, SWBAT:

1. Describe the plot of a known novel including events in the beginning, conflict, and rising action, and explain how some of these events propel the plot of the novel forward.
2. Establish and develop a sequence of events leading to a plot for their group novels and then for their own novels as homework.

**Materials**

* Transparency/slide projected image of an actual rollercoaster.
* Transparency of the [blank "Plot Rollercoaster."](http://ywp.nanowrimo.org/files/ywp/ywp_10_ms_plot_rollercoaster.pdf)
* The chosen Book X that your class read together with tabs on the significant events in the book that correspond to those on the "Plot Rollercoaster." Be prepared to read passages from those parts.
* An ["Outlining Your Plot" worksheet](http://ywp.nanowrimo.org/files/ywp/ywp_10_ms_outlining_your_plot.pdf) for each student.

**Lesson Plan 6: Introducing the Elements of Plot – Part One**

**Step One: The Fun of Rollercoasters**

*5 minutes*

Tell the class that today’s lesson is so huge that we have to start with something really serious. Project or post a picture of a rollercoaster. Say, “I need to know what you all like about rollercoasters.” After you take some responses, complicate the issue with these questions: “Would it be as fun if all the dips were the same? What if the biggest fall came at the beginning? What if there were no dips and it was just a straight line? What does this have to do with novels?” Gather more responses. Students will probably gather that a good novel is like a good rollercoaster. So say, “You have already figured out the central conflict of your novel, now you have to figure out specific actions that will happen to resolve it, and that will look like a big hill on a rollercoaster.”

**Step Two: Plotting the Plot Rollercoaster**

*25 minutes*

1. Hand out copies of the "Outlining Your Plot" worksheets, one per student. Explain to students that the “plot” of a novel is what the novel is all about, or the sequence of important events as they occur. (You may wish to point out that the order in which plot events occur is not necessarily the same order in which an author reveals important plot events to the reader.) Then call on students to read the descriptions of set-up (beginning), the inciting incident (which usually introduces a story's main conflicts), and rising action only.

2. Ask students to get out their copies of the last novel you read as a class. Project the "Plot Rollercoaster" transparency onto the board. Discuss and analyze the sequence of events in that novel and label its elements on the "Plot Rollercoaster" transparency. For example, when discussing the set-up, ask a student what the set-up, or beginning, of Book X was. Paraphrase it on the appropriate section of the transparency. Have students read relevant passages and phrases that they pick out, with some guidance from you on page numbers if necessary.

For each important event, invite students to speculate about how this event propelled the action of the story. For example, prompt discussion by asking “What does this event have to do with the main conflict of the novel? How does it move the story along?”

Your discussion of this book should end right before the climax, or most exciting nail-biting part of the book. Instruct them that they will know they have finished plotting for the day when the next thing to happen is the climax. Tell students this will be discussed in the next lesson.

**Step Three: Group Noveling**

*30 minutes*

Have students get into their noveling groups and hand out extra copies of the "Outlining Your Plot" worksheet, one per group. Tell students they have the rest of class to work on their group plots. Why are we not reporting back today, they may ask? Answer: Because rising action will take a *long* time to plan. Walk around and give more counsel than usual. Since the plot may be very difficult for students to map out, it might be a good idea to hand out tokens called “Inspiration Stars” to groups writing a plot that could help others by example. When you give one out, you could ask the class to quiet down and listen as that group explains their plot. These tickets may or may not be redeemed for something. Collect the group worksheets. Remember that they will be handed out again during Step Four of the next lesson as students work out the climax and resolution of their plots.

**Homework**

For homework, students only need to outline through rising action for their own novels. Tell students that anyone who wants to get ahead should also read the worksheet descriptions of climax, falling action, and resolution at home. They might also crack open the “model novels” they chose in Lesson 2 to check out how those authors used conflict and rising action to move their plots along.