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## Lesson Plan Ideas

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### Intermediate Grades/Middle School (6-8)

Objective Introduction to the components of a good story—character, point of view, setting, plot, and theme

Procedure Choose an age-appropriate ghost story from the resources listed. After reading or telling the story, discuss the following with the class:  
Review the basic elements of the story *without* going into a detailed explanation of each:

Setting	Character	Point of View
Plot	Theme	

Briefly discuss the following:

Was the story scary? Why/not?

Was the story believable? Why/not?

Was the story entertaining? Why/not?

What makes a story “good” for the reader or listener?

Introduce another short story in which the elements listed above can be explored in more depth and with greater structure and content information. **What Makes A Good Short Story?** is an outstanding web site for this lesson. Found at <http://www.learner.org/exhibits/literature/index.html> , it uses *A Jury of Her Peers*, by Susan Glaspell for this activity. The story can be printed or read online. Although the online form is lengthy at about 14-15 pages, it is engaging with small graphics on each page. The reader can also stop at various pages to participate in activities based on the story. Content activities are included (accessed from the introduction page) with excellent descriptions of each element and how each is seen in this short story.

This could easily provide a substantial investigation of short stories for a Language Arts class.

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## Lesson Plan A for Junior High/High School (8-12)

Objective Analysis (and synthesis) of the elements of a good short story—character, point of view, setting, plot, and theme.

Procedure Students will choose a ghost story from any of the resources listed on the handout sheet (or any other source that want to use, but they should have a written copy for reference).

Students will write a brief statement of why they chose this story and what they liked about it.

In class, briefly review the elements of a short story to assure that students have a common understanding of each:

Setting	Character	Point of View
Plot	Theme	

Students will then analyze their ghost stories for the missing or incomplete components. It would be good to provide an outline on the board/overhead or to give students a handout (possibly entitled “*Where does this story fall short?*”) to keep them organized and on track with this analysis.

Devote some portion of class time to share student analyses. Possibly choose the “best” and “worst” of the ghost stories that students originally chose for retelling and discussion to show the range of development in these stories.

### Optional Writing

Activity Challenge students to develop this ghost story in the areas in which it is lacking. They will “fill out” the story where it “falls” short according to their analysis.

This should be an extended activity in which students will have some time to think about critical elements and to create that which is missing.

If possible, schedule “writing” sessions (possibly spaced a day or two apart to provide creative thinking/reflection time) in a computer lab so that students have a chance to edit/revise their stories as they work.

## Lesson Plan B for Junior High/High School (8-12)

Objective Analysis and evaluation of the elements of a good short story—character, point of view, setting, plot, and theme

Procedure Students will choose a ghost story from any of the resources listed on the handout sheet (or any other source that want to use, but they should have a written copy for reference).

In class, briefly review the elements of a short story to assure that students have a common understanding of each:

Setting	Character	Point of View
Plot	Theme	

Students may respond to all or any number of the questions listed below, according to the instructor's goals and links to curriculum.

Students should complete the activities listed in written format. If class size allows for discussion, have students share their stories and analyses.

Each student should respond to the following as the question applies to his or her chosen "ghost" story:

- What were the strongest and weakest components—plot, character, setting, point of view, theme—of your story?
- Could the ghost be considered a "character" in your story? Why/not?
- How "believable" is the plot of your story? How does that affect the story?
- Does this ghost story have a theme? If so, what is it?
- Could this story be more enjoyable if it were told verbally, rather than read?
- What makes a story scary?
- Why do people like scary stories?
- Does "logic" affect a scary story? Or can people suspend their critical thinking?

*The following could be a completely different mini-lesson, possibly completed as a web search. Begin with the lesson plan above or use any ghost story as a springboard and move to the following activities...*

- ✧ Ghosts appear in a number of stories in literature. Describe other “ghosts” in literature, the stories in which they appear, and the roles they play in those stories.
  - ✧ Choose one ghost from literature with which you are familiar. Why was a ghost used in that story as opposed to a live character?
  - ✧ How do the ghosts of “literature” differ from the ghosts in these stories?
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### **Lesson Plan for Speech Class**

- ✧ Students will choose a ghost story from any of the resources listed on the handout sheet (or any other source that want to use, but they should have a written copy for reference).
- ✧ Determine what criteria will be allowed to embellish the telling of the story—props, effects, etc.
- ✧ Develop a rubric based for grading and share that rubric with students as they prepare their stories
- ✧ Sit back and enjoy some storytelling...

# Ghost Stories

## THE CAMPFIRE STORIES HANDBOOK

Ghost Stories, Indian Legends and Tales of the Outdoors

<http://www.isd.net/srtobin/story/st-index.html>



<http://www.halloweenguide.com/>

<http://www.looksmart.com/eus1/eus141561/eus142456/eus142034/eus289259/r?!&>

**looksmart**

Cornwall has been described as the most haunted place in the British Isles, and for good reason! Stories of hauntings abound and most towns and villages have had more than their fair share.

<http://www.connexions.co.uk/culture/html/ghosts.ht>

Cornish Ghost Stories

**About.com™**

<http://urbanlegends.about.com/science/urbanlegends/cs/ghoststories/index.htm>



<http://www.themoonlitroad.com/>

**HALLOWEEN  
GHOST STORIES**

<http://www.halloweenghoststories.com/>

## Ghost Stories From Personal Experience

People from foreign countries experienced some of these stories. Some of this is to be believed as a myth.

<http://csucub.csuchico.edu/SummerFld/Parpages/brallos>

# The Ghosts of Ohio

<http://www.ghostsofohio.org/>