

Foreshadowing: Lesson Plan

Topic	
<p>Foreshadowing serves to hint at future events. It's a literary device whose purpose is to let viewers know something is going to happen without giving away too many details. Foreshadowing is used to create a suspenseful atmosphere, thus keeping readers engaged, and also to validate future plot points, keeping them grounded in the story world.</p>	
Possible subjects/classes	Time needed
<ul style="list-style-type: none"> • English • Creative Writing • Rhetoric/Public Speaking • History 	30-45 minutes
Video link:	
https://academy4sc.org/topic/foreshadowing-as-the-prophecy-foretold/	
Objective: <i>What will students know/be able to do at the end of class?</i>	
<ul style="list-style-type: none"> • Define foreshadowing • Explain what techniques make for good uses of foreshadowing • Identify examples of foreshadowing in storytelling mediums 	
Key Concepts & Vocabulary	
Direct foreshadowing, indirect foreshadowing, literary devices	
Materials Needed	
If doing activity 1, print out fairy tales prior to class	
Before you watch	
<p>Think-Pair-Share Ask students to think about a time they were reading a book or watching a movie or tv show and they were able to guess the ending before it happened. Why were they able to guess? What clues led them to make their guess? Give students a minute to think, then discuss with the person next with them. Then solicit a few examples as a whole class.</p>	

While you watch

1. Define foreshadowing
2. Why is foreshadowing an important tool in storytelling?

After you watch/discussion questions

1. What are some common examples of foreshadowing (hinting at future events) you often see?
2. When is foreshadowing not effective? Explain your answer.
3. How can learning about foreshadowing help you in your daily life?

Activity Ideas

1. Print out a few classic fairy tales that students should be familiar with, available [here](http://www.eastoftheweb.com/short-stories/Collections/ClasFair.shtml) for free: <http://www.eastoftheweb.com/short-stories/Collections/ClasFair.shtml>. In groups, have students read the fairy tales and circle examples of foreshadowing.
2. Backwards storytelling: the teacher or a student makes up a 1-2 sentence "crazy" ENDING to a story and writes it on the board. Then, in groups, students have 5 minutes to write the best story that would lead to that ending and it must include at least 2 examples of foreshadowing. Each group then nominates one person to read their story to the class.
3. If using this lesson in a history class, choose an historical event that you've recently discussed (ones that work great are wars or major social movements like civil rights or women's suffrage). Ask students to pretend that they are living 1 year (or 2, 5, or 10 years) before the major event occurred and ask students to argue why the event is coming, citing events or moments that "foreshadowed" this bigger event.

Sources/places to learn more

1. Bae, Byung-Chull & R. Michael Young. "A Use of Flashback and Foreshadowing for Surprise Arousal in Narrative Using a Plan-Based Approach." *Interactive Storytelling. ICIDS 2008. Lecture Notes in Computer Science*, vol 5334. Springer, Berlin, Heidelberg. Doi: 10.1007/978-3-540-89454-4_22.
2. Bae, Byung-Chull, Yun-Gyung Cheong, & Daniel Vella. "Modeling Foreshadowing in Narrative Comprehension for Sentimental Readers." *Interactive Storytelling. Lecture Notes in Computer Science*, vol 8230. Springer, Cham. doi: 10.1007/978-3-319-02756-2_1.
3. Hogan, Patrick Colm. "Literary Universals." *Poetics Today*, vol 18, no 2, 1997, pp 223-249. Doi: 10.2307/1773433.