



BUTTERFLIES

(Short story)

(Roger Dean Kiser)

After completing this lesson, students will be able to:

- analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- provide an objective summary of a range of texts including fiction, non-fiction and other types of text add new words in glossary
- evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). Evaluate stages of plot development in a fictional text.(exposition, setting, climax, character development, resolution)
- speak confidently and fluently in a wide range of contexts. For example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfil different purposes (exposition, argumentation etc.).
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity
- comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.
- apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.
- write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.

Pre-Reading

- Do you know what an 'orphanage' is?
- How can people show love and care to orphans?

Reading

There was a time in my life when beauty meant something special to me. I guess that would have been when I was about six or seven years old, just several weeks or maybe a month before the orphanage turned me into an old man.

I would get up every morning at the orphanage, make my bed just like the little soldier that I had become. Then I would get into one of the two straight lines and march to breakfast with the other twenty or thirty boys who also lived in my dormitory.

After breakfast one Saturday morning I returned to the dormitory and saw the house master chasing the beautiful monarch butterflies that lived by the hundreds in the azalea bushes strewn around the orphanage.

While-reading

Why was the house master chasing the butterflies?

I carefully watched as he caught these beautiful creatures, one after the other, and then took them from the net and then stuck straight pins through their head and wings, pinning them onto a heavy cardboard sheet.

How cruel it was to kill something of such beauty. I had walked many times out into the bushes, all by myself, just so the butterflies could land on my head, face and hands so I could look at them up close.

When the telephone rang the house parent laid the large cardboard paper down on the back cement step and went inside to answer the phone. I walked up the cardboard and looked at the butterfly who he had just pinned to the large paper. It was still moving about so I reached down and touched it on the wing



causing one of the pins to fall out. It started flying around and around trying to get away but it was still pinned by the one wing with the other straight pin. Finally its wing broke off and the butterfly fell to the ground and just quivered.

I picked up the torn wing and the butterfly and I spat on its wing and tried to get it to stick back on so it could fly away and be free before the house parent came back. But it would not stay on him.



The next thing I knew the house parent came walking back out of the back door by the garbage room and started yelling at me. I told him that I did not do anything but he did not believe me. He picked up the cardboard paper and started hitting me on the top of the head. There were all kinds of butterfly pieces going everywhere. He threw the cardboard down on the ground and told me to pick it up and put it in the garbage inside the back room of the dormitory and then he left.

I sat there in the dirt, by that big old tree, for the longest time trying to fit all the butterfly pieces back together so I could bury them whole, but it was too hard to do. So I prayed for them and then I put them in an old torn up shoe box and buried them in the bottom of the fort that I had built in the ground, out by the large bamboos, near the blackberry bushes.

Every year when the butterflies would return to the orphanage and try to land on me I would try and shoo them away because they did not know that the orphanage was a bad place to live and a very bad place to die.

Post-reading

Why did the writer shoo the butterflies away in the next season?

About the writer :

Roger Dean Kiser was born in Haywood, California. As a toddler, Kiser was abandoned by his parents and grandparents; he lived in an orphanage in Jacksonville, Florida. He attended school in Jacksonville but only finished up through his sixth-grade year. Kiser dropped out of seventh grade two weeks into the school year. Despite this, he later attended nursing school and worked as both an EMT and LPN in Georgia, then as a medic in the U.S. Army for three years. After working as a nurse for many years, Kiser shifted his work and became an ammunition inspector in California before moving back to Georgia.



Kiser's work is inspired by his life in Jacksonville and the abuse he suffered in both the Children's Home Society Orphanage and the Florida Industrial School for Boys at Marianna. He started writing because the sorrow and pain he felt due to the abuse he suffered as a child was still such a major part of his life. Writing was difficult because Kiser only had a sixth-grade education, but his storytelling ability shone through. Kiser has written over 900 short stories during his career, many of which have been published in various Chicken Soup for the Soul volumes. He has said his favorite of his own stories is "A'D' Minus," while the hardest to write was "The Horrors in the White House."

[www.https://study.com/learn/lesson/roger-dean-kiser-biography-works.html](https://study.com/learn/lesson/roger-dean-kiser-biography-works.html)

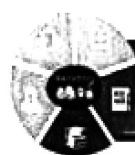
Theme: This story is about Kiser as a boy in his orphanage that there were butterflies there. This story is about the world through a child's eyes and how beautiful things look when you are a kid. Everything is clearer and prettier and everything means more. One thing that means more when you are a kid is beauty. He is traumatized by some experiences he has lived inside the orphanage (no love, living like a little soldier). His only happiness is spending time with the butterflies. He does not like the way his house parent acts.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you.

Words	Meanings	Synonyms
bamboo	cane	
dormitory	a bedroom for number of people in an institution	
fort	castle	
monarch	king, queen, emperor	
orphanage	where orphans are looked after	
quivered	shake or vibrate slightly	
strewn	scatter, sprinkle, cover	
azalea	flowering shrub.	



Reading and Critical Thinking

a) Answer these questions.

1. Discuss the theme of the story in your own words.
2. At what age, did the writer go to an orphanage?
3. How did the orphanage turn him into an old man?
4. Why was the house parent chasing the beautiful butterflies?
5. Describe his feelings on catching butterflies.
6. What happened when the house parent went to attend the call?
7. Why was the writer putting butterfly pieces back together?

b) Choose the best answer.

- i. The writer was _____ years old when he entered in the orphanage:
a) six or seven years old b) three to four years old c) eight to nine years old

- ii. The orphanage turned him into a/an :
 a) serious man b) young man c) old man
- iii. The orphanage was a _____ place to live and a very bad place to die.
 a) bad b) cold c) dirty
- iv. The writer _____ the butterflies away in the next season.
 a) shoo b) sent c) passed

c) Objective summary of a range of texts including fiction, non-fiction

Fiction refers to plot, settings, and characters created from the imagination, while non-fiction refers to factual stories focused on actual events and people. Creating an objective summary of a range of texts, including fiction and non-fiction, requires condensing the key points and themes while avoiding personal opinions or interpretations. There are some aspects in this regard:

FICTION VERSUS NON-FICTION	
	
Fictional literature is imagined	Non-fiction literature is based on fact
Often based on actual events	Loose credibility if fabricated
Subjective	Objective
Can be different points of view	Authorial point of view
Deeply interior	Focused on exterior

- **Identify the Texts:** Begin by listing the titles and authors of the texts you want to summarize.
- **Summarize Each Text Individually:**
 - Fiction:** For fiction, briefly outline the plot, main characters, setting, and central conflict or theme. Mention any notable stylistic elements, such as the author's writing style or narrative structure.
 - Non-Fiction:** For non-fiction, highlight the main topic or subject matter, the author's main argument or thesis, supporting evidence or examples, and any key ideas or conclusions.
- **Common Themes or Patterns:** If there are common themes, motifs, or patterns across the texts, mention them. This could include shared themes like love, survival, identity, or societal issues.
- **Differences:** Note any distinctive features or differences between the fiction and non-fiction texts, such as the use of imagination and creativity in fiction versus factual information in non-fiction.
- **Overall Impression:** Avoid personal judgments or interpretations, but you can provide a neutral statement about the overall impression or significance of the texts. For instance, if the texts collectively shed light on a particular historical period or offer diverse perspectives on a specific topic, mention this.

Activity

Provide an objective summary of the story " Butterflies".

C) Elements of Short Story**a) Basic elements of a story**

There are 5 elements of a story that are typically taught first in elementary school. These story elements are:

1. **Setting:** Where and when is the story happening? Setting represents both the physical location but also the time (i.e. past, present, future) and the social and cultural conditions in which the characters exist. It can be used to create atmosphere and mood and to influence character behavior and plot development.
2. **Character:** A person or animal or really anything personified. There can be one main character or many, and they may have a background that has shaped and molded them. Secondary characters are also important. Characters can be described in terms of their physical appearance, personality, background, and motivations. They can also be dynamic (changing) or static (unchanging) throughout the story.
3. **Conflict:** Every story must have a conflict, i.e. a challenge or problem around which the plot is based. Without conflict, the story will have no purpose. Conflict can take many forms, such as person vs. person, person vs. nature, person vs. society, and person vs. self. The conflict should be well-developed and add tension and drama to the story.

4. **Plot:** The plot consists of the events that happen in the story. In a plot you typically find an introduction, rising action, a climax, the falling action, and a resolution. Plot is often represented as an arc. The plot is the backbone of the story and provides structure and direction for the narrative.
5. **Theme:** Idea, belief, moral, lesson or insight. It's the central argument that the author is trying to make the reader understand. The theme is the "why" of the story. Themes can be universal (applicable to all) or specific to a certain culture or time period. They should be explored through the events of the story and can offer insights into human behavior or the human condition.

Advanced story elements

There are 3 advanced elements of a story that are typically taught in high school. These story elements are:

1. **Point-of-view:** "Who" is telling the story? First person ("I") or third person ("he/she/it"). Limited (one character's perspective), multiple (many characters' perspectives) or omniscient (all knowing narrator). Second person ("you") is not often used for writing stories. The choice of point-of-view can greatly impact the reader's experience of the story, and can affect how they relate to the characters and events.
2. **Tone:** This is the overall emotional "tone" or meaning of the story. Is it happy, funny, sad, or depressed? There are multiple ways to portray tone including through word and grammar choices, choice of theme, imagery and description, symbolism, and the sounds of the words in combination (i.e. rhyme, rhythm, and musicality). The tone should be consistent throughout the story and should match the mood and atmosphere created by the setting, plot, and characters.
3. **Style:** This is **how** things are said. Word choices, sentence structure, dialogue, metaphor, simile, and hyperbole are all aspects of style. Style contributes significantly to tone. Style can be used to create unique and memorable prose and can help to differentiate one writer's work from another's. It can also contribute to the tone and overall feel of the story.

Activity

Elements of short story have been introduced to you. Now you have to discuss the following aspects of the short story "Butterflies":

- a) Writer's point of view
- b) Tone and style
- c) Setting and plot
- d) Conflict



Oral Communication

Activity

- Make groups of students within the class and ask them to collect information on the life cycle of a butterfly. Each group may collect information in the form of pictures and declarative sentences.
- Speak confidently and fluently in a wide range of contexts about the conflict resolution in a panel discussion, role-play or dialogue about the story "Butterflies" for argumentation which you observed in the story.



Vocabulary and Grammar

Modal verbs: An auxiliary verb like can, may, must, etc, which modifies the main verb and expresses possibility, probability, etc.

Modal verbs are as follows:

can, must, might, ought to, would, may, should, shall, will, could

Example: (i). She can read a book. (ii) We shall go to Lahore. (iii). Students may work hard.

a) Choose the correct modal verb for each of these sentences.

- _____ you go already? You only arrived an hour ago!
(a) must (b) should (c) can
- When he was young, he _____ swim very well. He won medals and championship!
(a) had to (b) can (c) could
- The company _____ go bankrupt if they don't find a lot of money quickly!
(a) should (b) shouldn't (c) might
- You look very confused by the home work. Ali _____ I help you?
(a) must (b) will (c) can

- I left my purse at home. Laila, _____ you lend me ten dollars?
 (a) may (b) could (c) shouldn't
- It's wet and windy outside today. You _____ go out without an umbrella.
 (a) shouldn't (b) won't (c) don't have to
- I think that sign means we _____ enter the building. Look there's security guard too.
 (a) won't (b) have to (c) mustn't

Verb: A verb is a word used to describe an action, state or occurrence. They can also be used to describe a state of being, that's feeling something. For example:

Read, jump.

Kinds of verbs

Regular Verbs: Those verbs that form their past participle with 'd' or 'ed' are regular verbs. These verbs do not undergo substantial changes while changing forms between tenses, e. g., share/shared, scare/scared, want/wanted, kill/killed, shout/shouted

Irregular Verbs: Those verbs that under-go substantial changes when changing forms between tenses are irregular verbs. The changed forms of these verbs are often different from the originals. e. g. , go/went/gone.

Linking Verb

A verb that acts as a link between two words is called linking verb. It connects or links a subject to a noun or an adjective in the predicate. The most common linking verbs are forms of the verb 'to be': am, is, are, was, were, being, been. For example:-

- Hassan is excited about his promotion.
- Dreams come true when we work hard.
- All the kittens were playful.

b) Fill in the blanks with the past participle of the verb in parenthesis.

- Have you _____ (see) my keys? I can't find them anywhere.
- I have never _____ (be) to Kashmir.
- We hadn't _____ (grow) tomatoes before last summer.

- Has she _____ (shake) hands with her new friend yet?
- They haven't _____ (speak) in years.
- Has he _____ (sell) his car yet?

c) Fill in the blanks with the linking verbs.

- You _____ very foolish to believe her.
- They _____ be happy ever after.
- He _____ putty in his hands.
- The police department _____ getting tough on crime.

Idioms and proverbs

IDIOMS VERSUS PROVERBS	
Idiom is a fixed expression that contains a figurative meaning.	Proverb is a short, well-known saying that contains an advice.
Idioms do not contain a moral.	Proverbs contain a moral or an advice based on the general truth.
Idioms are phrases, not complete sentences.	Proverbs are sentences.
Idioms do not make sense, if you are not familiar with it.	Proverbs can be understood even if you are hearing it for the first time.

Idioms

Idioms	Meaning	Usage
A blessing in disguise	a good thing that seemed bad at first	as part of a sentence
Beat around the bush	avoid saying what you mean, usually because it is uncomfortable	as part of a sentence
Better late than never	better to arrive late than not to come at all	by itself
Call it a day	stop working on something	as part of a sentence
Get out of hand	get out of control	as part of a sentence
Hang in there	don't give up	by itself as part of a sentence
Make a long story short	tell something briefly	as part of a sentence
Pull someone's leg	to joke with someone	as part of a sentence
Time flies when you're having fun	you don't notice how long something lasts when it's fun	by itself

Proverbs

Proverbs	Meanings
Actions speak louder than words	what you do is more important than what you say
A journey of a thousand miles begins with a single step	you must begin something if you hope to finish it; something that takes a long time to finish begins with one step
All good things must come to an end	everything ends; good times don't last forever
A picture is worth a thousand words	an image can tell a story better than words
Beggars can't be choosers	if you're in a bad situation and someone offers to help you, you have to take whatever they give you and shouldn't ask for more
Beauty is in the eye of the beholder	what is "beautiful" is different for each person
Birds of a feather flock together	people who are similar spend time together
Cleanliness is next to godliness	it's good to be clean. God is clean, and you should be too.
Don't bite the hand that feeds you	don't make someone angry or hurt someone who is helping you or paying for you

Activity

Use the given idioms and proverbs in your sentences. You can use them in your daily routine writing or in discussion as well.

d) Phrasal Verbs

Use the following phrasal verbs in sentences.

clean up _____

come across _____

come apart _____

come from _____

cut down _____

cut off _____



Writing

WHAT IS A DESCRIPTIVE ESSAY?

A descriptive essay is one which is used in order to describe something. These essays can describe anything from a person or place to an item or idea. The idea of the descriptive essay is to give the author a chance to hone their writing skills by way of description. On top of this, the descriptive essay is a great chance for the author to use their creative skills - the more vivid the description, the more the reader can picture clearly what is being talked about. This means that the writer should employ all their skills to paint an image for the audience.

Ideas for Descriptive Essay Topics

The hardest part of descriptive essays is coming up with a topic. Just remember that you can quite literally describe anything as long as you yourself find it interesting enough to write about. That might include:

- Along nature hike through beautiful surroundings
- Your favorite sport or a specific game/match that was memorable
- Your most recent birthday and all the things that have shaped you in the past

- A country or city, broken down into geography, climate, politics, religion, and culture
- A historical event, including its causes, ramifications, and consequences
- A news story that includes context about the people involved, information about where it occurred, and insight into other events it links to

General Format and Structure of a Descriptive Essay

There isn't a set format for descriptive essays. You describe your own approach that how do you experience things, and it turns out that we all experience and see things differently?

A good outline structure that you can start with might look like this.

Introduction

- Write a clue that helps your reader relate to the senses you're tapping into.
- Provide some general background about the thing you're describing.
- Form a thesis statement that makes a claim (but may not necessarily include an argument or opinion).

Body paragraph: Physical Description

- Provide a topic sentence introducing the subject.
- Give an in-depth physical description of the subject.

Body paragraph: Contextual Description

- Describe your subject within its given context, like its physical surroundings or temporal environment.

Body paragraph: Emotional Description

- Describe how the subject emotionally or mentally affected those who interacted or experienced it.

Conclusion

- Restate your thesis about the subject's description.

Activity:

Describe the character sketch of the writer in the story 'Butterflies'.

Proof reading a text means omitting errors from the text and making it error-free. Proof-reading may consist of capitalizing letters, adding a period, adding a question mark, add a comma, taking a word out, spelling correctly, indenting, ,/ lower case letter, ^ add symbols and apostrophe (').

Proof Read

Proof read the given text carefully and rewrite it in the given space.

spaghetti dinner

Last night my father made us Spaghetti dinner. He makes the best meat balls in the world! I ate a lot of spaghetti, My brother spill sauces on his white shirt. Whee all laughed. I love it when my dad make spaghetti.



- Encourage students to write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.
- Ask them apply the techniques of writing the first draft with sufficient details such as proofreading and editing details to suit the purpose and audience.