

Modern Fantasy Course Syllabus

Week 1— Elements of Fantasy

	Information	Activities
DAY 1	<p>Introductions</p> <ul style="list-style-type: none"> • Course overview & expectations • Establish rules for three week session <p>Lesson</p> <ul style="list-style-type: none"> • Define fantasy. Trace the origins of modern fantasy. Compare and contrast fantasy and myth. 	<p>Journal Entry</p> <ul style="list-style-type: none"> • Why did you take Modern Fantasy? • How much Fantasy have you read? • Do you like to write? • What would you like to get out of this course? <p>Workshop</p> <ul style="list-style-type: none"> • Students will share their hopes and aspirations of the course • Have students create their own rules that they must abide by. Post rules around wall. <p>Pointed Reading</p> <ul style="list-style-type: none"> • Students will read “Thor’s Duel with Hrungnir.” <p>Class Discussion</p> <ul style="list-style-type: none"> • Compare and contrast Pointed Reading with a modern fantasy <p>Written Expression</p> <ul style="list-style-type: none"> • Students will write a myth of their own, incorporating common motifs from the morning’s lesson <p>HW</p> <ul style="list-style-type: none"> • Chapter 6-10 in <u>The Fellowship of the Ring</u>
DAY 2	<p>Lesson</p> <ul style="list-style-type: none"> • Define setting. • Identify and understand how authors use setting in fantasy novels. • Learn to properly cite a passage from text 	<p>Journal Entry</p> <ul style="list-style-type: none"> • Pick one setting from a book of your choosing. Describe it as vividly as possible. • Why is it memorable? <p>Class Discussion</p> <ul style="list-style-type: none"> • Students will share their responses aloud. This introduction will lead into a discussion of setting. • Discuss setting: location, time and circumstance in <u>The Fellowship of the Ring</u>. <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Present proper grammar for quoting a passage <p>Workshop</p> <ul style="list-style-type: none"> • Divide students in to groups whereby, each group will be assigned a setting from <u>The Fellowship</u>. The group will create a

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		<p>poster that</p> <ul style="list-style-type: none"> A. Introduces the location to the class B. Uses three properly cited quotes that describe the scene <ul style="list-style-type: none"> • Includes complementing illustrations <p>Presentations</p> <ul style="list-style-type: none"> • Groups will present their posters in front of the class. Each group will explain why they chose the complementing picture and text. <p>HW</p> <ul style="list-style-type: none"> • Finish through Book II Chapter II (The Council of Elrond) in <u>The Fellowship</u>
DAY 3	<p>Lesson</p> <ul style="list-style-type: none"> • Define characters • Define motif • Identify typical motifs of fantastic characters. 	<p>Journal Entry</p> <ul style="list-style-type: none"> • Describe a parent, sibling, and best friend. • What makes him or her appealing? Is it actions, personality, or looks? <p>Workshop</p> <ul style="list-style-type: none"> • Students will share their responses aloud. This introduction will lead into a discussion of characters. • Teach the different character motifs within fantasy. <p>Workshop</p> <ul style="list-style-type: none"> • Divide students in to groups whereby, each group will be assigned a character from The Fellowship. • The group will create a poster that <ul style="list-style-type: none"> A. Illustrates the character B. Uses three properly cited quotes that describe the character's <ul style="list-style-type: none"> I. Physical Description II. Personality/Actions III. Other Characters' Impression <p>Presentations</p> <ul style="list-style-type: none"> • Groups will present their posters in front of the class. • Each group will explain whether its character follows a common character motif <p>HW</p> <ul style="list-style-type: none"> • Reading: Read up to Lothlorien (Book II Ch. 6) in <u>The Fellowship</u>
DAY 4	<p>Lessons</p> <ul style="list-style-type: none"> • Define theme • Identify common themes in fantasy 	<p>Journal Entry</p> <ul style="list-style-type: none"> • What is a lesson? How might a story teach a lesson? <p>Class Discussion</p> <ul style="list-style-type: none"> • Students will read their responses aloud • Discuss how authors create themes in a story: (characters, situations,

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		<p>circumstances)</p> <p>Workshop</p> <ul style="list-style-type: none"> • Divide students in to groups whereby, each group will be assigned a theme from <u>The Fellowship</u>. The group will create a poster that <ol style="list-style-type: none"> 1. Introduces a different theme from the novel 2. Uses two quotes to show how a recurring motif reveals the theme <p>Presentations:</p> <ul style="list-style-type: none"> • Each group will explain why they chose the complementing picture. The rest of the class will analyze whether the quotes and motifs demonstrate a theme. <p>HW</p> <ul style="list-style-type: none"> • Finish <u>The Fellowship of the Ring</u>
DAY 5	<p>Lesson</p> <ul style="list-style-type: none"> • Define plot • Identify the components of a plot chart 	<p>Journal Entry</p> <ul style="list-style-type: none"> • In five sentences describe the events that occurred in <u>The Fellowship of the Ring</u>. • Can you identify a pattern to their sequence? <p>Shared Response</p> <ul style="list-style-type: none"> • Students will share their responses aloud. • Discuss a plot chart: exposition, rising action, climax, falling action and conclusion <p>Written Expression</p> <ul style="list-style-type: none"> • Write an analysis of <u>The Fellowship of the Ring</u>. Use at least three quotes to commend or criticize Tolkien's work through its setting, characters, theme, and/or plot. <p>Weekly Review</p> <ul style="list-style-type: none"> • Play a Jeopardy based game that reviews the week's lessons

Week 2— Strengthening The Writer’s Toolbox

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DAY 6	<p>Lessons</p> <ul style="list-style-type: none"> • Define mood. • Describe how an author uses diction to influence a book’s mood. 	<p>Journal Entry</p> <ul style="list-style-type: none"> • Does The Fellowship of the Ring emote a “feeling”? If so, what is it? <p>Shared Responses</p> <ul style="list-style-type: none"> • Students will share their responses aloud. This introduction will lead into a discussion of mood. • Discuss how authors use moods to further plots <p>Pointed Reading</p> <ul style="list-style-type: none"> • Listen to a passage from <u>The Two Towers</u> <p>Written Expression</p> <ul style="list-style-type: none"> • Write a single scene that will emote a mood of your choosing <p>Shared Responses</p> <ul style="list-style-type: none"> • Students will attempt to guess the mood of each other’s scenes <p>Homework</p> <ul style="list-style-type: none"> • Read Part I in <u>The Tale of Despereaux</u>
DAY 7	<p>Lessons</p> <ul style="list-style-type: none"> • Define imagery and trope • Identify and name ten different tropes • Understand how tropes enhance imagery in fantasy 	<p>Journal Entry</p> <ul style="list-style-type: none"> • (Take students outside.) In copious detail, describe what you see, hear, touch, smell, taste. <p>Share Responses:</p> <ul style="list-style-type: none"> • Students will share their responses aloud. This introduction will lead into a discussion of imagery and tropes. • Discuss how authors use metaphors and similes to force the reader to make unique comparisons and how they better writing <p>Written Expression</p> <ul style="list-style-type: none"> • Create a list words. Using the list of words write a trope describing each one. You may not use the same trope twice. <p>Workshop</p> <ul style="list-style-type: none"> • Students will compare lists and discuss whether each trope is recognizable <p>Final Project (Setting)</p> <ul style="list-style-type: none"> • Think about a world you would like to create • Using tropes, describe it vividly <p>Homework</p> <ul style="list-style-type: none"> • Read Part II in <u>Despereaux</u> • <u>Type Fantasy Setting</u>
DAY 8	<p>Lessons</p> <ul style="list-style-type: none"> • Define symbolism • Identify common symbols in fantasy • Understand why 	<p>Journal Entry</p> <ul style="list-style-type: none"> • Without words, how do you show an emotion? • Is it effective? Why? <p>Share Responses</p> <ul style="list-style-type: none"> • Describe everyday symbols.

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	<p>symbols add further meaning to a story</p>	<ul style="list-style-type: none"> Discuss how authors use symbols to convey differing messages (both overtly and covertly) <p>Workshop</p> <ul style="list-style-type: none"> Divide students in to three large groups whereby, each group will be assigned a symbol from Despereaux. The group will create a poster that <ol style="list-style-type: none"> Identifies a symbol and its possible meanings Uses a quote to demonstrate each component <p>Final Project (Setting)</p> <ul style="list-style-type: none"> The teacher will read through each student's setting, and make comments. During this time, the class will draw illustrations of his or her setting. <p>Homework</p> <ul style="list-style-type: none"> Read Part III in <u>The Tale of Despereaux</u> Revise Setting
DAY 9	<p>Lessons</p> <ul style="list-style-type: none"> Define Point of View Identify the strengths and weaknesses of each point of view 	<p>Journal Entry</p> <ul style="list-style-type: none"> Describe your favorite vacation. Then describe your mother's or father's impression of that same trip. <p>Shared Responses</p> <ul style="list-style-type: none"> Students will share responses Discuss first, second, third (omniscient)/(limited)(dramatic) points of view <p>Final Project (Story)</p> <ul style="list-style-type: none"> Jot some ideas for a story you would like to write...what does it include? [Knights/Wizards/Princesses/Kings] Imagine a scene unlike anything you've ever read. Begin writing final story <p>Workshop</p> <ul style="list-style-type: none"> Discuss writer's block, and ways to overcome it <p>Homework</p> <ul style="list-style-type: none"> Finish reading <u>The Tale of Despereaux</u> Typed rough draft of story due Monday
DAY 10	<p>Lessons</p> <ul style="list-style-type: none"> Compare and contrast authors' styles (Both strengths and weaknesses) Learn to identify and correct common writing mistakes 	<p>Journal Entry</p> <ul style="list-style-type: none"> Write a critical analysis comparing and contrasting The Fellowship of the Ring with The Tale of Despereaux. [Setting/Character/Theme/Plot/Language/Symbols] <p>Shared Responses</p> <ul style="list-style-type: none"> Discuss how contrasting authors [DiCamillo/Tolkien] compile the elements of a story into a tale Discuss the strengths of each author. This will

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		<p>lead into a lesson how to write more effectively.</p> <p>Final Project (Story)</p> <ul style="list-style-type: none"> Continue writing rough draft <p>Artistic Expression</p> <ul style="list-style-type: none"> Use music as a guide. Formulate ideas based on the tempo and key of a musical piece. <p>Homework</p> <ul style="list-style-type: none"> Typed Rough Draft due Monday

Week 3—Fantasy, Media and the Critics

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DAY 11	<p>Lessons</p> <ul style="list-style-type: none"> Discuss the role of a constructive critic Learn how to use comments to better one's story 	<p>Journal Entry</p> <ul style="list-style-type: none"> What is your response to criticism? How do you tell your siblings they did something wrong? How would you tell your friends they did something wrong? <p>Shared Response</p> <ul style="list-style-type: none"> Discuss the role of criticism plays in the writing process Identify the difference between objective criticism and subjective criticism <p>Workshop</p> <ul style="list-style-type: none"> Students will peer review each others' stories Each student will write a brief summary of what he or she liked, and what needs some improvement <p>Pointed Reading</p> <ul style="list-style-type: none"> Read W.H. Auden's and Edmund Wilson's review of <u>The Fellowship of the Ring</u> (one positive, one negative) Discuss the extent to which the critiques are objective or subjective <p>Homework</p> <ul style="list-style-type: none"> Revise story based on peer comments Read Chapters 1-6 in <u>The Golden Compass</u>
DAY 12	<p>Lesson</p> <ul style="list-style-type: none"> Analyze criticism that fantasy is "escapist" Develop arguments why fantasy should be respected by academics 	<p>Journal Entry</p> <ul style="list-style-type: none"> Has anyone ever mocked or looked down upon you for reading fantasy? What was his/her excuse? Why do you think scholars have trouble accepting fantasy as part of the literary canon? <p>Shared Discussion</p> <ul style="list-style-type: none"> The teacher will take on the role of "Professor Cynic": a critic who deems fantasy to be juvenile literature at the least, escapist at the worst.

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		<ul style="list-style-type: none"> The discussion with “Professor Cynic” will lead into a discussion regarding fantasy and its detractors. <p>Written Expression</p> <ul style="list-style-type: none"> Write an argument to your principal discussing why fantasy should be included in summer reading lists. <p>Homework</p> <ul style="list-style-type: none"> Final Revisions due tomorrow Read Ch. 7-11 in <u>The Golden Compass</u>
DAY 13	<p>Lessons</p> <ul style="list-style-type: none"> Compare and contrast elements of fantasy in literature and movies. Understand the difficulties Hollywood has in transforming literature into movies 	<p>Journal Entry</p> <ul style="list-style-type: none"> What is your overall impression of fantasy novels that are turned into movies? Do they do the book justice? Are the changes for the better or worse? How would you suggest a screenwriter adapt a fantasy novel? <p>Shared Responses</p> <ul style="list-style-type: none"> Discuss the similarities and differences between fantasy literature and film Introduce the difficulties directors have turning books into movies <p>Artistic Expression</p> <ul style="list-style-type: none"> Watch Star Wars: A New Hope <p>Written Expression</p> <ul style="list-style-type: none"> Write a two page analysis contrasting Star Wars with any of the assigned books read thus far. Responses may incorporate setting, characters, plot, mood, theme, diction, point of view <p>Homework</p> <ul style="list-style-type: none"> Read to Chapter 18 in <u>The Golden Compass</u>
DAY 14	<p>Lesson</p> <ul style="list-style-type: none"> Prepare final drafts Understand the characteristics of an effective speaker 	<p>Journal Entry</p> <ul style="list-style-type: none"> Think of a person whom you respect. How does he or she speak? What makes you want to listen? <p>Shared Response</p> <ul style="list-style-type: none"> Discuss characteristics of a strong speaker Compare good public speaking to good writing <p>Final Project (Story)</p> <ul style="list-style-type: none"> Create a title page and table of contents Insert illustration into the anthology for publication

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		<p>Artistic Expression</p> <ul style="list-style-type: none"> Listen to a section of “Harry Potter” on tape <p>Workshop</p> <ul style="list-style-type: none"> Practice reciting stories and prologues Students will give each other feed back <p>Homework</p> <ul style="list-style-type: none"> Finish <u>The Golden Compass</u>
DAY 15	<p>Lesson</p> <ul style="list-style-type: none"> Critique the strengths and weaknesses of the calss Assess knowledge of session’s lessons Identify words and phrases meant to entice an audience into reading a book 	<p>Journal Entry</p> <ul style="list-style-type: none"> What are your impressions of this class? Did it meet your expectations? What was your favorite activity? What did you like to see more of? What can be improved? <p>Share Responses</p> <ul style="list-style-type: none"> Discuss what worked best in class, and what should be amended <p>Post Assessment</p> <ul style="list-style-type: none"> Students will take the post assessment <p>Artistic Representation:</p> <ul style="list-style-type: none"> Students will create a poster that uses catch phrases to entice an audience to read his or her story <p>Presentations</p> <ul style="list-style-type: none"> Students will conduct a “Book Signing” session with parents Each student will be responsible to explain his or her own book to the perspective reader