

Writing Workshop: Modern Fantasy



CTY Course Syllabus

Week 1

Day	Time Period	Goals	Activities
Day 1 (Mon) <u>Materials:</u> -posters -markers/ misc. art supplies	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> • Begin building classroom community • Share class objectives • Assess students' prior knowledge and experience 	<ul style="list-style-type: none"> • Introductions (Instructor & PA) & expectations for behavior • Icebreaker: Name Game, then "Partner Interviews" • Overview of class activities/projects/materials • Review CTY Honor Code, questions & interpretations • Pre-assessment, Part I & II • <i>Essential Questions:</i> What is fantasy? What do you hope to learn about fantasy from this course? (post-its)
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> • Assess students' prior knowledge and experience with modern fantasy reading and writing • Reflect upon the day's work and ideas/feelings 	<ul style="list-style-type: none"> • Using information from pre-assessment and discussion, meet with three other classmates to generate a group definition of fantasy. Incorporate your group's elements into a visual representation. Design poster for presentation to the class. • Identify assumptions about fantasy and highlight their relationship to cultural values (ex: myth, dreams, otherness, supernatural, power, magic, good vs. evil, etc.) • Deduce elements of fantasy from poster projects (notes page) • Introduce MFRN, author background, introductory discussion
	Homework	<ul style="list-style-type: none"> • Improve comprehension of fantasy text and literary analysis skills • Gain knowledge and information from family members 	<ul style="list-style-type: none"> • Read MFRN, chapters 1-7 (from where you left off in class); note vocabulary and idea to ponder on homework sheet • Interview a family member about fantasy. Find out what they know and organize the information in your notes.

Day	Time Period	Goals	Activities
Day 2 (Tues)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> • Gain broader understanding of fantasy through exploring fantasy book of personal interest • Get a "running start" on fantasy writing through writing from a choice of different prompts • Reinforce the belief that one of the best ways to improve one's writing is to write a lot! • Enhance critical thinking and collaboration skills by marrying two stories into one 	<ul style="list-style-type: none"> • Free-read self-selected fantasy book, note characteristics of fantasy and other thoughts • Writing focus lesson: read and discuss "A Running Start" (about the key to quality writing, and "the writer's oath") from Gail Carson Levine's book, <i>Writing Magic</i>; perform writing activity suggested in book, choosing among the prompts Levine offers • Share short stories with writing buddy; find a way to join your two stories together into one (doesn't have to include all details from both stories) • Discuss difference between fantasy and science fiction, with the help of Gerrold's chapter, "...and fantasy" from <i>Worlds of Wonder: How to Write Science Fiction</i> (ANNA leads discussion)
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> • Build comprehension through anticipatory activities for novel • Improve literary analysis and interpretation skills • Begin to understand our workshop process 	<ul style="list-style-type: none"> • Discussion of MFRN, chapters 1-7, with focus on aspects of animal fantasy and difference between adult and child characters in fantasy (ex: what makes you upset? What makes you feel sad? What makes you feel happy? What makes you generous and outgoing?) • Writing workshop run-through with short stories written in the morning from "A Running Start" prompts & volunteers • Brainstorm fantasy stories!
	Homework	<ul style="list-style-type: none"> • Gain exposure to fantasy text and improve literary analysis skills 	<ul style="list-style-type: none"> • Read MFRN chapters 8-14 and consider vocabulary and fantastical thinking starters provided

Day	Time Period	Goals	Activities
Day 3 (Wed)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> Gain broader understanding of fantasy through exploring fantasy book of personal interest Understand how to use different senses to enhance detail in writing Practice "seeing" to improve perception and stretch imagination 	<ul style="list-style-type: none"> Free-read and respond to self-selected fantasy book and respond on post-it notes Writing focus lesson: "Eureka!" & "Noticing" from <i>GCL's Writing Magic</i>; read and discuss (jigsaw) Noticing activity: use observation journal to jot down observations now (5 minutes), at lunch, in the afternoon, and after activities <i>Harris Burdick</i> partner "seeing" activity Given a title, create a drawing to represent it
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> Explore writers' use of the senses in descriptions Improve literary analysis skills Deepen understanding of fantasy through drama Brainstorm culminating writing project 	<ul style="list-style-type: none"> Discussion of MFRN chapters 8-14: what senses did the author use in his descriptions of the events and characters? Divide into groups and assign each group a sense; they search for details that pertain to that sense Thinking questions about the chapters Reader's Theater: <i>Baron Munchausen & Gulliver's Travels</i>. Discussion of "otherworlds" and "fantasyworlds" Create a short story from one of the <i>Harris Burdick</i> posters, or one of the posters that was created earlier today
	Homework	<ul style="list-style-type: none"> Improve comprehension of fantasy text and literary analysis skills 	<ul style="list-style-type: none"> Read MFRN chapters 15-19 and consider vocabulary and fantastical thinking starters provided Start taking pictures of objects you find around your neighborhood, our site, etc. (You'll need to have pictures all taken and developed by last

Day	Time Period	Goals	Activities
Day 4 (Thurs)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> Gain broader understanding of fantasy through exploring fantasy book of personal interest Understand strategies for making fantasy stories believable Become more experienced at creating fantasy characters who readers can relate to! 	<ul style="list-style-type: none"> Free-read and respond to self-selected fantasy book and respond on post-it notes Writing Craft Lesson: Making fantasy seem REAL. Students read "The Kiss of Life" from <i>Writing Magic</i> and discuss. They try one of the prompts Levine offers in the chapter Methods of Characterization: discuss "Who am I?" from Levine's <i>Writing Magic</i> and consider point of view in fantasy stories. Prepare for workshopping 6 Harris Burdick stories (workshop later) "Character Resume" activity: work with a partner/group to create a character resume of a real character and a fantasy character. Then, create a character using attributes from both your real and fantasy resumes.
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> Understand the importance of secondary characters in fantasy stories Improve analytical writing Continue building original fantasy world and story 	<ul style="list-style-type: none"> Discuss importance of secondary characters in fantasy stories, using MFRN chapter 15-19 to find examples Students choose one character and write an analysis paper about how this character contributes to the plot/story; Teacher-student conferences about analysis writing Short discussion of GCL chapter "Stuck?" Fantasy world writing: who will your secondary characters be? What will their relationships be with the main character(s): (ex: friends, family members, acquaintances, strangers?) Workshop 6 students' <i>Harris Burdick</i> stories
	Homework	<ul style="list-style-type: none"> Improve comprehension of fantasy text and literary analysis skills 	<ul style="list-style-type: none"> Read MFRN chapters 20-24 and consider vocabulary and fantastical thinking starters provided

Day	Time Period	Goals	Activities
Day 5 (Fri)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> • Gain broader understanding of fantasy through exploring fantasy book of personal interest • Understand the importance of captivating the audience and having the hero "suffer" in some form 	<ul style="list-style-type: none"> • Free-read and respond to self-selected fantasy book and respond on post-it notes • Writing Craft Lesson: Plot. Use excerpts from Gerrold's chapters, "Inventing Wonder" and "The Hero", as well as Levine's, "Suffer!". Discuss and work on writing exercise Levine outlines. • Prepare for workshopping 6 Harris Burdick stories (workshop later) • Cooperative activity: Create a character using "Character Helper" (from <i>Writing Magic</i>) and brainstorm all of the ways that this character could be "suffering"—problems he/she is having or obstacles he/she is facing
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> • Connect concept of "suffering" to text • Analyze "suffering" 	<ul style="list-style-type: none"> • Discuss "suffering" in MFRN, focusing on chapters 20-24; what kind of suffering is going on? • Write short analytical paper about at least two different types of suffering in MFRN • Work time for personal fantasy stories: who is your hero? In what ways is he/she "suffering"? • Workshop 6 students' <i>Harris Burdick</i> stories
	Homework	<ul style="list-style-type: none"> • Improve comprehension of fantasy text and literary analysis skills 	<ul style="list-style-type: none"> • Read MFRN chapters 25-27 and epilogue, then consider vocabulary and fantastical thinking starters provided

Week 2

Day	Time Period	Goals	Activities
Day 6 (Mon)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> Gain broader understanding of fantasy through exploring fantasy book of personal interest Consider importance of setting in fantasy stories Make decisions about a personal planet and planets for specific practitioners 	<ul style="list-style-type: none"> Free-read and respond to self-selected fantasy book and respond on post-it notes Writing Craft Lesson: Setting/parallel worlds in Fantasy Stories. Use "Where am I?" from <i>Writing Magic</i> to spur discussion of fantasy settings. Then, create your own planet. What would you choose to have on your own planet? Choose five things most important to you and place them on your planet. (make 3-D model with Styrofoam balls and toothpicks—stick representations of five things onto planet with toothpicks.) Cooperative activity: with a partner or small group, create planets with only one inhabitant. Each planet should represent this inhabitant in some way (think of a businessman, a geographer, a lamplighters, etc)
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> Think critically about how the setting influences the plot and characters in a fantasy novel Continue developing personal fantasy story Enhance commenting and analysis skills through workshop 	<ul style="list-style-type: none"> Discuss setting in MFRN. Why that setting? How does the setting contribute to the plot/characterization? How does the setting compare to settings in other fantasy stories you've read? What would be another appropriate setting for such a story? Work time for personal fantasy story: what is the setting for your story? Describe and sketch the planet/area in detail, including labels. Workshop 6 students' fantasy story drafts
	Homework	<ul style="list-style-type: none"> Improve comprehension of fantasy text and literary analysis skills 	<ul style="list-style-type: none"> Read <i>A Wrinkle in Time</i> ch.1-3 and consider vocabulary and fantastical thinking starters provided

Day	Time Period	Goals	Activities
Day 7 (Tues)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> • Gain broader understanding of fantasy through exploring fantasy book of personal interest • Think critically about point-of-view and how it impacts fantasy • Consider different perspectives in a situation 	<ul style="list-style-type: none"> • Free-read and respond to self-selected fantasy book and respond on post-it notes • Writing Craft Lesson: Point-of-view. Use "Who Am I" from <i>Writing Magic</i> by GCL and discuss impact of first-, second- and third- person perspective • Cooperative Point-of-View activity: oral description of a house. Some students are thinking like burglars, others like real estate agents, different roles.
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> • Understand and explain the concept of "otherness" and how it affects stories • Deepen understanding of tesseract • Utilize understanding of different points-of-view in personal fantasy story • Enhance commenting and analysis skills through workshop 	<ul style="list-style-type: none"> • "Otherness" in WIT; establishing tone in stories. Thinking of the creation of mood and feeling through words. • Discussion of tesseracts (WIT) and creation of hypercube. • Work on point-of-view of fantasy story. Weigh the pro's and con's of using first-, second-, and third- person in your story. Choose one section (1-2 paragraphs) and write it from several perspectives. Also, work on drafting the plot of your story. • Workshop other 6 students' fantasy story drafts
	Homework	<ul style="list-style-type: none"> • Improve comprehension of fantasy text and literary analysis skills 	<ul style="list-style-type: none"> • Read <i>A Wrinkle in Time</i> ch.4-5 and consider vocabulary and fantastical thinking starters provided

Day	Time Period	Goals	Activities
Day 8 (Wed)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> Gain broader understanding of fantasy through exploring fantasy book of personal interest Identify use of symbolism in society as well as texts Use critical thinking skills to determine appropriate symbols for books already read and implement the symbols into scenes 	<ul style="list-style-type: none"> Free-read and respond to self-selected fantasy book and respond on post-it notes Writing Craft Lesson: Symbolism & Magical Objects. Discuss symbols around us in society, and symbols from other fantasy books, including WIT and MFRN. Why do you think the author chose those symbols? What other symbols would you add to those stories? Work with a partner to add another symbol into WIT or MFRN. Choose a scene from one of the books and integrate the symbol smoothly and meaningfully.
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> Improve literary analysis skills Continue adding to and improving upon personal fantasy story 	<ul style="list-style-type: none"> What is "IT" in WIT? Why does Charles Wallace open his mind to "IT"? What could we compare it to in the real world? How would you draw "IT"? Describe IT? Fantasy world story work time. Integrate at least one symbol into your story (in a meaningful, logical way.)
	Homework	<ul style="list-style-type: none"> Improve comprehension of fantasy text and literary analysis skills 	<ul style="list-style-type: none"> Read <i>A Wrinkle in Time</i> ch.6-7 and consider vocabulary and fantastical thinking starters provided

Day	Time Period	Goals	Activities
Day 9 (Thurs)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> Gain broader understanding of fantasy through exploring fantasy book of personal interest Understand that with dialogue, often less is more Practice fantasy dialogue skills 	<ul style="list-style-type: none"> Free-read and respond to self-selected fantasy book and respond on post-it notes Writing Craft Lesson: Dialogue discussion, using "Dialogue" chapter from Gerrold and GCL's books, mini-lesson on formatting Create a fantasy dialogue with your partner/group using the two elements/characters/setting details you pulled out of the basket
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> Use critical thinking to analyze dialogue within text Continue adding to and enhancing personal fantasy stories 	<ul style="list-style-type: none"> Analyze dialogue in WIT. Each student/pair takes a different passage (of their choosing) from chapters 1-7, analyzes it for conciseness, and if it seems concise, infer what else could've been written there by L'Engle, that she may have cut before the final copy Work on fantasy stories, analyzing dialogue already written in the draft and being careful as they add more dialogue to the story
	Homework	<ul style="list-style-type: none"> Improve comprehension of fantasy text and literary analysis skills 	<ul style="list-style-type: none"> Read <i>A Wrinkle in Time</i> ch.8-10 and consider vocabulary and fantastical thinking starters provided

Day	Time Period	Goals	Activities
Day 10 (Fri)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> Gain broader understanding of fantasy through exploring fantasy book of personal interest Examine importance of first and last lines Understand recommendations for creating effective first and last lines Enhance skills by practicing writing first and last lines 	<ul style="list-style-type: none"> Free-read and respond to self-selected fantasy book and respond on post-it notes Writing Craft Lesson: First and Last Lines. Use "First Lines" and "Last Lines" chapters from David Gerrold's books. Break class into two groups. One group will read "First Lines" chapter and summarize main recommendations, second group will read "Last Lines" chapter and summarize. After about 20 minutes, students will partner up with someone from the other group and jigsaw Cooperative activity: students will use the short-story samples that they've been provided and add a first line and last line. One partner is the first line person and the other is the last line (no telling partner what to write!!)
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> Consider first line in a fantasy text Continue enhancing fantasy story 	<ul style="list-style-type: none"> Analyze first line in WIT. Thoughts on effectiveness, length, tone, etc. Discussion about Camazotz and parallel worlds. What is a parallel world? Do they exist? Article about some people's belief in parallel worlds, also connection to <i>The Golden Compass</i>. Work time for fantasy stories. Come up with at least three first lines and three last lines. Talk with a partner to get an opinion on the best one of each, make a decision about which to use Turn in draft of fantasy story at the end of the period for copying (workshop on Monday and Tuesday)
	Homework	<ul style="list-style-type: none"> Improve comprehension of fantasy text and literary analysis skills 	<ul style="list-style-type: none"> Read <i>A Wrinkle in Time</i> ch.11-12 and consider vocabulary and fantastical thinking starters provided

Week 3

Day	Time Period	Goals	Activities
Day 11 (Mon)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> • Gain broader understanding of fantasy through exploring fantasy book of personal interest • Enhance commenting and analysis skills through workshop 	<ul style="list-style-type: none"> • Free-read and respond to self-selected fantasy book and respond on post-it notes • Writing Craft Lesson: Similes and metaphors in fantasy writing. Use Gerrold's chapters "Similies" and "Metaphors". Jigsaw as had been done in a prior day, with half of the students reading one article and half reading the other, then sharing with partners from other group • Preparation time for workshops later this afternoon (read and comment on personal fantasy story drafts)
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> • Analyze the use of technical language in an article • Understand proper use of technical language in a fantasy piece • Start thinking about a new novel • Continue creating fantasy story • Enhance commenting and analysis skills through workshop 	<ul style="list-style-type: none"> • Wrap-up discussion of WIT, analysis of the last line and it effectiveness and use of technical language in a story. Read "Replacing Zenith Carb Top Cover Gasket on a Porsche 356" worksheet. Students are to include technical language in a story without drawing too much attention to it. • Introduction to the BC (<i>The Black Cauldron</i>). Author, Lloyd Alexander, background discussion and analysis. • Work time for fantasy story, analyzing technical language used in their stories and making decisions about cutting some, adding more, leaving it the same, etc. • Workshop six drafts
	Homework	<ul style="list-style-type: none"> • Improve comprehension of fantasy text and literary analysis skills 	<ul style="list-style-type: none"> • Read <i>The Black Cauldron</i> ch.1-5 and consider vocabulary and fantastical thinking starters provided

Day	Time Period	Goals	Activities
Day 12 (Tues)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> • Gain broader understanding of fantasy through exploring fantasy book of personal interest • Explore word choice in writing • Enhance word choice in a sample piece of fantasy writing 	<ul style="list-style-type: none"> • Free-read and respond to self-selected fantasy book and record thoughts on post-it notes • Writing Craft Lesson: Word Choice. Use "Word Choice" chapter from GCL's book as jumping off point. Provide text with very general word choice and have students decide which words to change and what to change them too. They may use a thesaurus. • Work on typing fantasy stories
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> • Improve literary analysis skills • Learn new fantasy subgenre term and explore it • Practice for theatrical fantasy performance • 	<ul style="list-style-type: none"> • Discussion of BC chapters 1-5. What is the "Arthurian Legend"? Learn about it through excerpt from <i>Wings of Fancy</i> reader's theater book. Students will select one performance to participate in, and instructor will help to assign roles • Students begin to practice lines for reader's theater performance (Friday) • Workshop for remaining six fantasy drafts
	Homework	<ul style="list-style-type: none"> • Improve comprehension of fantasy text and literary analysis skills 	<ul style="list-style-type: none"> • Read <i>The Black Cauldron</i> ch.6-10 and consider vocabulary and fantastical thinking starters provided

Day	Time Period	Goals	Activities
Day 13 (Wed)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> • Gain broader understanding of fantasy through exploring fantasy book of personal interest • Consider process of "finishing" a piece • Enhance drama skills 	<ul style="list-style-type: none"> • Free-read and respond to self-selected fantasy book and record thoughts on post-it notes • Writing Craft Lesson: "Are You Done?" What makes a piece of writing "done"? What small things can you do to enhance your story without changing too much? • Student Program Evaluation (SPE) • Practice for reader's theater performance
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> • Improve literary analysis skills • Finalize fantasy stories for publication 	<ul style="list-style-type: none"> • Discussion of <i>BC</i>, chapters 6-10. What pieces of the Arthurian Legend do you see or not see in this book? How does it compare to other books you've read that were set in similar worlds? • Work time for fantasy stories
	Homework	<ul style="list-style-type: none"> • Improve comprehension of fantasy text and literary analysis skills 	<ul style="list-style-type: none"> • Read <i>The Black Cauldron</i> ch.11-15 and consider vocabulary and fantastical thinking starters provided

Day	Time Period	Goals	Activities
Day 14 (Thurs)	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> • Gain broader understanding of fantasy through exploring fantasy book of personal interest • Proofread fantasy story one last time and publish • Evaluate course 	<ul style="list-style-type: none"> • Free-read and respond to self-selected fantasy book and respond on post-it notes • Finish typing fantasy story • Post-assessment
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> • Assess personal learning during course • Enhance presentation skills 	<ul style="list-style-type: none"> • BC Character Interview Activity • Select section from writing composition for presenting • Practice reader's theater skit from <i>Wings of Fancy</i> by Joan Garner
	Homework	<ul style="list-style-type: none"> • Improve comprehension of fantasy text and literary analysis skills 	<ul style="list-style-type: none"> • Read <i>The Black Cauldron</i> ch.16-20 and consider vocabulary and fantastical thinking starters provided

Day	Time Period	Goals	Activities
Day 15 (Fri) End-of-course concept mapping, review and wrap-up	9:00-11:30a.m. (10 minute break)	<ul style="list-style-type: none"> • Gain broader understanding of fantasy through exploring fantasy book of personal interest • 	<ul style="list-style-type: none"> • Free-read and respond to self-selected fantasy book and respond on post-it notes • Reflections on class, discuss most important concept or skill learned • Create personal concept maps for fantasy, using photographs, magazine clippings, drawings, etc. Show sample on board to illustrate possible layout/format • Run-through of presentations for parents
	12:30-2:30p.m. (10 minute break)	<ul style="list-style-type: none"> • Share final thoughts on CTY experience and class • Practice oral presentation skills 	<ul style="list-style-type: none"> • Prepare for presentations • Presentations to parents! 😊
	Homework	n/a	<ul style="list-style-type: none"> • Enjoy the rest of your summer!