

**MODERN FANTASY  
CTY COURSE SYLLABUS**

		<b>WHAT</b>	<b>HOW</b>
<b>Day 1 Mon.</b>	Morning	<ol style="list-style-type: none"> <li>1. Introduction and Course Expectations</li> <li>2. Learn everyone's name</li> <li>3. Create a community of writers</li> <li>4. Journal Writing</li> <li>5. Pre-Assessment Writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss: Course Guidelines</li> <li>2. Name Game: adjective + name</li> <li>3. Introductory Interviews: Pair up, provide beginning questions</li> <li>4. Why have you taken this course? What do you hope to learn?</li> <li>5. Plan and write an essay that explains your definition of fantasy.</li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Fantasy Film Poster Activity</li> <li>2. Poster presentation and discussion</li> <li>3. Elements of Fantasy</li> </ol>	<ol style="list-style-type: none"> <li>1. Using information from your essays, meet with three other classmates to generate a group definition of fantasy. Incorporate your group's elements of fantasy into a visual representation. Design poster for presentation to class.</li> <li>2. Identify assumptions about fantasy and highlight their relationship to culture values. Key concepts: myth, dreams, otherness, supernatural, power, magic, good vs. evil, etc.</li> <li>3. Deduce from poster projects the elements of fantasy.</li> </ol>
<b>Day 2 Tues.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Review key ideas from Monday</li> <li>3. Guided Reading</li> <li>4. Dream Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. What are dreams?</li> <li>2. Lecture/Discussion on the differences between realism and fantasy as illustrated through dreams.</li> <li>3. Review <i>Gossamer</i> chapters 1-7.</li> <li>4. Pass out bags of "dream objects." Have each student create a history for their object. Place students in groups of three to create a narrative between their objects—Think, Pair, Share.</li> </ol>

		WHAT	HOW
	Afternoon	<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Title Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Van Allsburg's <i>The Mysteries of Harris Bundick</i>.</li> <li>2. Present students with titles and have them draw the cover of the book for each title.</li> </ol>
<b>Day 3 Weds.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Discussion: Good vs. Evil</li> <li>3. Guided Reading</li> <li>4. Dreams as characters activity</li> </ol>	<ol style="list-style-type: none"> <li>1. What are nightmares?</li> <li>2. Discussion of dreams and nightmares as related to good and evil.</li> <li>3. Look over the concept of dreams and nightmares in <i>Gossamer</i>.</li> <li>4. Pass out pictures of animals to students. Have them describe the animal as representative of dreams based on its physical make-up and attributes. Then have each student swap their picture with the student next to them. With the new picture, they are to write a description that represents the new animal as a nightmare. Have students present dreams and nightmares to class.</li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Dialogue Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. "Dream-Catching" and "A Trogglehumper for the Fleshlumper" from Dahl's <i>The BFG</i>.</li> <li>2. Using the BFG as an example, have students create their own, unique language.</li> </ol>
<b>Day 4 Thurs.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Lecture/Discussion</li> <li>3. Guided Reading</li> <li>4. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. What makes you upset? What makes you feel sad? What makes you feel happy? What makes you generous and outgoing?</li> <li>2. Differences between adults and children in fantasy.</li> <li>3. Discuss <i>Gossamer</i> chapters 15-22.</li> <li>4. Creating a realistic character using photos.</li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. "Dreams," "The Great Plan," and "Mixing the Dream" from <i>The BFG</i>.</li> <li>2. Dream mixing exercise.</li> </ol>
<b>Day 5 Fri.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Lecture/Discussion</li> <li>3. Guided Reading</li> <li>4. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. What does it mean to cooperate? Why is cooperation important?</li> <li>2. Importance of secondary characters in fantasy stories.</li> <li>3. Discuss <i>Gossamer</i>, chapters 23-28.</li> <li>4. Determining Methods of Characterization.</li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Character Resume / Create a real character.</li> <li>2. Character Resume / Create a fantasy character.</li> <li>3. Character Resume / Create a character using attributes from both your real and fantasy resumes.</li> </ol>

		WHAT	HOW
<b>Day 6 Mon.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Lecture/Discussion</li> <li>3. Guided Reading</li> <li>4. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. What would happen if children ruled the world?</li> <li>2. Imagining what's in the box. Looking over the illustrations in <i>The Little Prince</i>.</li> <li>3. <i>The Little Prince</i>. The little prince's experiences with inhabitants of Earth.</li> <li>4. Creating 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.</li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Discussion</li> <li>3. Exercise</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>The Little Prince</i></li> <li>2. Differences between children (the imagination) and adults (reason, narrow-mindedness).</li> <li>3. Creating planets with only one inhabitant. Each planet should represent this inhabitant in some way (think of a businessman, a geographer, a lamplighter, etc.).</li> </ol>
<b>Day 7 Tues.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Lecture/Discussion</li> <li>3. Guided Reading</li> <li>4. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. What would happen if everyone lived in space?</li> <li>2. Point-of-View. Discussion and definition of first, second, and third person.</li> <li>3. <i>The Little Prince</i>.</li> <li>4. Create your own planet. Students must create planets made from only one element or material and write letters back to NASA describing their planet and whether or not it is suitable for human colonization.</li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Discussion</li> <li>3. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>The Little Prince</i></li> <li>2. Symbolism. Discussion of familiar (universal) and specific (to <i>The Little Prince</i>) symbolism. Students create a list of symbols that might represent their characters.</li> <li>3. Creating three-dimensional planets. Students pair up and construct three-dimensional planets.</li> </ol>

		WHAT	HOW
<b>Day 8 Weds.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Lecture/Discussion</li> <li>3. Guided Reading</li> <li>4. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. What does it mean to be different?</li> <li>2. Establishing tone in stories. Thinking of the creation of mood and feeling through words.</li> <li>3. <i>A Wrinkle in Time</i>. The opening paragraphs as symbolic of Meg's internal struggle.</li> <li>4. Creating metaphors, settings, etc. that represent characters.</li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Discussion</li> <li>3. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>A Wrinkle in Time</i>.</li> <li>2. Tesseract.</li> <li>3. Creating a hypercube.</li> </ol>
<b>Day 9 Thurs.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Lecture/Discussion</li> <li>3. Guided Reading</li> <li>4. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. What does it mean to conform? How could conformity be considered a villain?</li> <li>2. Discussion and definition of protagonist and antagonist. Types of heroes, types of villains.</li> <li>3. <i>A Wrinkle in Time</i>.</li> <li>4. Creating "The Black Thing."</li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Discussion</li> <li>3. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>A Wrinkle in Time</i></li> <li>2. What is a parallel world?</li> <li>3. Using Camazotz as an example, students create parallel worlds that heighten a reader's sense of suspense.</li> </ol>
<b>Day 10 Fri.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Lecture/Discussion</li> <li>3. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. What is IT? Why does Charles Wallace open his mind to IT?</li> <li>2. Freytag's Pyramid.</li> <li>3. Student handout with the elements of Freytag's Pyramid: Exposition, Rising Action, Climax, Falling Action, Resolution.</li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Discussion</li> <li>3. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>A Wrinkle in Time</i></li> <li>2. Using unfamiliar language in a story.</li> <li>3. Pass out "Replacing Zenith Carb Top Cover Gasket on a Porsche 356" worksheet. Students are to include technical language into their story without drawing too much attention to it.</li> </ol>

		WHAT	HOW
<b>Day 11 Mon.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Lecture/Discussion</li> <li>3. Guided Reading</li> </ol>	<ol style="list-style-type: none"> <li>1. What does it mean to be a hero? What are the qualities of a hero? Have you ever been a hero?</li> <li>2. Hero's Journey.</li> <li>3. <i>The Lion, the Witch, and the Wardrobe.</i></li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Activity</li> <li>2. Computer Lab</li> </ol>	<ol style="list-style-type: none"> <li>1. Students create maps of both their physical fantasy world (topographic) and that of their hero's journey, focusing on all the elements along the way</li> <li>2. Students begin typing their fantasy stories.</li> </ol>
<b>Day 12 Tues.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Lecture/Discussion</li> <li>3. Guided Reading</li> <li>4. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you know right from wrong? If you don't, how do you decide what to do?</li> <li>2. Types of stories. The character story, the idea story, the event story.</li> <li>3. <i>The Lion, the Witch, and the Wardrobe.</i></li> <li>4. Introduce editing marks. Students revise fantasy stories.</li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Activity</li> <li>2. Computer Lab</li> </ol>	<ol style="list-style-type: none"> <li>1. Film. Begin viewing the film version of <i>The Lion, the Witch, and the Wardrobe</i>. Students take notes on the similarities and differences between the book and its adaptation to the screen.</li> <li>2. Students continue to work on fantasy stories.</li> </ol>
<b>Day 13 Weds.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Lecture/Discussion</li> <li>3. Guided Reading.</li> <li>4. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Translating difficult texts. Learning to paraphrase.</li> <li>2. Clichés. Students learn to identify and create clichés through a series of exercises.</li> <li>3. <i>The Lion, the Witch, and the Wardrobe.</i></li> <li>4. Introduce workshop protocol. Students exchange work and provide comments for one another.</li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Activity</li> <li>2. Computer Lab</li> </ol>	<ol style="list-style-type: none"> <li>1. Finish viewing film. Have students split into groups, one for the film adaptation, one against. Groups prepare for debate.</li> <li>2. Students continue to work on fantasy stories.</li> </ol>

		<b>WHAT</b>	<b>HOW</b>
<b>Day 14 Thurs.</b>	Morning	<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Lecture/Discussion</li> <li>3. Guided Reading</li> <li>4. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a three paragraph story that incorporates all the steps of the hero's journey.</li> <li>2. Using animals as characters. Animal symbols for each character in Narnia. Symbolism.</li> <li>3. <i>The Lion, the Witch, and the Wardrobe.</i></li> <li>4. Student workshop.</li> </ol>
	Afternoon	<ol style="list-style-type: none"> <li>1. Activity</li> <li>2. Computer Lab</li> </ol>	<ol style="list-style-type: none"> <li>1. Stage student debate.</li> <li>2. Students finish working on their fantasy stories.</li> </ol>
<b>Day 15 Fri.</b>		<ol style="list-style-type: none"> <li>1. Journal Writing</li> <li>2. Lecture/Discussion</li> <li>3. Activity</li> </ol>	<ol style="list-style-type: none"> <li>1. Modern Fantasy party. Students visit with one another, exchanging contact information.</li> <li>2. Students compile the Modern Fantasy class anthology.</li> <li>3. Students design the covers for their stories.</li> </ol>