

Unit 4 - Fantasy Book Clubs

Overview

In this unit of study, students will become more powerful readers of fantasy by building their facility with complex texts and maintaining their collaborative interpretation skills in book clubs as they explore the new worlds and settings. Students will be introduced to the Hero's Journey, and guide them through interpreting the elements that set the fantasy genre apart from other genres, paying close attention as they read, assuming that all details matter, and accumulating and synthesizing a tremendous density of information.

Students will be reading their novels with partners/small groups to analyze the hero's journey, character archetypes, and themes.

21st Century Capacities: Analyzing, Collective Intelligence, Design

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[CSS.ELA-LITERACY.RL.6.1](#): Cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RL.6.2](#): Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinion or judgments.

[CCSS.ELA-LITERACY.RL.6.3](#): Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot towards a resolution.

Transfer:

Students will be able to independently use their learning in new situations to...

1. Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. *(Analyzing, Collective Intelligence)*
2. Choose and read a variety of genres and texts with purpose, engagement, and enjoyment. *(Analyzing)*
3. Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons. *(Analyzing)*
4. Develop and revise a plan for writing to match their intended audience, purpose, and message *(Design)*

Meaning:

UNDERSTANDINGS: *Students will understand that...*

1. Fantasy readers look for connections to themselves, people, and places they know to orient their thinking when reading.
2. Fantasy readers use tools and strategies to track their thinking while reading complex texts.
3. Fantasy readers use all they know about

ESSENTIAL QUESTIONS: *Students will explore & address these recurring questions:*

- A. How do readers learn about real life from made up situations?
- B. How and why do fantasy readers take notes to help them develop understanding?
- C. How do readers use known structures and patterns to comprehend a complex text?
- D. How do fantasy readers interpret symbols,

	<p>genre to engage with and make meaning from a text.</p> <p>4. Fantasy readers notice and analyze an author’s craft and literary devices to make meaning.</p> <p>5. When reading multiple texts, fantasy readers compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>character struggles, and craft to reveal the author’s message?</p>
Acquisition:		
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Fantasy writers use narrative text structures like frequently occurring themes and motifs and their relationship to traditional literature (quests, magical characters, talking beasts, tricksters) to understand new texts. 2. Fantasy readers enter into imaginary worlds. 3. Fantasy readers look for connections to traditional literature characters, plots and themes when reading. 4. Fantasy readers pay close attention to what is realistic and what is not in order to comprehend and analyze a fantasy story. 5. Fantasy writers often use made up settings or characters in their stories. 6. Fantasy readers look for archetypes and symbols in order to understand an author’s message and/or multiple themes. 7. Content Vocabulary: Motif, Fantasy, Parallel Plot, Good vs. Evil, realistic, mythical, story arc, quest, trickster, villain, symbolism 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Recognizing frequently occurring themes and motifs and their relationship to traditional literature (quests, magical characters, talking beasts, tricksters). 2. Making and using character time lines to understand and grow ideas about characters’ growth and changes. 3. Making and using plot time lines to understand and analyze the key scenes that reveal the author’s message/theme. 4. Making inferences to interpret character feelings and motivations. 5. Self-monitoring while reading and rereading to understand, correct and confirm an author’s ideas. 6. Interpreting an author’s words to envision scenes in a text. 7. Coming to conversations prepared with questions and ideas and text evidence for analysis. 8. Using accountable talk to build upon, disagree or challenge ideas and evidence under discussion.