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ELAN 7408
Smagorinsky
Fall 2004

A Different Dimension: Fantasy, Folktales, Myths and Legends

- **Primary Texts**

The Lion, the Witch, and the Wardrobe by C.S. Lewis

The Smallest Dragon Boy by Anne McCaffrey

Aunt Misery: A Folktale from Puerto Rico by Judith Ortiz Cofer

Strawberries retold by Gayle Ross

Prometheus retold by Bernard Evslin

- **Rationale**

The unit rationale below will be based on the National Board Standards for teachers of early adolescents and adults in the subject area of English Language Arts. I have incorporated these standards in the explanation of my unit because they encompass the goals, beliefs, and philosophies that I hold as a teacher of children and language. The standards I have chosen reflect various activities, themes, topics, and assessments that are a part of this four to six week unit. At the end of my rationale, there is also a list of the Quality Core Curriculum (QCC) standards that will be met at the completion of study.

I. Knowledge of Students

Accomplished Early Adolescence/English Language Arts teachers systematically acquire specific knowledge of their students as individuals and use that knowledge to help develop students' literacy.

At the beginning of this unit, I will have the students engage in an activity that will allow me to understand their level of acquaintance with the fantasy, myths, and folktale genres as well as their acquaintance with the theme, "A Different Dimension." In August, I give my students a general inventory that asks which novels they have read, how they learn best, in which settings are the most comfortable to read, and other questions pertaining their learning styles. Therefore, I will not have to go as in depth with this unit as I did during my months of student teaching in 2003.

The first activity that will help me to assess my students' acquaintance with the genres will be a brief questionnaire in which I ask questions that relate to the themes and messages of *The Lion, the Witch, and the Wardrobe*. I will also include items that allow me to assess their knowledge of the genres we will be studying during these few weeks. Through the responses I receive, I will be able to decide how much time I need to spend introducing these genres. A couple of my classes may be more acquainted than another, and I anticipate a difference in the inventory responses.

The next activity will be one to "hook" the student and also provide me with a small window into their imagination. Students will be asked to create a map of an alternate universe or realm. This will be an in-class activity that allows the kids to use their artistic side. The students will have the opportunity to present their finished map if they choose, and I will ask permission to hang them up around the room. Teachers spend so much time

assessing objective quizzes and tests; I feel it is important to assess creativity as well. Not only will this assignment provide an outlet for creativity, but it prepares the students for the culminating assessment, which is explained later in this rationale.

III. Engagement

Accomplished Early Adolescence/English Language Arts teachers engage students in language arts learning and elicit a concerted academic effort from each of their students.

IV. Learning Environment

Accomplished Early Adolescence/English Language Arts teachers create a caring and challenging environment in which all students actively learn.

VII. Instructional Decision Making

Accomplished Early Adolescence/English Language Arts teachers set attainable and worthwhile learning goals for students and develop meaningful learning opportunities, while extending to students an increasing measure of control over setting goals and choosing how those goals are pursued.

It is sometimes believed that genre literature is for dummies. For example, romance and mystery novels are written for readers seeking pure entertainment. These types of novels are not at all challenging, and they do not require the reader to think critically about a text. Fantasy often falls into the same category. These claims, however, are often asserted by those who have not taken the time to study these genres and read a variety of the texts available in each.

Some parents may argue that they do not want their children spending all their academic time reading about “Never, Never Land.” I feel that the Fantasy genre speaks to real life the majority of the time. Lewis’s novel, in particular, is rich with metaphor and symbolism that mimics issues and ideas of our own world. The novel proves appealing to the rampant imaginations of young adults and holds their interest. The questions and prompts that I pose within the reading log assignments require the students to think critically about Lewis’s novel and its relation to the world today.

Throughout this unit, students will engage in a variety of activities that promote learning in areas of vocabulary building, reader response, critical thinking, creative writing, and multimedia. The majority of the activities I have chosen are student-centered, thereby allowing the kids to do most of the work and learn from that experience, rather than sitting there passively and trying to absorb information from the teacher.

I thoroughly explain the culminating project and Reading Response Log in other areas of this rationale; thus, I would like to explain another activity choice, the Body Biography. I first learned of this activity during my student teaching from Peter Smagorinsky’s text, *Teaching English Through Principled Practice*. I used it with ninth and eleventh graders and had great success. I also used it last year with my seventh graders during the reading of S.E. Hinton’s *The Outsiders*, and the children adored the activity.

I have chosen the Body Biography because it is, in my opinion, one of the most effective creative group activities available to teachers. As seventh graders, my students often struggle to remain focused in group activities. They are still quite immature, and they need a specific, interesting, and entertaining task to keep them on track. This activity

does just that. I have the students choose among main characters in the novel, and depending on the number of groups, I usually encourage the groups to choose a character that another group is not already doing. Using quotations from the text, symbols, and an illustration of the character, the students create a product that illustrates their understanding, interpretation, analysis, and connection of and with this character. It allows students with artistic ability to express themselves. It acts as a tool for primarily visual learners. It is a terrific means of group collaboration and discussion. It requires the students to engage in critical and inferential thinking. Finally, it calls for such in-depth analysis on the students' behalf that they will easily remember both the character's attributes and the learning experience itself for a long time.

VIII. Reading

Accomplished Early Adolescence/English Language Arts teachers promote reading development by ensuring that their students read a wide variety of texts and develop strategies for comprehending, interpreting, evaluating, and appreciating those texts.

Approximately one-third of my students came to me below reading grade level this year, according to the Gates-McGinitie standardized reading test. Therefore, when I select texts, I must do so carefully. Currently, I am teaching three blocks of general education Reading/Language Arts. I have one class that is above level in reading, another that is on level, and one that is significantly below level. I like to select texts that all of my students can read and enjoy. This way, I can see the differences in the levels of understanding and find ways for improvement. For example, if one class excelled on an assignment related

to the text, and the other did not do so well, I can make decisions and modifications that will accommodate and challenge each group.

I have chosen *The Lion, the Witch, and the Wardrobe* as my primary text for a variety of reasons: 1) The readability level spans the zones of proximal development (ZPD) of all of my students 2) The novel contains themes, topics, and issues that are important and interesting to my students, such as friendship, trust, success, failure, bravery, leadership, betrayal, and redemption 3) The fantasy genre is becoming more popular due to the media, and my students view these novels as pleasure reading 4) The novel inspires creative thinking and imaginative response 5) The novel fits perfectly into the unit's theme of "A Different Dimension" with its admirable characters adventuring through the mythical and magical world of Narnia.

The novel also contains religious themes, which, one may think, could pose a problem. The community where I teach, however, is an extremely religious one. While I will not be promoting the underlying messages within Lewis's novel, I will allow students to write about them and their feelings toward them in their response logs. I will also allow the students to speak freely in class. I will not, however, raise any discussion topics where there is the possibility that students of other faiths could be offended by the Christian views of others. Lewis tactfully embeds these messages of love, devotion, honesty, and forgiveness into his novel, and he does not disrespect the beliefs of non-Christian affiliations in the process. I greatly respect the Wilkes County community and culture, and it is important that these students use all outlets to connect with the text, including religious affiliation.

IX. Writing

Accomplished Early Adolescence/English Language Arts teachers provide instruction in the skills, processes, and knowledge needed for writing to ensure that their students write effectively across many genres and for a variety of purposes and audiences.

As seventh graders, my students' writing has hardly begun to even take shape. Up until the sixth grade, they've not engaged in much written response to literature. They've also not quite learned to intertwine that personal writing with their reading response. It is my responsibility to ensure that my students' writing is considerably improved from the time they come to me in August until the time they leave in May. Thus, frequent writing activities are incorporated into all of my unit plans, including this one. I find that the students can often tell me more about a work of literature on paper than they can aloud. They will also tell me more about themselves. It is the best means of helping them to connect the work to the world.

For this unit, students will keep a Reading Response Log in which they respond regularly to comprehension questions that are both critical and inferential, character analysis questions, and personal response prompts. These questions and prompts will be addressed about three to four times per week, and students will be expected to respond completely. This log will aid students in responding to literature for a variety of purposes. One question may ask them for their opinion or experience, while another may ask them to incorporate evidence from the text. This log will also allow them to use the elements of a writing process, which they learned earlier this year. They may use their log responses to assist them in developing their culminating project.

XIII. Assessment

Accomplished Early Adolescence/English Language Arts teachers use a range of formal and informal assessment methods to monitor and evaluate student progress, encourage student self-assessment, plan instruction, and report to various audiences.

As I have mentioned throughout this rationale, students will be required to complete a culminating project that involves the use of media sources. This creative project asks students to create their own dimension, world, planet, or realm through a diorama, using cut-outs from magazines, prints from the internet, figurines, clay models, or any other artistic resources that will assist them in fully illustrating the aspects of their world. In addition to the diorama, students must compose a story or tale that directly relates to the realm that they decided to create. The students will be graded on effort, creativity, and specific elements of writing that I will ask them to incorporate in their story, such as dialogue and character development. Although I have already created a rubric for this project, I have decided to allow the students to revise that rubric when the project is introduced to them. I feel it is important to involve students in the assessment process, and allowing them to create their own rubric will help me to see what they feel it is important to learn.

I also mentioned earlier that students will keep a Reading Response Log. This ongoing assignment will be graded, and the rubric clearly highlights the areas of importance that the students need to include in their writing.

The Body Biography activity, group and class discussions, comparison/contrast charts, character webs, and the like are strictly informal and are based on effort and participation.

The students will not receive a letter or number grade for these activities.

The various activities I have chosen for this unit provide many opportunities for the students to express themselves creatively and personally. They also allow for me to assess their level of understanding and interpretation at various points in the novel and short stories. Even though I am new to the field of teaching, I've found that through formative assessment, I see more evidence of learning than through more summative, objective assignments, such as a multiple choice test or fill-in the blank response sheet. If I'm not even curious enough to look up and see who responded this way or that, who created this, who interpreted that, then I am not being made completely aware of who my student is and of what he or she is capable.

- **Quality Core Curriculum (QCC) Standards Met Throughout This Unit**

7.22: Interprets literal, inferential, and critical questions about literature.

7.23: Interprets literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view.

7.27: Describes cultures and values represented in literature.

7.29: Responds creatively to literature (e.g., drama, art, and multi-media projects).

7.32: Expands reading vocabulary.

7.43 Applies reading strategies to specific content and subject matter.

7.64: Uses a writing process that includes prewriting, drafting, revising, editing (can include peer editing), proofreading, and publishing.

7.69: Writes with organization, style, and sense of audience.

7.72: Uses dialogue in writing

Bibliography

Standards for National Board Certification. *Adolescence and Young*

Adulthood/English Language Arts. 1997.

Goals and Rubrics

- **Assessment—Reading Response Log**

Students will be required to keep a reading log in which they will respond to various questions relating to C.S. Lewis’s novel, *The Lion, the Witch, and the Wardrobe*. These questions and prompts will require that the student demonstrate comprehension of the major events of the novel as well as character analysis. Some questions and prompts will also require a creative, personal response, which allows the student to connect his or her own world to the fantastic realm of Narnia.

The Reading Response Log will be useful in raising discussion topics, connecting the novel to experience, comprehending the events of the novel and analyzing the behaviors and actions of the characters, and sparking creative thinking in anticipation for the final assessment, a project that requires students to design their own “different dimension.”

Students will be given the questions and prompts prior to reading the novel, and they will be asked to respond to each set per chapter by the end of week. Each week’s responses will count as a class work grade, which is thirty percent of the students’ overall Language Arts average. All responses will be contained in the students’ Writing Journal, a collection of the year’s written work.

The Reading Response Log will be evaluated as follows:

- A grade of 100 percent will be given to logs that
 - ✓ Are complete and fully answer the posed question or prompt.
 - ✓ Illustrate total comprehension of the novel
 - ✓ Demonstrate creative thinking and writing when appropriate

- A grade of 75 percent will be given to logs that
 - ✓ Mostly answer the posed question or prompt.
 - ✓ Illustrate comprehension of the novel.
 - ✓ Demonstrate creative thinking and writing when appropriate.

- A grade of 50 percent will be given to logs that
 - ✓ Are incomplete and there is little attempt to respond to question or prompt.
 - ✓ Show minimal comprehension of the novel.
 - ✓ Illustrate minimal creative thinking and writing when appropriate.

- A grade of zero will be given to students who
 - ✓ Make no attempt to do the assignment.

- **Assessment—Creative Project**

For the students' culminating assessment, they will create a diorama that depicts an alternate realm, universe, world, or dimension, which reflects the unit's theme, "A Different Dimension." Students will use their imagination, artistic ability, and experience with the readings in order to design their diorama. They may draw from a variety of materials, such as clay, magazine cut-outs, illustrations, computer graphics, and figurines. Accompanying their diorama, students will write and present their own tale or story to reflect the world depicted in their art project.

This project will enhance the students' creative writing techniques through the incorporation of dialogue and developed and complex characters. The project will also provide an outlet for the students to express themselves artistically. Through the diorama project, many students will choose to work with a variety of media sources, such as the internet and magazines. And, upon completion of the entire assignment, students will present their different dimension and story to the class.

The students will be given the choice to work in groups or by themselves. If group work is chosen, each student will be expected to participate in the presentation, demonstrating their contribution to the project. If it is apparent that one or more students did a great deal more work than others in the group, only the individuals' grades will suffer, not the entire groups. This project will count as a project grade for Reading class, which makes up 30 percent of the student's overall average.

The Creative Project will be evaluated as follows:

- A grade of 100 percent will be given to projects that
 - ✓ Demonstrate effort and creativity
 - ✓ Are accompanied by a story containing dialogue and fully developed characters
 - ✓ Are accompanied by a story containing a descriptive and thorough plot
 - ✓ Are accompanied by a story that clearly relates to the diorama
 - ✓ Are accompanied by a story that is legible or typed
- A grade of 75 percent will be given to projects that

Demonstrate some effort and creativity

- ✓ Are accompanied by a story containing dialogue and developed characters
 - ✓ Are accompanied by a story that follows a plot
 - ✓ Are accompanied by a story that relates to the diorama
 - ✓ Are accompanied by a story that is legible or typed
- A grade of 65 percent will be given to projects that
 - ✓ Demonstrate minimal effort and creativity
 - ✓ Are accompanied by a story that relates to the diorama
 - ✓ Are accompanied by a story that is legible or typed
- A grade of 50 percent will be given to projects that
 - ✓ Are not accompanied by a story
- A grade of 0 will be given to students who
 - ✓ Make no attempt to do the assignment

Introductory Activity--Opinionnaire

1. Students will be handed a brief opinionnaire that reflects some of the themes, issues, and messages contained in the works of literature we will be reading over this next few weeks. The opinionnaire also will give me a bit of insight into how the students feel about the fantasy genre.
2. Students complete the opinionnaire individually at their desks. They will be given about five minutes to do so. They are not required to identify themselves on the handout.
3. After we have completed the opinionnaire (yes, the teacher will be participating as well), I will chart the responses on the board using the collected sheets, displaying the

number of ratings per each item. This will give us an idea of how much opposition we have on a given item.

4. Depending on the levels of opposition, I will choose one or two items with the greatest difference in rating. I will ask students to form four-five groups of three-four people and discuss those items. They do not have to reveal what rating they gave the given item, but they do need to list at least three possible reasons as to why someone may strongly agree or strongly disagree. Therefore, they will have six possible reasons in all. Students will be given fifteen minutes for this.

5. Groups will then share their reasons in whole group discussion format. Overall, I anticipate the group to class discussion to take thirty to thirty-five minutes.

Introductory Activity—Creative Map

1. Students will be given a set of materials to complete this activity: Sketch paper, crayons, markers, colored pencils, scissors, and construction paper. They may or may not use all of the supplies.

2. This is an individual activity. Students are asked to design a map of an alternate realm, universe, planet, or world. Imagination is required! They will be given approximately 45 minutes to complete this activity. The map must be complete with a legend or key, large enough for human view, and detailed with main points of interest such as cities, sub realms, lands, geographic forms, landmarks, and any other areas that make up the “different dimension.” Students will be encouraged to be original and creative.

3. At the end of the 45 minutes, students may volunteer to present their map to the class. If they desire, they may request to have their map displayed in the room. Any slow or meticulous creators will be asked to complete their map at home and bring to school the next day. Teacher will collect all finished maps.

4. Teacher has opted not to include a model for this activity. The students are currently taking Geography and are well acquainted with maps and how to construct them. I fear a model or example of an alternate dimension may quell originality.

Day 1—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
1. To introduce students to the unit’s theme and gain their interest. 2. To have	BEGINNING PROCEDURES (First 5 minutes of class) 1. Take roll 2. Sharpen pencils and get settled. 3. Pass out AR log sheets for this week.	1. Roll Book 2. AR Log Shee

students explore their own ideas of a different dimension and relate the unit's theme to their personal interests, feelings, and experiences.

I. INTRO. ACTIVITY/HOOK

1. Ask students to share any ideas of "other worlds" they have experienced through movies, books, etc. Explain to them the unit's theme, and write the names of the literature works we will be studying on the board. Are any students familiar? Do they know what characterizes a fantasy novel? A fable? Give examples. Teacher writes on board. (10 min)
2. Opinionnaire—students will complete this short opinionnaire at their desks. (5 min)

II. Developing Activities

1. After we have completed the opinionnaire (yes, the teacher will be participating as well), I will chart the responses on the board using the collected sheets, displaying the number of ratings per each item. This will give us an idea of how much opposition we have on a given item. (5 min)
2. Depending on the levels of opposition, I will choose one or two items with the greatest difference in rating. I will ask students to form four-five groups of three-four people and discuss those items. They do not have to reveal what rating they gave the given item, but they do need to list at least three possible reasons as to why someone may strongly agree or strongly disagree. Therefore, they will have six possible reasons in all. (15 min)
3. Groups will then share their reasons in whole group discussion format. (25 min)

III. Culminating Activity

1. Students will be given a set of materials to complete this activity: Sketch paper, crayons, markers, colored pencils, scissors, and construction paper. They may or may not use all of the supplies.
2. This is an individual activity. Students are asked to design a map of an alternate realm, universe, planet, or world. Imagination is required! They will be given approximately 30 minutes to work on this activity in class. The map must be complete with a legend or key, large enough for human view, and detailed with main points of interest such as cities, sub realms, lands, geographic forms, landmarks, and any other areas that make up the "different dimension." Students will be encouraged to be original and creative. Teacher will write on board an outline of the requirements for the activity.

1. Opinionnaire Sheet

1. Art supplies (crayons, markers, magazines, scissors and glue sticks)

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Day 2—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
<p>1. To expand reading vocabulary of the students in a fun and exciting way</p> <p>2. To have students demonstrate comprehension and make inferences about the first chapter of the novel, <i>The Lion, the Witch, and the Wardrobe</i>.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Vocabulary: Charades. Pass out word list for chapters 1-4. Students will be given time to look up words in their dictionaries and jot down any synonyms they can think of on their own paper. (10 min) 2. Divide class into two teams. The team that can successfully act out the words and receive a correct guess in less than one minute wins. No person may act out for a team more than twice. The winning team gets sweet tarts! (25 min) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Read chapter 1 of <i>The Lion, the Witch, and the Wardrobe</i> aloud as a class (popcorn style). Take questions/comments at end of reading. (15 min) 2. Explain final project using rubric. Students will be asked to create a diorama using materials from home and school (magazine, internet pictures, clay, figures, etc) of their own “different dimension.” They must also write a work of fiction to accompany this diorama. (5 min) 3. Pass out Reading Log Questions for Chapter 1 and pass out log folders for students. Students will also receive a rubric that explains how they will be evaluated on this log. Explain to them they will keep all responses to the novel in the folder, and teacher will collect the responses on Friday. They are responsible for having completed responses to each question and prompt. (5 min) 	<p>1. Roll Book</p> <p>1. Vocabulary L for ch. 1-4</p> <p>1. <i>The Lion, the Witch, and the Wardrobe</i> class novel set.</p> <p>2. Creative proje rubric</p> <p>3. Reading Log questions/folder /rubric</p> <p>1. Maps from yesterday’s clas</p>

	<p>4. Students will use time in class to respond to the first set of questions/prompts for chapter 1. Teacher will walk around the room and take questions regarding this assignment. (15 min)</p> <p>III. Culminating Activity</p> <p>1. Map Sharing. Students will have an opportunity to share their maps from the day before. They are asked to explain why they chose the type of realm they did, and how it reflects their personality. Teacher will take volunteers only. When finished, teacher will collect maps to display around the room. (10 min.)</p>	
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Day 3—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will use the internet to research the life and career of C.S. Lewis and the background of his novels.</p> <p>2. Students will comprehend and make inferences about chapter 2 of the novel.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Discover Narnia! Students will be given a set of questions to research on the internet. They will be asked to find answers to questions about the novel’s author and the books themselves. We will complete this activity in the computer lab. (40 min) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Sharing. When we return to class, students will get into groups of 3-4 and share their web findings with each other. The group should then compile a summary of findings in a simple list format to share with the class. The list should also include pertinent websites. Teacher will collect and mark for daily work grade. (25 min) 2. Read Aloud Chapter 2 of <i>The Lion, the Witch, and the Wardrobe</i>. (10 minutes) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Students will begin work on reading log questions for chapter 2. This is an individual activity, and teacher will circle the room to provide assistance. Students, as always, are encouraged to consult their novel to recheck their responses. (15 min) 	<p>1. Roll Book</p> <p>1. Set of Question handout</p> <p>1. Classroom novel set.</p> <p>1. Reading Log Question/Prompt sheet for ch. 2</p>
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Day 4—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will demonstrate comprehension and interpretation of <i>Aunty Misery</i> through engaging group activities.</p> <p>2. Students will compare/contrast characters in the story using Venn Diagram.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. 3. Collect reading log folders to grade and give back Monday. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Create a Disney Film Poster for <i>Aunty Misery</i>! Briefly discuss with students the way Disney often takes classic fairytales, folktales, and fables and creates movies out of them. Ask them to name a few. Then, divide the students into groups of 3-4 to create a promotional poster for the Disney film, <i>Aunty Misery</i>. The students must choose actors for characters' voices, and the poster must contain symbols and illustrations that demonstrate their understanding of the story. Will the film be animated? Who will direct it? How old is the targeted audience? (35 min.) 2. Students will also be asked to include a brief summary of the story to go along with their poster. They will then present their summary and poster to the class. Posters will be displayed on the overhead. Summaries and posters will be collected. (20 min.) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Literary Elements: Fable. Have students remain in their groups to discuss other examples of fables and folktales they've read or seen film versions of on television. They should use the definition of fable found on p. 703 of lit book. What is the moral/lesson of <i>Aunty Misery</i>? Each group will share examples with the class. (20 min) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Compare/Contrast <i>Aunty Misery</i> to <i>Senor Death</i> using Venn Diagram. When finished, have students put an asterisk in front of those characteristics often found in folktales. Teacher will collect for daily work grade. (15 min.) 	<p>1. Roll Book</p> <p>1. Overhead transparency, markers.</p> <p>2. Glencoe Lit Book</p> <p>1. Glencoe Lit Book</p>
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Day 6—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. To introduce students to the use of quotations and character dialogue in story writing.</p> <p>2. Students will read and comprehend chapter four of Lewis's novel and respond to thoughtful questions and prompts.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. 3. Pass out graded log folders. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Grammar Minilesson: Using quotations and creating dialogue. Teacher will use the overhead to provide examples of proper quotation usage. Teacher notes can be found on pps. 599-600 of Writer's Choice Book. Students will take notes during the lesson. (20 min.) 2. Students will practice on their own by writing a brief (one page) fairytale of their choosing, being sure to use character dialogue and quotation marks. Teacher will collect. (30 min) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Silent Reading of the Lion, the Witch and the Wardrobe. Students will read chapter four and teacher will be available to answer any questions they have during the reading process. (20 minutes.) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Reading Log for Chapter 4—Students will answer ch. 4 questions in their log folder after they have finished reading. (15 min.) 	<ol style="list-style-type: none"> 1. Roll Book 1. Overhead transparency 2. Writer's Choice Text. 1. The Lion, the Witch, and the Wardrobe novel 1. Questions/Pro for chapter 4
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Day 7—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. To provide students with additional practice on the use of quotations and punctuation for character dialogue.</p> <p>2. To allow students to share their knowledge of the novel through engaging discussion and reading log questions/prompts.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. More Practice with Quotations—Focusing on Punctuation. Students will complete the cooperative activity on p. 600 of Writer’s Choice Text. This activity involves a game of Simon Says with a partner. Students divide a sheet of paper in half and on left, write words to introduce quotations, such as <i>Simon Says</i>. On the right, write unpunctuated quotations, such as <i>Jump in the Lake</i>. Have partners pair items to form sentences, inserting all necessary punctuation. Explain to students that these activities are preparing them for the final project. Consult rubric for final narrative if needed. (25 min.) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Discussion: Team Jigsaw Format. Divide the class into two teams. One team will be expected to become experts on chapter 5 of Lewis’s novel. The other team will have ch. 6. Each team will take notes on the chapter, writing down important events, character behavior and changes, and symbols or themes that present themselves in these chapters. If team format seems too large for bigger classes, divide into four teams, two of each team taking a chapter. (25 min.) 2. Choose three representatives from each team to go to the other team(s) and share their findings. Discuss as a class how this discussion format was helpful in understanding the text. (20 min.) <p>III. Culminating Activity</p>	<p>1. Roll Book</p> <p>1. Writer’s Choice Text.</p> <p>1. The Lion, the Witch, and the Wardrobe novel</p> <p>1. Questions/Pro for chapter 5, 6</p>
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Day 8—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will demonstrate understanding of quotation/punctuation use.</p> <p>2. Students will read, comprehend, and make inferences about ch. 7 of Lewis's novel.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Go over last night's hw on p. 600 of Writer's Choice. Teacher will provide correct answers on the board and take students' questions. All completed work will be counted as homework grade of 100 percent. (15 min) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Outdoor Reading of Chapter 7—If weather is fine, take students to the grassy area in the front of the school. They are to bring novels with them. Principal has granted teacher permission to do this when weather is nice. Blankets are in cabinet at back of room. Students form a circle and take turns reading, popcorn style. If weather is foul, just stay inside! (35 minutes) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Reading Log for Ch. 7. Students will complete these questions/prompts individually. (15 min.) 2. Begin reading <i>The Smallest Dragonboy</i> p. 683 of Glencoe Lit Book when finished with ch. 7 log. Silent reading. (20 min.) 	<ol style="list-style-type: none"> 1. Roll Book 1. Glencoe Lit Book. 1. The Lion, the Witch, and the Wardrobe novel 1. Questions/Prompts for chapter 7 2. Glencoe Lit Book
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Day 9—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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- 1. Students will demonstrate understanding of reading vocabulary through illustration.
- 2. Students will engage in a debate that allows them to speak and present to the class. It will also demonstrate understanding and comprehension of the text.
- 3. Students will start to distinguish fantasy stories from other types of fiction.

BEGINNING PROCEDURES (First 5 minutes of class)

- 1. Take roll
- 2. Sharpen pencils and get settled.

I. INTRO. ACTIVITY/HOOK

1. Vocabulary for *The Smallest Dragonboy*. Students will choose one of the words on p. 682 of Glencoe Lit Book (enticing, jeer, enviable, replenish, exasperation, or desolation) and find it in the story. See how it is used. Then, look up the word in the dictionary. Finally, students will be asked to do a pencil sketch on their own paper depicting and illustrating their chosen word. Share with class. (30 min.)

II. Developing Activities

1. Listening and Speaking Activity: Debate. Have students help teacher list on the board some of the reasons for and against allowing all 72 boys to stand before the dragons. Create two teams. Encourage each time to prepare to debate one side of the issue: the age for the dragonrider candidates should be raised to thirteen turns. Have each team prepare arguments for its stance on the issue. Team members should also discuss the arguments the other team is likely to use and prepare counterarguments. Each side should elect a captain to present its best ideas. After captains present the cases, the teams should huddle to consider how to counter the other team's arguments. Finally, teacher and one student acting as judge, decide which team has won. Tootsie rolls for winning team! (40 min.)

III. Culminating Activity

1. Read the definition of fantasy on p. 695 of lit book. Answer the following questions: 1. Which elements in this story are fantastic rather than realistic? 2. What is the realistic problem faced by Keevan. Teacher will collect for daily work grade. (15 min.)

1. Roll Book

1. Glencoe Lit Book.

1. Glencoe Lit B

1. Glencoe Lit Book

Day 10—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
<p>1. Students will demonstrate knowledge of quotation and punctuation usage through the conversation activity.</p> <p>2. Students will work with each other to make inferences about Lewis’s novel.</p> <p>3. Students will demonstrate comprehension and make inferences about the eighth chapter.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <p>1. Using Dialogue and Quotations (Cont.)—Students are to write a conversation they might hear at the lunch or dinner table on a typical day. They need to be sure to let the reader know who is saying the words. They also need to be sure their sentences are punctuated correctly with quotation marks, commas, and end marks. Share with class when finished. Students may use their notes or textbook for this activity. (35 min)</p> <p>II. Developing Activities</p> <p>1. Cooperative Activity for chapters 7-8. Students will get into small groups of 3-4 people and discuss why they think the author included information about the White Witch’s background and about her not being human. Group mates will record their answers on the provided activity sheet. After each group is finished, they will share with class. (35 min.)</p> <p>III. Culminating Activity</p> <p>1. Reading log for ch. 8—students will complete these questions/prompts individually. Teacher will collect log folders to grade over weekend. (15 min.)</p>	<p>1. Roll Book</p> <p>1. Cooperative activity handout</p> <p>1. Log Questions/Prompts for ch. 8 handout</p>

Day 11—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will demonstrate reading skills through a dramatic reading to the class.</p> <p>2. Students will demonstrate comprehension of Lewis's novel through reading log questions/prompts.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. 3. Return graded reading logs from last week. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Vocabulary for <i>The Lion, the Witch, and the Wardrobe</i> (Chapters 9-11). Students will design and complete their own crossword puzzle for these words. A word list will be given to them. They will be asked to look up definitions in their dictionaries. (25 min.) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Group reading of chapter 9-10. Students will get into large groups of 9-10 people and assign parts. Each group will have a specific chapter, either 9 or 10. They will assign characters to each group member and rehearse as if performing a play. Each large group will present their dramatic performance to the class. (45 min.) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Reading Log Chapters 9-10. Students will complete their logs individually. They are to give complete responses to each question and make thoughtful inferences when necessary. (15 min.) 	<ol style="list-style-type: none"> 1. Roll Book 2. Graded Reading Logs <ol style="list-style-type: none"> 1. Vocabulary 11 Word List <ol style="list-style-type: none"> 1. Class novel s <ol style="list-style-type: none"> 1. Log Questions/Prompts for ch. 9-10 handout.
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Day 12—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will use creativity to connect their own ideas with the story.</p> <p>2. Students will demonstrate knowledge of a myth and be able to distinguish it from other types of fiction.</p> <p>3. Students will connect this story with the unit's overall theme.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Creating symbols: Students will get with a partner for this intro activity. They are to discuss and respond to the question, "If you could create a flower, fruit, or plant that expressed your idea of love, what would it be and why?" The partners are to come up with an illustration of their flower, fruit, or plant and share it on the overhead. (30 minutes.) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Creative Writing: "Strawberries" is a Cherokee myth about how strawberries came to be. Review the definition and characteristics of the term 'myth' on the board. Ask students if they are familiar with other myths. Students then write their own myth to explain the origin of the fruit, flower, or plant they illustrated in the intro activity. This is a group activity. Students will remain with their same groups they formed during the intro activity. Share myths with class. Teacher will collect for grade. (40 min) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Have students get into small groups of 3-4 to engage in a brief writing activity that discusses how this story relates to our theme, "A Different Dimension." They should include details from the story to support their ideas. Each group is required to turn in one piece of written work. Group mates may decide who will be the group's "recorder." (15 min) 	<p>1. Roll Book</p> <p>1. Overhead Transparency, markers</p> <p>1. Glencoe Lit Book.</p>
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Day 13—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will draw parallels between Lewis’s novel and the bible through discussion.</p> <p>2. Students will illustrate comprehension of the novel and make inferences through the reading log for chapter 11 and 12.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Group Discussion: Religious and Biblical Symbolism throughout Lewis’s Novel. Students are to get into groups of about four people and find instances throughout the novel that relate to their knowledge of the Christian Bible. They may use quotations, events, or character descriptions. Each group must have a recorder, for the written observations will be collected by teacher. Finally, each group will share their comparisons and parallels with the class using the overhead. (30 min) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Read Aloud Chapter 12—Students may choose which format to use (popcorn style, volunteer, or dramatic reading.) (20 min.) 2. Discuss as a class the way the characters are developing in the story. Teacher will draw columns on the board for each main character (Lucy, Peter, Susan, Edmund, the White Witch, and Aslan). Students will offer details about each character, and record them in their notes. This will help prepare them for their culminating assignment, which requires them to create a story with developed characters. (20 min.) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Chapter 11 & 12 Reading Log Questions/Prompts—students will complete this chapter log individually at their seats. (15 min.) 	<ol style="list-style-type: none"> 1. Roll Book 1. Class novel 2. Overhead transparency, markers 1. Questions/prompts for chapters 11 and 12
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Day 14—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will demonstrate understanding of story vocabulary through quiz creation process.</p> <p>2. Students demonstrate understanding of the novel events through a writing activity.</p> <p>3. Students demonstrate comprehension of chapter 13 through reading log.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <p>1. Quiz Creation: Students will use the vocabulary words they have studied during this unit so far and CREATE a quiz. The students will divide into about five or six groups (3-4 people each) to come up with their academic assessment masterpiece. They may choose ANY format they desire (matching, complete the sentence, writing activity, multiple choice, crossword, etc). The kicker is...they will have to take this quiz TOMORROW. Teacher will make correct amount of copies. Quizzes that do not seem to assess word understanding will NOT be accepted. Teacher monitoring will be employed throughout activity. (50 min.)</p> <p>II. Developing Activities</p> <p>1. Writing Activity: Pretend you are Aslan in chapter 14. Having knowledge of Edmund’s treachery, how would you punish him? Would you at all? Explain how your punishment or lack of punishment fits the crime. Please provide details of Edmund’s actions, demonstrating that you have been paying close attention to the character throughout the novel. (AT LEAST ½ page.) (20 min.)</p> <p>III. Culminating Activity</p> <p>1. Reading Log for chapter 13—Students will answer questions/prompts in their log folders individually. (15 min.)</p>	<p>1. Roll Book</p> <p>1. Vocab Word Lists</p> <p>1. Class novel</p> <p>1. Ch. 13 log questions/prompts</p>
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Day 15—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will demonstrate understanding of story vocabulary through student-created quiz.</p> <p>2. Students will cooperate with group members to think creatively about the novel.</p> <p>3. Students will demonstrate comprehension and make inferences about the novel through the reading log.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Take Your Own Quiz! Students will take the vocabulary quizzes that they created yesterday in class. Teacher has all copies of quizzes. (20 min) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Read aloud (popcorn or round robin) chapter 15 of <i>The Lion, the Witch, and the Wardrobe</i>. (20 min) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Cooperative Activity for Chapters 12-14. Students will get into small groups of about 3-4 people and make their predictions about Narnia in the year 3000. Directions are on activity handout. Share predictions with class (30 min.) 2. Reading Log questions for chapter 14. Students will answer these questions/prompts on the provided sheet and put in their log folders. (15 min) 	<ol style="list-style-type: none"> 1. Roll Book 1. Vocab Group Quizzes 1. Class novel s 1. Cooperative activity handou 1. Ch. 14 log questions/prom
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Day 16—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will think critically about the text, relating their own ideas to those within the myth.</p> <p>2. Students will demonstrate comprehension through read aloud and recall questions.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. 3. Pass out graded reading logs from last week. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Before Reading <i>Prometheus</i>: Think about the expression “Knowledge is power.” What does it mean? Do you agree or disagree with it? Why? Jot down your responses and share with small group (3-4 people). (20 min) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Making predictions: Ask students to read the first three lines of <i>Prometheus</i> (p. 743) silently. Then, predict what the conflict may be in this myth. Discuss student predictions as a class. (15 min) 2. Read aloud <i>Prometheus</i> on pps. 743-745 as a class. During the reading process, pose recall questions such as 1) What gift for human beings does Prometheus request from Zeus? 2) Why do you think he makes such a request? 3) What is Zeus’s response to the request, and was it justified? (25 min) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Students will brainstorm (in small groups of 3-4) a list of things they feel are essential to civilization. With their group mates, they should discuss and record their thoughts on the following question: How might this myth have been the ancient Greek’s explanation for the origins of the civilized world? (25 min) 	<ol style="list-style-type: none"> 1. Roll Book 2. Reading Log Folders <ol style="list-style-type: none"> 1. Glencoe Lit B <ol style="list-style-type: none"> 1. Glencoe Lit Book
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Day 17—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will engage in a writing assignment that requires them to think creatively about the stories they read in class.</p> <p>2. Students will read, comprehend, and dramatically perform the last chapters of Lewis's novel.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Creative Writing: Write a Sequel. Students will be asked to write a sequel to one of the stories they read in their Glencoe book during this unit. They may choose from <i>Strawberries</i>, <i>Prometheus</i>, <i>The Smallest Dragonboy</i>, or <i>Aunty Misery</i>. What else might happen to the characters in this story? Students are free to make up any details they imagine. Teacher will be looking for dialogue between characters as well as strong description. (at least 1 page, 20 minutes). 2. Volunteers can share their sequels with the class. (10 minutes) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Dramatic Reading of Chapters 15-17 of <i>The Lion, the Witch, and the Wardrobe</i>. Students will be divided into three teams. Each team will have time to rehearse the entire chapter. All team members not acting should act as critics of the team's performance. What could be better? Is the acting believable? Does the actor assume the proper voice for a character? Are actions played out? Critics should jot down thoughts and ideas. (30 min) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Each team will perform their chapter for the class. (25 min) This part of the activity will most likely have to be finished tomorrow. 	<p>1. Roll Book</p> <p>1. Glencoe Lit B</p> <p>1. Class novel</p>
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Day 18—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will read, comprehend, and dramatically perform the last chapters of Lewis’s novel.</p> <p>2. Students will analyze traits and actions of major characters in Lewis’s novel.</p> <p>3. Students will demonstrate comprehension of and make inferences about Lewis’s novel through the reading log.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Finish performing chapters 15-17 of Lewis’s novel. This assignment is continued from yesterday. (30 min.) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Character Report Card: Each student will be given a table that lists the characters Lucy, Edmund, Mr. Tumnus, the White Witch, and Aslan from Lewis’s novel. The students are to do the following: Assign each of the following characters from <i>The Lion, the Witch, and the Wardrobe</i> a grade (A, B, C, D or F) for each of the listed character traits. In the open space, give reasons for each grade. Base your reasons on the events from the book. (25 min) 2. Share report cards with class (10 min) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Reading Log for Chapters 16-17—students will respond to questions/prompts for these chapters individually on the provided sheet. (20 min) 	<ol style="list-style-type: none"> 1. Roll Book 1. Class novel s 1. Class novel s 2. Character Rep card sheet. 1. Reading Log Questions/prom for ch. 15-17
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Day 19—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will demonstrate understanding of the characters in Lewis's novel through the Body Biography activity.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Explain Body Biography Activity using handout. Each student should get a copy. Provide a model for the activity (<i>To Kill a Mockingbird's</i> Scout) and explain why certain quotes and symbols are used to illustrate the character. Take questions. (10 min) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Students will divide into small groups 3-4. Teacher will supply all art things, including the chart paper needed for this activity. Each group will create a body biography using one of the following main characters (Susan, Lucy, Edmund, Peter, the White Witch, or Aslan.) Encourage groups NOT to all choose the same character. Students should be original and creative, and most of all, have FUN! Teacher should circulate and monitor. (65 minutes) ***NO INAPPROPRIATE ILLUSTRATIONS*** (Drugs, sex, alcohol, profanity) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Clean and display around the room. Students will have an opportunity to present their masterpieces tomorrow. (10 min) 	<ol style="list-style-type: none"> 1. Roll Book 1. Body Biograph handout 1. Chart paper and art supplies (crayons, markers, construction paper, glue, scissors, etc)
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Day 20—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students thoroughly analyze a character in Lewis’s novel through the Body Biography presentation.</p> <p>2. Students will work with one another to discuss Lewis’s novel and think creatively about the ending.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Present Body Biographies to class. Students will present their work to the class, explaining why they chose certain quotes, symbols, colors, and illustrations to define their chosen character. (20 min.) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. Cooperative Activity for chapters 16-17. Students will complete this activity on the provided sheet. Each member of the group is required to fill out the sheet. Each group will consist of 3-4 people. Their answers should reflect what they feel the best role of King and Queen of Narnia should be. (25min) <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. Workshop: Begin working on final project. Students will be given time in class today to work on their diorama. They should have brought some materials from home. Teacher will provide scissors, paper, glue sticks, markers, colored pencils, and crayons. This is an individual workshop, but they may consult members at their table for ideas and feedback. (40 min) 	<ol style="list-style-type: none"> 1. Roll Book 1. Body Biograph 1. Cooperative Activity hando 1. Art supplies (located in bac cabinet)
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Day 21—A Different Dimension: Fantasy, Folktales, Myths, and Legends

OBJECTIVES/ GOALS	PROCEDURES/ACTIVITIES	MATERIAL COLLECTIO
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<p>1. Students will work on their creative project and narrative.</p>	<p>BEGINNING PROCEDURES (First 5 minutes of class)</p> <ol style="list-style-type: none"> 1. Take roll 2. Sharpen pencils and get settled. <p>I. INTRO. ACTIVITY/HOOK</p> <ol style="list-style-type: none"> 1. Workshop Day—Students will be given this period to work on their stories and dioramas. They may use materials brought from home and teacher provided materials (paper, scissors, markers, pencils, crayons, glue sticks). Students may consult peers at their table for feedback and ideas. Teacher will circulate and assist. (85 min) <p>II. Developing Activities</p> <ol style="list-style-type: none"> 1. See above. <p>III. Culminating Activity</p> <ol style="list-style-type: none"> 1. See above. 	<ol style="list-style-type: none"> 1. Roll Book 1. Art supplies (located in back cabinet)
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Appendix A—Intro Activity

A Different Dimension: Opinionnaire

How to Rate Your Responses

1 = Strongly Disagree

2 = Disagree

3 = Unsure

4 = Agree

5 = Strongly Agree

Directions: Circle the number that best matches your opinion.

1. There are two major forces in this world: good and evil.

1 2 3 4 5

2. People deserve forgiveness, no matter their actions.

1 2 3 4 5

3. The color white represents things that are "good."

1 2 3 4 5

4. Children eventually grow out of believing in magical things.

1 2 3 4 5

5. Fantasy novels are made to be entertaining to children and young adults.

1 2 3 4 5

6. Fantasy novels, like fairytales and fables, teach an important lesson.

1 2 3 4 5

7. Imagining different dimensions (alternate worlds, planets, or realms) is the human way of coping with the only world we know, Earth.

1 2 3 4 5

8. Time travel is a possibility.

1 2 3 4 5

9. Sibling rivalry is damaging to a family.

1 2 3 4 5

10. Evil can be overcome by love and belief in something greater than yourself.

Appendix B—Reading Log Questions/Prompts by Chapter

Reading Log

Mrs. Culhan

Grade 7

The Lion, the Witch, and the Wardrobe by C.S. Lewis

Directions: Respond fully (in complete sentences) to the questions/prompts for the following chapter. Your own thoughts, details, inferences, and predictions are encouraged. You may respond on this sheet, or you may use a separate sheet of paper if needed.

Chapter One: Lucy Looks into the Wardrobe

1. Who are the main characters and why are they staying at the Professor's house?

2. Look in the dictionary for the definition of "wardrobe." Write down the definition that best fits the way the word is used in this story. Why does Lucy not shut the door of the wardrobe?

3. Describe the creature that Lucy meets in the wood. Use details, and you may quote the story.

Reading Log

Mrs. Culjan

Grade 7

The Lion, the Witch, and the Wardrobe by C.S. Lewis

Directions: Respond fully (in complete sentences) to the questions/prompts for the following chapter. Your own thoughts, details, inferences, and predictions are encouraged. You may respond on this sheet, or you may use a separate sheet of paper if needed.

Chapter Three

1. Explain in detail your first impression of the Queen of Narnia, and describe her based on what you have read so far.

2. Compare Edmund to Lucy. You may use a Venn Diagram or a list to answer this part of the question. Then, briefly explain which of the two characters you like best and why you feel this way.

Reading Log

Mrs. Culjan

Grade 7

The Lion, the Witch, and the Wardrobe by C.S. Lewis

Directions: Respond fully (in complete sentences) to the questions/prompts for the following chapter. Your own thoughts, details, inferences, and predictions are

encouraged. You may respond on this sheet, or you may use a separate sheet of paper if needed.

Chapter Four

1. What does the White Witch try to find about Edmund first? What other character was also concerned about this when he met Lucy?

2. List all of the things the Witch offers Edmund at their first meeting. Would you have taken these things from her? Why or why not?

Reading Log

Mrs. Culhan

Grade 7

The Lion, the Witch, and the Wardrobe by C.S. Lewis

Directions: Respond fully (in complete sentences) to the questions/prompts for the following chapter. Your own thoughts, details, inferences, and predictions are encouraged. You may respond on this sheet, or you may use a separate sheet of paper if needed.

Chapters 5-6

1. The Professor uses logic to decide Lucy is probably telling the truth about the wardrobe. Outline his logic in the space provided below.

2. Why was Mr. Tumnus arrested? Why do you think the White Witch's secret police left the note describing what happened to Mr. Tumnus?

3. Would you say Susan is a leader or a follower? Give examples from the story to support your answer.

Reading Log

Mrs. Culhan

Grade 7

The Lion, the Witch, and the Wardrobe by C.S. Lewis

Directions: Respond fully (in complete sentences) to the questions/prompts for the following chapter. Your own thoughts, details, inferences, and predictions are encouraged. You may respond on this sheet, or you may use a separate sheet of paper if needed.

Chapter 7

1. How does Mr. Beaver prove to the children that he is a friend and not an enemy? What physical evidence does he provide for this proof?

2. How does each member of the group feel after hearing the name Aslan?

Reading Log

Mrs. Culjan

Grade 7

The Lion, the Witch, and the Wardrobe by C.S. Lewis

Directions: Respond fully (in complete sentences) to the questions/prompts for the following chapter. Your own thoughts, details, inferences, and predictions are encouraged. You may respond on this sheet, or you may use a separate sheet of paper if needed.

Chapter 8

1. What usually happens to the creatures that are taken to the Witch's palace?

2. Look up the word "prophecy" and write down its definition. What, in this chapter, can be considered prophecy?

Reading Log

Mrs. Culjan

Grade 7

The Lion, the Witch, and the Wardrobe by C.S. Lewis

Directions: Respond fully (in complete sentences) to the questions/prompts for the following chapter. Your own thoughts, details, inferences, and predictions are encouraged. You may respond on this sheet, or you may use a separate sheet of paper if needed.

Chapters 9-10

1. What strange things does Edmund come to discover when he first approaches and enters the White Witch's castle?

2. Why do you think the author chooses Winter as the season Narnia endured before the coming of Aslan?

3. Look up the word "foreshadow" and write down its definition. What do you think the gifts the children receive from Father Christmas are foreshadowing?

Reading Log

Mrs. Culhan

Grade 7

The Lion, the Witch, and the Wardrobe by C.S. Lewis

Directions: Respond fully (in complete sentences) to the questions/prompts for the following chapter. Your own thoughts, details, inferences, and predictions are encouraged. You may respond on this sheet, or you may use a separate sheet of paper if needed.

Chapters 11-12

1. What signs in this chapter show the White Witch is losing her power over Narnia?
2. Edmund is beginning to realize that the Witch will probably not make him King of Narnia. If she did make him one, do you think he would be a good ruler? Why or why not?
3. Lewis suggests that Aslan is a mix of “good and terrible at the same time.” What things in Aslan would you consider “good” and what things could make him “terrible?”
4. Keep in mind what Peter is like. Do you believe he is capable of saving his sister from the attacking wolf? Why or why not? Do you think Edmund would be capable of the same thing?

Reading Log

Mrs. Culjan

Grade 7

The Lion, the Witch, and the Wardrobe by C.S. Lewis

Directions: Respond fully (in complete sentences) to the questions/prompts for the following chapter. Your own thoughts, details, inferences, and predictions are encouraged. You may respond on this sheet, or you may use a separate sheet of paper if needed.

2. Do you believe that the “good” side stands a chance of winning against the White Witch and her evil followers? Explain your answer.

Reading Log

Mrs. Culjan

Grade 7

The Lion, the Witch, and the Wardrobe by C.S. Lewis

Directions: Respond fully (in complete sentences) to the questions/prompts for the following chapter. Your own thoughts, details, inferences, and predictions are encouraged. You may respond on this sheet, or you may use a separate sheet of paper if needed.

Chapter 15-17

1. Why is the Witch’s castle empty when Aslan, Susan, and Lucy arrive?

2. Why does Aslan leave Narnia?

3. What do King Peter, King Edmund, Queen Lucy, and Queen Susan do as leaders of Narnia? In other words, how do they rule the land? What changes do they make?

4. Why does the White Stag lead the children back to the wardrobe?

Appendix C—Cooperative Activities

***The Lion, the Witch, and the Wardrobe*
Cooperative Activity for Chapters 1-3**

Name: _____

Date: _____

Directions: Use this sheet to record your ideas and the ideas of each person in your group. Each person must make a record of his/her own opinions and the members' opinions.

Examine this question:

Did the professor know about the magic wardrobe?

Group member name: _____ Agree Yes or NO (Circle one)

Reason(s) _____

Group member name: _____ Agree Yes or NO (Circle one)

Reason(s) _____

Group member name: _____ Agree Yes or NO (Circle one)

Reason(s) _____

Group member name: _____ Agree Yes or NO (Circle one)

Reason(s) _____

The Lion, the Witch, and the Wardrobe
Cooperative Activity for Chapters 7-8

Name: _____

Date: _____

Directions: Use this sheet to record your ideas and the ideas of each person in your group. Each person must make a record of his/her own opinions and the members' opinions.

Examine this question: Why do you think the author included information about the White Witch's background and her not being human?

Group member name: _____

Reason(s) _____

Group member name: _____

Reason(s) _____

Group member name: _____

Reason(s) _____

Group member name: _____

Reason(s) _____

The Lion, the Witch, and the Wardrobe
Cooperative Activity for Chapters 12-14

Name: _____

Date: _____

The Lion, the Witch, and the Wardrobe (Chapters 1-4)

Format: Charades & Sweet tarts!

Directions: Using your dictionary, write down the definition for each word. You do NOT have to write out the entire definition. Use only a synonym if that is what helps you remember the meaning. Do not be surprised if you have a quiz over this on Friday!

Wardrobe

Housekeeper

Scarlet

Enchanted

Imaginary

Muffler

Tongs

Hoax

Dwarf

Splendid

Dominions

Name: _____

Date: _____

Vocabulary List

The Lion, the Witch, and the Wardrobe (Chapters 9-11)

Format: Crossword Puzzle

Magic

Vermin

Repulsive

Mysterious

Quiver

Stammer

Solemn

Conversation

Cinema

Gloat

Delicious

Sorcerer

Appendix E—WebQuest Questions, Character Report Card, and Body Biography

DISCOVER NARNIA!

Directions: Using the internet, find out all sorts of neat things about the author of the Chronicles of Narnia and the magical world he created. You will be given class time to complete this activity, and you may work with a partner if you choose. Both of you, however, must record your findings to turn in for a daily work grade. I have listed a couple of sites that will be helpful during this web adventure, but I encourage you to use Google as well.

[Into the Wardrobe: The C. S. Lewis Website: \(http://cslewis.drzeus.net/\)](http://cslewis.drzeus.net/)
www.narnia.com

Questions about C. S. Lewis and his life (these questions can be found at the above website.)

1. Who was C. S. Lewis?
2. Why was C. S. Lewis known as "Jack"?
3. What was *Shadowlands*?
4. Did C. S. Lewis really lose his faith after the death of his wife?

The Narnia Books

5. Is Narnia an allegory?
6. I have an idea for a new Narnia book. Who should I write to for permission to publish it?
7. Is it true that there are differences between the British and American editions of the Narnia books?
8. What film and TV versions of Lewis's books have there been?
9. What's this I hear about a new movie of *The Lion, the Witch, and the Wardrobe*?
10. What is Turkish delight?

Lewis's other works

11. What was "The C. S. Lewis Hoax"?
12. Is there any posthumous Lewis material awaiting publication?
13. Are there any tapes of Lewis speaking available?

Name: _____

Date: _____

Complete a character report card. Assign each of the following characters from *The Lion, the Witch, and the Wardrobe* a grade (A, B, C, D or F) for each of the listed character traits. In the open space, give reasons for each grade. Base your reasons on the events from the book.

Quality	Lucy	Edmund	Mr. Tumnus	White Witch	Aslan
Kindness					
Bravery					
Intelligence					
Leadership					

Body Biography Activity

For this assignment, please work in groups of three or four. You will have this class period to complete this activity. For your chosen character, your group will be creating a body biography—a visual and written portrait illustrating several aspects of the character’s life and personality within the novel. You have many possibilities for filling up your giant sheet of paper. I have listed several, but please feel free to come up with your own creations. As always, the choices you make should be based on the text. Your choices should be creative, analytical, and accurate.

The presentation should accomplish the following objectives:

- *review significant events, choices, and changes involving your character
- *communicate to us the full essence of your character by emphasizing the traits that make him/her who he/she is.
- *promote discussion of your character

The portrait must contain:

- *a review of significant happenings in the novel
- *visual symbols
- *at least **four** important lines from or about your character in the novel
- *The four lines must be correctly quoted and a page number must be provided in parentheses—(Example: “It’s rough all over.” (101))

Body Biography Suggestions (Stuff to think about while working!):

1. Placement—Carefully choose the placement of your text and artwork. For example, the area where your character’s heart would be might be appropriate for illustrating the important relationships within his or her life.
2. Spine—Actors often discuss a character’s spine. This is his/her objective within the play. What is the most important goal for your character? What drives his/her thoughts and actions? How can you illustrate it?
3. Virtues and Vices—What are your character’s most admirable and worst qualities? How can you visualize them?
4. Color—Colors are often symbolic. What color(s) do you most associate with your character? Why? How can you effectively work these colors into your portrait and presentation?
5. Symbols—What objects can you associate with your character that illustrates his/her essence? You can use objects mentioned within the play or objects you think correspond with this character.
6. Mirror, Mirror—Consider how your character appears to others on the surface and what you know about the character’s inner self. Do these images clash or correspond? What does this tell you about the character?
7. Changes—How has your character changed within the novel? Trace these changes in words and/or artwork.

Appendix F—Rubrics

Taylor Culjan
Grade 7

The Creative Project will be evaluated as follows:

- A grade of 100 percent will be given to projects that
 - ✓ Demonstrate effort and creativity
 - ✓ Are accompanied by a story containing dialogue and fully developed characters
 - ✓ Are accompanied by a story containing a descriptive and thorough plot
 - ✓ Are accompanied by a story that clearly relates to the diorama
 - ✓ Are accompanied by a story that is legible or typed
- A grade of 75 percent will be given to projects that

Demonstrate some effort and creativity

- ✓ Are accompanied by a story containing dialogue and developed characters
 - ✓ Are accompanied by a story that follows a plot
 - ✓ Are accompanied by a story that relates to the diorama
 - ✓ Are accompanied by a story that is legible or typed
- A grade of 65 percent will be given to projects that
 - ✓ Demonstrate minimal effort and creativity
 - ✓ Are accompanied by a story that relates to the diorama
 - ✓ Are accompanied by a story that is legible or typed
 - A grade of 50 percent will be given to projects that
 - ✓ Are not accompanied by a story
 - A grade of 0 will be given to students who
 - ✓ Make no attempt to do the assignment

Mrs. Taylor Culjan
Grade 7

Grading Rubric: Reading Response Log

The Reading Response Log will be evaluated as follows:

- A grade of 100 percent will be given to logs that
 - ✓ Are complete and fully answer the posed question or prompt.
 - ✓ Illustrate total comprehension of the novel
 - ✓ Demonstrate creative thinking and writing when appropriate

- A grade of 75 percent will be given to logs that
 - ✓ Mostly answer the posed question or prompt.
 - ✓ Illustrate comprehension of the novel.
 - ✓ Demonstrate creative thinking and writing when appropriate.

- A grade of 50 percent will be given to logs that
 - ✓ Are incomplete and there is little attempt to respond to question or prompt.
 - ✓ Show minimal comprehension of the novel.
 - ✓ Illustrate minimal creative thinking and writing when appropriate.

- A grade of zero will be given to students who
 - ✓ Make no attempt to do the assignment.

References

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Stelmaschuk, Mr. "Stelmaschuk's Files Online." <http://www.sasktelwebsite.net/stelern/>.

