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| Summary | | | |
| \*Lesson Title (create a title for your lesson):  Exploring the ‘Fantasy’ literary genre through *Alice in Wonderland* | | | |
| \*Lesson Summary (1-3 sentence summary):  The students will read the book Alice in Wonderland by Lewis Carroll and will then unpack the book to investigate elements of the ‘Fantasy’ literary genre. Students will also learn about tyrannical rulers depicted in the book, and draw connections to rules of the modern 20th century. | | | |
| \*Subject (e.g. Language Arts, Math, Science, Social Studies/History, Art, Music, etc.):  Language Arts, Social Studies | | | |
| \*Intended Audience/Grade Level:  6th Grade | | \*Time Frame (designate whether this lesson will compose a series of lessons or a single lesson and approximate time frame):  1 day (65+ Minutes) | |
| Standards and Purpose | | | |
| \*Standards (link appropriate Common Core State Standards, Next Generation Sunshine State Standards, or other standards below ):   |  |  | | --- | --- | | LACC.6.RL.3.9 | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning |  |  |  |  | | --- | --- | --- | | LACC.6.RI.4.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts | | | LACC.6.W.1.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 5. Provide a conclusion that follows from the narrated experiences or events.   *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning | | | LACC.6.W.2.4 | | | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts | |  |  |  | | --- | --- | | LACC.6.W.2.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning | | LACC.6.W.3.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). 2. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).   *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning | | LACC.6.SL.1.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.   *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning |  |  |  | | --- | --- | | SS.6.W.1.1 | Use timelines to identify chronological order of historical events. |  |  |  | | --- | --- | | SS.6.W.1.2 | Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods. |  |  |  | | --- | --- | | SS.6.W.1.3 | Interpret primary and secondary sources. |  |  |  | | --- | --- | | SS.6.W.1.4 | Describe the methods of historical inquiry and how history relates to the other social sciences. |  |  |  | | --- | --- | | SS.6.W.1.5 | Describe the roles of historians and recognize varying historical interpretations (historiography). |  |  |  | | --- | --- | | SS.6.W.1.6 | Describe how history transmits culture and heritage and provides models of human character. |  |  |  | | --- | --- | | SS.7.C.3.1 | Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). | | | | |
| \*UFDC Resources (Identify and permalink for documents utilized from the UFDC here):  Alice in Wonderland Texts:  <http://ufdc.ufl.edu/UF00086953/00001>  <http://ufdc.ufl.edu/UF00026297/00001>  <http://ufdc.ufl.edu/UF00076829/00001>  <http://ufdc.ufl.edu/UF00076723/00001> | | | |
| Guiding Question (s) (What are the guiding questions for this lesson? Guiding questions are broad questions that students and the teacher can come back to throughout the learning experience. A good guiding question is (a) thought-provoking, counterintuitive, and/or controversial, (b) requires students to draw upon content knowledge and personal experience, and (c) can be revisited throughout the lesson to engage students in an evolving discussion.):  What are the main characteristics of the Fantasy genre?  How does the novel “Alice in Wonderland” contain and address these various characteristics?  What are some examples of tyrannical rulers in the fantasy novel?  What are some connections between the characters in the book and modern 20th century political figures? | | \*Objectives (What should students know and be able to do as a result of this lesson? What are the learning objectives for this lesson? What will students know and be able to do as a result of this lesson? Try to make the objectives measurable and specific.):  Students will be able to:   * Gain an understanding of fantasy as a literary genre. * Define fantasy as a story that is fake and that includes magic. * Write their own fantasy stories. * Define a dictatorship and give examples of famous dictators and of a dictator in the novel. | |
| Assessment (how will data be collected on student performance?) | | | |
| \*Formative (Describe how and when the students will get feedback about their performance or understanding during the lesson. How and when will they have an opportunity to use this feedback to improve their performance?):  Before the students begin their final essay writing activity, they will be asked to complete a multiple choice assessment (questions attached below). | | \*Summative (Describe how the teacher will determine if the students have reached the learning targets for this lesson. How will the teacher measure the impact of this lesson on student learning?):  The teacher will collect the fantasy essays that the students wrote and will assess them for how many fantasy elements, that were outlined in class, are contained in the essays as well as the connections made to modern day tyrannical rulers. | |
| Teaching Phase (step by step narrative guide to instruction) | | | |
| \*Activate/Build Prior knowledge (Describe how the teacher will gather information about student understanding and prior knowledge before the lesson or at the beginning of the lesson. How and when can the teacher use this information during the lesson?):   1. Start by comparing and contrasting fiction and nonfiction; students should be easily able to do so, since they have previously learned the two genres. Draw a Venn diagram on the board and discuss the similarities and differences between fiction and nonfiction. Focus on the fact that fiction is fake and made-up and nonfiction is real. [10 minutes]  * Venn diagram example:   + Fiction     - Fake     - Animals can talk (personification)     - Magic     - Funny pictures   + Nonfiction     - Real people     - Facts     - Gives information     - Maps     - Real pictures; sometimes with captions     - Index     - Glossary   + Both     - Title     - Pictures     - Table of contents     - Author     - Words | | | |
| \*Direct Instruction (How will the teacher present the concept or skill to students?):   1. Tell the students that for the day (or two) they will be learning about fantasy- a type of fiction. Activate student background knowledge by asking if they know anything about fantasy or if they can name any examples of fantasy novels or movies. Define fantasy as an original, fictional story that is set in a fake world and that has magic/magical characters. [5 minutes] 2. Vocabulary lesson- review words that students might not have understood when reading the novel. The teacher will write 5 words (pattering, hastily, melancholy, contempt, gravity) on the board. Each student will receive 5 flash cards and it will be split into four quadrants (#1: word, #2: synonyms, #3: sentence, #4: illustration); the flash card example will also be on the board. One by one, the students and the teacher will complete the 5 flash cards for each vocabulary word together. Example of a flash card: #1: melancholy, #2: sad, gloomy, depressed, #3: “I felt melancholy when my grandma was admitted to the hospital, #4: illustration. [30 minutes] 3. Afterwards, the students will quiz each other on what each word means to prepare for their upcoming assessment.   Part 2:  1. Begin the lesson by defining a dictatorship: a form of government in which one person rules with almost unlimited power; the ruler of a dictatorship is called a dictator. Ask the students if they know of any past or present dictators-write them on the board as they brainstorm. Ask students if they think the United States is a dictatorship- discuss why we are not a dictatorship, but a democracy- the people have rights, justice, and freedom. [5 minutes] | | | |
| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?):  PART 1:  Group students into groups of 3-4 and give each group a piece of chart paper. Have each group brainstorm and write on the chart paper what events or parts in the novel are considered fantasy. Each student should each have their own copy of the novel to use for reference. To get students going, tell them to focus on setting, characters, and events. [10-15 minutes]   * Examples:   + Setting: *Wonderland* is a fake place   + Characters: rabbits and cats cannot talk   + Event: Alice drinks tea, and as a result, shrinks. Alice eats cake, and as a result, grows (magic)   Teacher will pass out an “exit slip.” The slip will ask them to explain the genre of fantasy in 1-2 sentences as if they were explaining it informally to a friend.  (end of lesson for day, or return to DIRECT INSTRUCTION section)  PART 2:  Draw a T-chart in the front of the room comparing a democracy and a dictatorship. Ask the students to turn to a partner to discuss, and then use their ideas to fill-in the T-chart (think-pair-share). [10 minutes]   * Dictatorship:   + Ruled by a single person   + The people do not vote on the dictator   + Emphasizes duties   + Believes in hierarchy   + Suppresses free thought and action   + Believes in force and war * Democracy   + Ruled by an entire government   + People vote for the president   + Emphasizes rights, justice, and freedom   + Believes in equality   + Encourages free thought   + Believes in pacifism   3. Discuss famous dictators in history, like Hitler, Stalin, and Castro. Tell students what made them dictators (Holocaust, they made people do things that were not right, instigated wars, etc.). Group students into groups 3-4 and give them post-it notes. Ask each group to write ways that the Queen of Hearts in *Alice’s Adventure in Wonderland* exhibits dictatorship behavior. When they are done, have students put their post-it notes on one piece of chart paper at the front of the classroom. [10 minutes]   * Examples:   + Shouts, “Off with his head!”   + She rules by herself- does not have an entire government   + Makes her own decisions | | | |
| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):  Ask each student to imagine a fantasy world of their own that is ruled by one single dictator. Remind them that in order to have their world be considered a fantasy one, it must include magic and events that could not really happen. Give each student ample paper in order to write their 4-5 paragraphs. Give every student enough time to complete. Ask if anyone would like to share at the end. This activity is considered to be part of the assessment. [30-40 minutes] | | | |
| \*Closure (How will the learning from the lesson be reinforced over time?):   * Discuss what makes a story a fantasy- write the characteristics on the board. * Really reinforce the fact that a fantasy is not real and that it incorporates magic! | | | |
| Reading strategies (describe strategies in detail):  Reading for the novel should be completed prior to this lesson. Teachers can use scaffolding, graphic organizers, splitting up chapters, etc. to help ease the reading process. | Writing strategies (describe strategies in detail):  The students will be provided prompts for their fantasy writing but will have had extensive preparation for this. | | Speaking and listening strategies (describe strategies in detail:  In doing the interviews, the students will need to listen to the staff members to hear the answer to their questions. The students will also have to listen attentively to the direct instruction from the teacher. |
| \*Accommodations  (Describe how to accommodate students with special needs and how to differentiate instruction.) | | | |
| * Visuals are provided by the teacher for the direct instruction * Students are put in similar ability groups when doing group assignments * Students will be provided with examples of fantasy texts to reference when they are completing their writing activity. | | | |
| \*Extensions  (Describe possible extensions of this lesson.) | | | |
| re-teaching:  consider showing any one of the popular video versions of Alice in Wonderland and have students identify the various parts in the movie that are fantasy. | | Enrichment:  The teacher can cover a world leader a week and the students can determine whether they were a fair or tyrannical ruler. If possible, they can draw connections between the ruler and characters in Alice in Wonderland. | |
| \*Materials | | | |
| Special materials/preparation needed (Describe what special materials or preparations are needed for this lesson.):  **Materials:**   * *Alice’s Adventures in Wonderland* novel * Chart paper * Post-it notes * Pencils * Computers * Paper | | Suggested technology (What are the suggested technology requirements to use this lesson?):  Computer with projector screen | |
| Notes and Additional Recommendations (Provide recommendations concerning the preparation or implementation of your lesson):  You may consider giving the students a number of other fantasy books to consult when they are creating their own fantasy story. | | | |
| Reflection  (Questions to stimulate reflection on the process of teaching with primary sources for the implementing teacher – not for completion by the lesson developer) | | | |
| Teacher learning:   * How did my students respond? * What would I do differently next time? * What would I keep the same? * How will I use primary sources in the future? | | | |
| Attachments  (Attach or imbed worksheets and additional documents below) | | | |

**Multiple Choice Test**

(answers are bolded)

1. A fantasy is a story that happened in real-life.

1. True
2. **False**

2. To be considered fantasy, a story must include:

1. **Magic**
2. Animals
3. People
4. A real setting

3. A dictator listens to the people of a country and does what they want.

1. True
2. **False**

4. Who is an example of a dictator?

1. Barack Obama
2. George Washington
3. **Adolf Hitler**
4. The Mad Hatter

5. A fantasy story is set in a fake, made-up world.

1. **True**
2. False

6. An example of personification of animals is when:

1. **the rabbit speaks to Alice.**
2. Alice shrinks when drinking the tea.
3. the Cheshire cat disappears.
4. the Mad Hatter has a tea party.

7. The Queen of Hearts is a

1. democratic ruler.
2. nice person.
3. king.
4. **dictator.**

8. Which is an example of magic in the story?

1. Alice shrinks when drinking the tea.
2. The Cheshire cat disappearing.
3. Alice grows when eating a cracker.
4. **All of the above.**

9. Magic must be part of a fantasy in order to be considered a fantasy story.

1. **True**
2. False

10. A fantasy is considered non-fiction.

1. True
2. **False**

11. In one paragraph, explain the difference between fiction and non-fiction.

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12. Briefly explain a fantasy novel and what characteristics make it a fantasy.

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13. Compare and contrast a dictatorship and a democracy.

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14. Briefly explain why the Queen of Hearts is considered a dictator.

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15. Do you enjoy the fantasy genre? Why or why not?

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