### Writing Workshop: Modern Fantasy Sample Course Syllabus

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<thead>
<tr>
<th>Day 1</th>
<th>Goals</th>
<th>Activities</th>
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| 9-11:30 (10 minute break) | • Begin building classroom community  
• Share Class Objectives  
• Assess Students prior knowledge  
• Begin journal writing & independent writing process | • Welcome & Introductions  
• CTY Rules & Expectations  
• Icebreaker “Friendly Bingo”  
• Partner Interviews  
• Pre-Assessment parts I and II |
| 12:30-2 (10 minute break) | • Assess students prior knowledge and experience with fantasy  
• Reflect on fantasy genre  
• Assess reading comprehension  
• Assess collaborative learning skills  
• Apply creative skills to abstract concept  
• Assess speaking, planning and presenting skills | • Set up journals  
• Journal: What independent fantasy novel did you bring to read? Why?  
• Share Out  
• Introduction to *A Wrinkle in Time*  
• Read Chapter 1  
• First impressions: Is this fantasy as we define it?  
• Group Work—Group Book Cover Project for WIT  
• Present  
• Daily Reflection |

**Homework** | • Improve comprehension of fantasy text | Read chapters 2 & 3 in *A Wrinkle in Time* |

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<tr>
<th>Day 2</th>
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| 9-11:30 (10 minute break) | • Practice independent writing  
• Build character sketches to begin writing for fantasy  
• Discuss characterization  
• Introduce & review literary elements  
• Use art and visual medium to discuss characterization | • Read Independent Fantasy Novel  
• Discuss Honor Code  
• What are the differences between fantasy and myth? Fantasy vs. Myth  
• Creative Writing: Create a character! Use as much detail as possible!  
• Intro to Fantasy Writing Story Project |
| 12:30-2 (10 minute break) | • Develop reading Comprehension Skills  
• Deepen understanding of theme of “otherness” in fantasy literature  
• Discuss the terms diction & tone; deepen understanding  
• Learn about different Points of view and choose for their own story  
• Reflect on all we have learned for the day | • Journal: Using the character created this morning, put your character into a conflict. Optional conflict: Your character lost an object that was VERY important to someone else.  
• Read Chapter 4 together  
• “Otherness” in WIT; otherness in other novels (examples)  
• Diction Sets tone  
• POV in Fantasy Creative Writing  
• Introduction to Fantasy Story Writing  
• Share Out  
• Daily Reflection |

**Homework:** | • Improve comprehension of fantasy text | Read chapters 5 & 6 in *A Wrinkle in Time* |
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<th>Day</th>
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<td>Day 3</td>
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| 9-11:30 | Gain broader understanding of fantasy through exploring fantasy book of personal interest  
(10 minute break) | Read self- chosen fantasy text  
Describe the setting of your book  
How to build worlds: Setting & Imagery  
With a partner create a written description, then a visual of a new world  
Share with class  
Begin Mini Project: Novel MOSAIAC |
| 12:30-2 | Improve reading comprehension  
(10 minute break) | Journal: Describe the setting of AWIT.  
Students share responses looking at similarities and differences  
Read chapter 7 of A Wrinkle in Time together  
Whole Group Discussion  
Fantasy Story Writing time  
Individual Writing Conferences  
Daily reflection |

**Homework**  
Improve comprehension of fantasy text  
Read chapters 8 & 9 in A Wrinkle in Time

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<tr>
<th>Day 4</th>
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| 9-11:30 | Gain broader understanding of fantasy through exploring fantasy book of personal interest  
(10 minute break) | Independent Reading of self- selected book  
Share Out  
Review WIT—Why does Charles Wallace open his mind to “IT”? What could it be in the “real world?” Describe “IT.”  
“Showing vs. telling”  
Fantasy Story Writing Time  
Writing Conferences |
| 12:30-2 | Write for close reading  
(10 minute break) | Journal: What is a tesseract?  
Read & discuss excerpts from chapters 8 & 9  
What is “IT” in the story? Why does Charles Wallace open his mind to “IT”?“  
Symbolism in Fantasy & A Wrinkle in Time  
Introduce “Novel Collage”  
Begin Novel Collage  
Daily reflection |

**Homework**  
Improve comprehension of fantasy text  
Read chapters 10 & 11 in A Wrinkle in Time

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<tr>
<th>Day 5</th>
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| 9-11:30 | Gain broader understanding of fantasy through exploring fantasy book of personal interest  
(10 minute break) | Independent Reading  
Symbols in WIT  
What are they?  
How do we know they are symbols?  
Creating Symbols in our writing  
Create/ develop symbol for your fantasy story  
Fantasy story writing Time  
Writing Workshop rules  
Begin Writing Workshop |
<table>
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<tr>
<th>Time</th>
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<tr>
<td>12:30-2</td>
<td>• Improve reading comprehension • Improve and develop creative writing skills • Develop understanding of setting as a literary element • Develop editing and revising skills • Reflect on all we have learned for the day</td>
<td>• Read chapter 12 together • Whole Group discussion • Discuss the final line and how it impacts the story • Finish Novel Collages • Gallery Walk • “Publish” the collages • Intro to <em>The Hobbit</em> • Daily Reflection</td>
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<td>(10 minute break)</td>
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<tr>
<td>Homework</td>
<td>• Improve comprehension of fantasy text</td>
<td>• Homework: Read chapters 1-3 in <em>The Hobbit</em></td>
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**Day 6**

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<th>Time</th>
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<tr>
<td>9-11:30</td>
<td>• Asses and expand reading comprehension skills • Practice with abstract concepts • To learn how to write effective and grammatically correct dialogue • To build on individual writing skills • To conference with students to provide individual feedback and assess skill</td>
<td>• Independent reading • What is a “parallel universe”? Why are we interested in this idea? • Dialogue Activity • Dialogue Grammar Prep • Symbolism in <em>The Hobbit</em> • Fantasy Short Story Writing • Writing Workshop Continued</td>
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<td>(10 minute break)</td>
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<tr>
<td>12:30-2</td>
<td>• To develop writing skills • Use open ended, higher order questioning to prompt for verbal assessment • To understand symbolism of light and dark in literature • To reflect on our daily accomplishments</td>
<td>• Journal: Discuss the relationship between Bilbo &amp; Gandalf. Are they friends? Why or why not? • Read chapter 4 of <em>The Hobbit</em> together • Light &amp; Dark Imagery mini lesson • Activity • Share Out • Daily Reflection</td>
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<td>(10 minute break)</td>
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<tr>
<td>Homework:</td>
<td>• Improve comprehension of fantasy text</td>
<td>Read chapters 5 &amp; 6 in <em>The Hobbit</em></td>
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**Day 7**

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<tr>
<td>9-11:30</td>
<td>• Assess and expand reading comprehension skills • Introduce and understand different kind of conflict in literature • Narrative Writing • To conference with students to assess and help plan their writing</td>
<td>• Independent Reading • Conflict in WIT and <em>The Hobbit</em>. • Characters in Conflict Activity: man vs self/nature/magic • Group Work • Presentations • Fantasy short story writing: What’s your conflict? • Writing Workshop Continued</td>
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<td>(10 minute break)</td>
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<tr>
<td>12:30-2</td>
<td>• Practice independent writing and self-assessment • To use conflict to understand literature while reading and writing narratives • Improve &amp; expand reading comprehension skills • To reflect on our daily accomplishments</td>
<td>• Journal: Put your character into crisis! Does s/he have an internal or external conflict? How will you resolve that conflict in your story? • Read chapter 7 of <em>The Hobbit</em> together • Conflict in TH • Daily Reflection</td>
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<td>(10 minute break)</td>
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<tr>
<td>Homework:</td>
<td>• Improve comprehension of fantasy text</td>
<td>Read chapters 8 &amp; 9 of <em>The Hobbit</em></td>
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<td>Day 8</td>
<td>Goals</td>
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| 9-11:30 (10 minute break) | • Asses and expand reading comprehension skills  
• Identify and understand effective use of sensory imagery in writing  
• Practice narrative writing skills  
• Revise writing to include more imagery | • Independent Reading  
• “Garbage Truck” poem. What images does the author use to tell his story?  
• Practice sensory awareness activity  
• Fantasy Short Story Writing  
• Practice with imagery  
• Writing Workshop Continued |
| 12:30-2 (10 minute break) | • To practice independent writing  
• To work cooperatively  
• Demonstrate understand of “heroes journey” theme  
• Review *The Hobbit*  
• To reflect on our daily accomplishments | • Journal: What is a “hero’s journey”? Describe a journey your character attempts. What are his/her challenges? Who gets in her way?  
• Share Out  
• Group Work: Build a journey map  
• Presentations  
• Watch Clip of 1977 animated version of *The Hobbit*  
• Daily Reflection |

**Homework:**  
• Improve comprehension of fantasy text  
• Read Chapters 8 & 9 of *The Hobbit*

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<th>Day 9</th>
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| 9-11:30 (10 minute break) | • Asses and expand reading comprehension skills  
• Understand the traditional plot outline  
• Introduction to alternative plot outlines  
• Practice writing independent narratives  
• To conference with students in order to help and assess writing skills | • Independent Reading  
• Hobbit’s Habits  
• Activity  
• Traits of magical creatures pair work  
• Share Out  
• Plot Structure  
• Traditional and Non-traditional  
• Excerpt from *Out of the Dust* and *Seedfolks*  
• Fantasy Short Story Writing  
• Writing Workshop Continued |
| 12:30-2 (10 minute break) | • Practice independent writing  
• Discuss Tolkien’s use of magical creatures  
• To consider the POV of a magical creature  
• To review *The Hobbit*  
• To reflect on our daily accomplishments | • Journal: Choose an elf, dwarf, or other creature from *The Hobbit*. Describe what it would be like for you AND the protagonist in your story to meet that creature.  
• Share Out  
• Watch Clip of 1977 animated version of *The Hobbit*  
• Daily Reflection |

**Homework:**  
• Improve comprehension of fantasy text  
• Finish reading *The Hobbit*
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<th>Day 10</th>
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| 9-11:30 (10 minute break) | • Asses and expand reading comprehension skills  
• Continue discussion of “heroes journey” theme  
• To review figurative language ideas  
• Practice understanding the vocabulary of figurative language  
• Independent narrative writing  
• To conference with students in order to assess and support independent writing | • Independent Reading  
• Finish reading *The Hobbit* together  
• Discuss Hero’s Journey  
• Figurative Language Practice  
• Group Work-Figurative language BINGO  
• Share Out  
• Independent Fantasy Story Writing Time  
• Finish Workshop  
• Begin revising |
| 12:30-2 (10 minute break) | • Read and consider literature for comprehension  
• Write about literature  
• New Novel Introduction  
• Review *The Hobbit*  
• Intro to *The Golden Compass*  
• Watch Clip from the 1977 animated film of *The Hobbit*  
• Daily Reflection |

**Homework:**  
• Improve comprehension of fantasy text  
• Read Part 1 of *The Golden Compass*

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<th>Day 11</th>
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| 9-11:30 (10 minute break) | • Asses and expand reading comprehension skills  
• Discuss theme in GC  
• Review figurative language  
• Independent narrative writing | • Independent Reading  
• Themes In *The Golden Compass*  
• Passage Share  
• Figurative language Bingo with the novel  
• Revising  
• Fantasy Story Writing Time |
| 12:30-2 (10 minute break) | • Independent writing  
• To improve reading comprehension  
• To increase understanding of GC  
• To introduce mini-project #2  
• To reflect on our daily accomplishments | • Journal: Describe daemons in the novel. What are they? What are their powers and limitations?  
• Intro to MY Golden Compass  
• Mini-project  
• Begin Work  
• Daily Reflection |

**Homework:**  
• Improve comprehension of fantasy text  
• Read Half of Part II of *The Golden Compass*

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<tr>
<th>Day 12</th>
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| 9-11:30 (10 minute break) | • Asses and expand reading comprehension skills  
• To create “fantasy language”  
• To work cooperatively  
• To involve all students with collaborative discussion  
• Independent narrative writing  
• To begin typing and completing fantasy short story | • Independent Reading  
• Animals in *The Golden Compass*  
• Symbolism in *The Golden Compass*  
• Examine Invented Language for fantasy writing  
• Group Activity  
• Share Out  
• Fantasy Short Story Writing time  
• Writing Conferences  
• Short Story Revising |
| 12:30-2 (10 minute break) | • To write independently for reading comprehension  
• To understand symbols in GC  
• To discuss “allegory” and its role in GC  
• Work on GC mini-project  
• To reflect on our daily accomplishments | • Journal: Why do you think animals are often portrayed as magical?  
• Symbolism vs. Allegory in *The Golden Compass*  
• Golden Compass Project Work  
• Daily reflection  
• “Publishing” short stories |

**Homework:**  
• Improve comprehension of fantasy text  
• Finish Part II of *The Golden Compass*

### Day 13

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| 9-11:30 (10 minute break) | • To improve reading comprehension skills  
• To discuss the role of “magic” and “suspension of disbelief” through objects in fantasy lit  
• Work Collaboratively  
• Practice narrative writing and revising  
• Writing conferences for assessment and support | • Independent reading of fantasy novel  
• Magical Objects and their purpose in GC  
• Magical Object Creation or illustration with partner  
• Share Out  
• Revise, time, finalize fantasy short story  
• Conferences as needed to help “publish” short stories |

| 12:30-2 (10 minute break) | • To write independently for reading comprehension  
• To understand symbols in GC  
• To discuss “allegory” and its role in GC  
• Work on GC mini-project  
• To reflect on our daily accomplishments | • Journal: The alethiometer is a device that tells the reader the truth. Break the word into two parts and find the meanings of each. What does alethiometer mean? Why is this object important to the story?  
• Discuss “the compass” in GC  
• Work on GC mini-project  
• Finish fantasy short stories as needed  
• Conferences as needed  
• Daily Reflection |

**Homework:**  
• Improve comprehension of fantasy text  
• Read half of Part III of *The Golden Compass* or Finish

### Day 14

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| 9-11:30 (10 minute break) | • Asses and expand reading comprehension skills  
• Review symbolism and allegory  
• Complete personal reflection “golden compass” project  
• To conference with students in order to help improve and assess writing | • Independent Reading  
• Journal: What is a “golden compass” and why does it matter to the novel? How does it relate to “dust’?  
• Finish Golden Compass Book Mini-Project  
• Finish Stories  
• Conferences as needed |

| 12:30-2 (10 minute break) | • Assess understanding of the fantasy genre  
• To write revise, and complete narratives  
• Complete GC Mini Project  
• Reflect on our daily accomplishments | • CTY Post Assessment  
• Finish Editing, typing, revising for fantasy short story!  
• Conferences  
• Daily Reflection |

**Homework:**  
• Improve comprehension of fantasy text  
• Finish reading *The Golden Compass*

### Day 15

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<th>Goals</th>
<th>Activities</th>
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| 9-11:30 (10 minute break) | • Improving reading comprehension of fantasy text  
• Review symbolism and allegory  
• Complete personal reflection “golden compass” project  
• To conference with students in order to help improve and assess writing | • Independent Reading  
• Journal: What is a “golden compass” and why does it matter to the novel? How does it relate to “dust’?  
• Finish Golden Compass Book Mini-Project  
• Finish Stories  
• Conferences as needed |

| 12:30-2 (10 minute break) | • Assess understanding of the fantasy genre  
• To write revise, and complete narratives  
• Complete GC Mini Project  
• Reflect on our daily accomplishments | • CTY Post Assessment  
• Finish Editing, typing, revising for fantasy short story!  
• Conferences  
• Daily Reflection |

**Homework:**  
• Improve comprehension of fantasy text  
• Finish reading *The Golden Compass*
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<th>Time</th>
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| 9-11:30      | • Asses and expand reading comprehension skills  
  (10 minute break)  
  • Prepare work for publication  
  • Improve editing & revising skills  
  • To conference with students in order to help improve and assess writing |
|              | • Independent Reading  
  • Journal: Reflections on fantasy and the class. Write an alternate ending for The Golden Compass  
  • Finish any last minute editing/typing/revising for the fantasy short story  
  • Prepare our work stations for parent presentations! |
| 12:30-2      | • To celebrate our accomplishments!  
  (10 minute break)  
  • My desk is my Gallery and my work is my art  
  • Gallery Walk  
  • Presentations  
  • Final Thoughts & Reflection |
| Homework     | • Enjoy the rest of your summer! |