

05_Mythology and Fantasy Book Clubs

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **8 weeks (40 Days)**
Status: **Published**

General Overview, Course Description or Course Philosophy

The New Jersey Student Learning Standards for English Language Arts / Literacy lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek wide, deep, and thoughtful engagement with high-quality literary and informational texts that build knowledge, enlarge experience, and broaden worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Essential Question: What timeless truths and universal themes can we uncover through the exploration of mythology and fantasy literature, and how do these imaginative narratives shape our understanding of the human experience?

Students will understand:

- Mythology and fantasy literature offer timeless lessons that resonate across cultures and generations, providing powerful insights into the human condition.
- Delving into mythical realms and fantastical worlds fosters a deeper appreciation for the creative power of storytelling and the boundless possibilities of the human imagination.
- Exploring mythology and fantasy helps recognize and appreciate the cultural diversity of beliefs, customs, and folklore that shape societies throughout history.
- Mythological archetypes and fantastical elements serve as mirrors to our own inner struggles, aspirations, and fears, fostering empathy and connection with the characters and their journeys.
- Critical analysis and interpretation of mythical and fantastical texts enhance literary comprehension and analytical skills, heightening the understanding of symbolism, allegory, and metaphor.
- The exploration of mythology and fantasy fosters creativity and encourages thinking beyond the confines of reality, empowering readers to imagine innovative solutions and envision alternative worlds.

- Comparing and contrasting different mythologies and fantasy worlds reveal the universality of human dreams and desires, allowing for a better understanding of the common threads that bind humanity together.
- Mythology and fantasy literature provide a safe space for contemplating complex philosophical and ethical dilemmas, enabling readers to grapple with profound questions about the nature of existence and morality.
- Engaging with mythology and fantasy sparks wonder and awe, reminding readers of the magic and mystery that exist within the world and the human spirit.
- The study of mythology and fantasy promotes cultural literacy, deepening understanding of the rich cultural heritage and traditions passed down through generations, shaping societies and individuals alike.

CONTENT AREA STANDARDS

SL.6.1. 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.

A. 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.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. 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.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
VA.6-8.1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LA.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
VA.6-8.1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
LA.RL.6.8	(Not applicable to literature)
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
VA.6-8.1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
LA.L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
LA.L.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
LA.L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
LA.L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.L.6.2.B	Spell correctly.
LA.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
LA.L.6.3.B	Maintain consistency in style and tone.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.8.DC	Digital Citizenship

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- Imagery and symbolism play a significant role in mythology and fantasy, helping to convey deeper

meanings and emotions within the narrative.

- Fantasy books often explore moral and ethical dilemmas, inviting readers to reflect on human behavior, choices, and consequences.
- Myths and fantasy stories transcend time and cultural boundaries, showcasing the universal appeal of imaginative storytelling and the human fascination with the unknown.
- The study of mythology and fantasy literature fosters critical thinking, cultural awareness, and an appreciation for the power of storytelling as a means of conveying meaning and understanding the world around us.

Procedural Knowledge

Students will be able to:

- conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- analyze the impact of a specific word choice on meaning and tone.
- compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- 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.
- explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- produce clear and coherent writing in which the development and organization are appropriate to task,

purpose, and audience.

- provide a conclusion that follows from the narrated experiences or events.
- review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 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.
- assess the credibility of each source.
- by the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- draw evidence from literary or informational texts to support analysis, reflection, and research.
- cite textual evidence from the text.
- come to discussions prepared, having read or studied required material.
- describe how a particular story's or drama's plot unfolds in a series of episodes.
- describe how the characters respond or change as the plot moves toward a resolution.
- determine a theme or central idea of the text and how it is conveyed through particular details.
- determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- explain how an author develops the point of view of the narrator or speaker in a text.
- gather relevant information from multiple print and digital sources.
- make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- present claims and findings.
- provide an objective summary of the text distinct from personal opinions or judgements.
- quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- sequence ideas logically and use pertinent descriptions, facts, and details to accentuate main ideas or themes.
- support analysis of what the text says explicitly as well as inferences drawn from the text.
- use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events,

and/or characters.

- use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- use adequate volume, clear pronunciation, and appropriate eye contact when presenting findings.
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- demonstrate understanding of word relationships and nuances in word meanings.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Teacher/Student Conferences
- Oral Presentations
- Multimedia Presentations
- Portfolio Assessments

Benchmark Assessments

- iXL

- Edulastic

Summative Assessments

Constructive responses, narrative essays, projects, tests, quizzes

Formative Assessments

Novel Study, Book Clubs, Close Reading Strategies, Discussions, Conferencing, Reflection/Response writing, Questioning

RESOURCES (Instructional, Supplemental, Intervention Materials)

Tuck Everlasting-Core Text

Various Folktales & Myths

[Common Lit](#)

[IXL](#)

Fantasy Book Club Choices:

Eragon
The Alchemyst
School of Good and Evil
Seraphina
Five Kingdoms
City of Ember
City of Ember, The People of Sparks
Ender's Game
Artemis Fowl
Miss Peregrine's Home for Peculiar Children
Doll Bones
The Golden Compass
The Unwanteds
The Apothecary

Impyrium
The Sea of Trolls
Savvy
Scumble
The Lion, The Witch and The Wardrobe

INTERDISCIPLINARY CONNECTIONS

Visual and Performing Arts:

- Students will create their own mythical/fantasy hero or heroine. They will be encouraged to think about the character's background, powers, and adventures.

Technology/Multimedia

- Audio/visual media analysis
- Google
- Media Literacy
- Educational tech applications

Social Studies

- Current Events
- Ethics
- Social Justice
- Social relationships among people

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.