

Fantasy Writing and Literature

Unit Plan Introduction:

This unit focuses upon creative writing using the element of fantasy. Within the stories that students create they will grasp an understanding of imagery and descriptive words that will allow the reader into the world they have created. The students will create three different stories. The first one will be a group story that allows the students to share their ideas through email or through passing the story around the group but there is to be no communication between group members until the story is complete. The second story will be for the students to take an actual event in their life and create it into a piece of fiction, either by changing the ending or switching events around until the student is satisfied with the results. The third story will allow the student to create a totally fictitious piece on their own, with their own imagination. Throughout the whole creative writing unit, the students will have days to discuss their writing process along with peer response editing to their papers. At the end of the unit the students will turn in a portfolio of what they have created along with a self-reflection that calls upon the student to discuss how they handled this writing, what they liked and disliked. The students should be able to express themselves creatively.

Rationale: This unit is crucial to student's development as a writer because the students are learning to write a new genre of writing/literature. The students will be reading literature that reinforces this notion. This may be the unit that hooks the students into enjoying reading and writing when they may not have before. Many times a student's creative idea is pushed aside and not allowed to be free within the writing classroom. This will give the students the outlet that they need to explore the many different ideas that they have about life and what they would like to change about it. The students will be reading and writing and learning about other things besides academic writing.

Purpose: The purpose of this unit is to allow the students to read new material and write in a different format than they are used to. Students are encouraged to have fun but at the same time learn the difference in the writing styles and how their writing process has changed.

Audience/ Forum: This unit is for high school seniors' regular English students who want to prepare themselves for college writing. The class is based solely upon writing and the type that they will be performing within the college or university setting. This lesson plan may be adapted for any high school class that is needed for creative writing.

Unit Plan Topic: Creative Writing with a focus upon Fantasy Writing

Side Note: This is a quick fun unit that can be adjusted to fit any lax time in between the writing topics that students must complete. This is not an intensive unit, but something that is fun and the students generally enjoys a break from academia.

Day 1

- 1. Title:** Creative Writing- Fantasy Writing
- 2. Subject:** Senior Composition
- 3. Author:** Lauren Mennenga
- 4. Grade Level:** Senior
- 5. Time Duration:** 55 minutes
- 6. Unit Rationale:** This unit is for the students to learn how to bring creative writing into their abilities. Within this unit, there will be a focus upon the different types of narrative that can be used with fantasy writing. The students will learn through different examples how they can place fantasy writing within their realm.
- 7. Lesson Plan Summary:** There will be an introduction as to what fantasy writing is defined as. There will be examples of short stories that are given to further explain what this genre of writing contains. After reading different examples within the class the students will get into groups and discuss and formulate their own definition of fantasy writing. Within their groups the students will also brainstorm to get them ready to write. The class will come back together and the students will each share what they thought fantasy writing is and the different ideas they had come up with.
- 8. Objectives:** The students will gain an understanding of fantasy writing and how it fits into the genre of writing and literature.
- 9. Illinois Standards: 2.A.4a** “Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.”
- 10. Materials-**
 - Short stories or poems
 - Overheads
 - Overhead pens
 - Discussion questions
- 11. Activities and Procedures:**

The previous class the students were assigned to bring in a fantasy novel or short story or poem and write a brief paragraph as to why that piece of literature is part of the genre of fantasy.

 - a. **Prior Knowledge-** allows the students to talk about what they think that fantasy means in general by having the students come and write on the chalkboard.
 - b. As a class we will talk about fantasy writing and stories and what it means.
 - c. How many of you have read fiction?
 - d. What about fantasy literature?
 - e. Tell me what you think is so unique about this type of writing when you are done reading.

- f. The students will read their brief paragraphs to the whole class and explain why its fantasy.
- g. Pass out two short stories and poems that are fantasy genre.
- h. The students will read this while the teacher takes attendance
- i. The students will be divided into four different groups to establish their own definition of fantasy and its importance.
 - j. The students should come up with their own examples from pop culture on where fantasy literature fits.
 - k. The students should take into consideration what they had written about their piece of literature that they brought to class.
 - l. The students should decide if fiction and fantasy are one within the same.
- m. The teacher will walk the room while the students are working to make sure that everyone stays on task.
- n. The students will write this on an overhead along with a list of different topics that could be covered within the genre of fantasy.
- o. The teacher will bring the class back together and each group will come up and place the overhead sheet on the overhead
- p. They will discuss what they have thought about.
- q. After each group as gone the teacher will ask for one concise definition of fantasy and what it means for them.
 - r. Are fantasy and fiction the same thing?
 - s. If not, what makes them so different?
 - t. Does this seem like something that would be hard to write?
- u. The students will then have a chance to ask any questions that they may have in regard to fantasy literature.
- v. The teacher will assign an assignment that will have the students writing a fanciful story.

12. Time limits:

- Prior knowledge- 5 minutes
- Discussion- 10 minutes
- Reading the stories/poems- 15 minutes
- Group work- 10 minutes
- Discussion- 10 minutes
- Assignment/ questions- 5 minutes

13. End of class: The class will end with a recap as to what fantasy fiction is and how it relates to the students.

14. Homework: The students will be brainstorming about different characters, plot, etc, that will be included in their story for homework along with making a preliminary outline or short synopsis of what their story is going to be about. The stories should each be no more than 5 pages but contain all aspects of fantasy literature.

Day 2

1. Title: Creative Writing- Fantasy Writing

2. Subject: Senior Composition

3. Author: Lauren Mennenga

4. Grade Level: Senior

5. Time duration: 55 minutes

6. Unit Rationale: This unit is for the students to learn how to bring creative writing into their abilities. Within this unit, there will be a focus upon the different types of narrative that can be used with fantasy writing. The students will learn through different examples how they can place fantasy writing within their realm. The students will exhibit their knowledge through writing their own story.

7. Lesson Plan Summary: Today the students will get into groups and discuss what they have come up with to write about. After the groups have each discussed the students will vote on which idea they liked the best. Then the teacher will go to each group and discuss what their story topic is. The students will then divide up the story among the group, collectively writing a fantasy story.

8. Objectives: The students will be able to work collectively in combining everyone's ideas into one story.

The students will use their knowledge and definition of fantasy writing and apply it to their story.

9. Illinois Standards: 1. B. 5a "Relate reading to prior knowledge and experience and make connections to related information."

10. Materials:

Overheads

Chalk

Chalkboard

11. Activities and Procedures:

- a. **Prior Knowledge-** students will recap what was discussed yesterday and what they thought of last night for homework.
- b. The teacher will divide the class into groups that she/he has already made.
- c. The teacher will go around to each group and check to see if each student has his or her homework.
- d. The students will discuss their brainstorming ideas.
- e. The students within each group will pick the best topic and decide how they want to write their group story.
- f. The students may then begin to write the story.
- g. The students will be given a rubric so they know what must be included within the story.
- h. The students will go to the computers and begin working.
- i. To ensure that each student contributed each student must write a paragraph
- j. The teacher will be walking around to make sure that everyone is helping

- k. The room should be silent, as the students are unable to communicate to each other until the story is completed. This is to allow complete creative and freedom to write and include what they would like.

12. Time Limits:

Prior knowledge- 5 minutes

Discussion- 10 minutes

Group work- 40 minutes

13. End of class: Check with student if they questions about the material.

14. Homework: Students do not have any homework.

Day 3

1. Title: Creative Writing- Fantasy Writing

2. Subject: Senior Compositions

3. Author: Lauren Mennenga

4. Grade Level: Senior

5. Time Duration: 55 minutes

6. Unit Rationale: This unit is for the students to learn how to bring creative writing into their abilities. Within this unit, there will be a focus upon the different types of narrative that can be used with fantasy writing. The students will learn through different examples how they can place fantasy writing within their realm.

7. Lesson Plan Summary: The students will be sharing their stories as a group and writing a reflection on how they felt with being unable to communicate but able to write whatever they felt went with the story. The students will then come together as a class and discuss and read their stories aloud. After story hour, the students will begin to brainstorm for their next piece of writing. In order to prepare for this the students will read examples for homework.

8. Objectives: The students will gain an appreciation of creative writing and the unification of the writing process.

The students will gain knowledge on how to effectively communicate through writing.

The students will learn to synthesis their ideas about their life and fiction and combine them together.

9. Illinois Standards: 1. B.5b “Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.”

10. Materials-

Examples of fiction writing

Chalk board

Assignment sheet for the next writing assignment

11. Activities and Procedures:

- a. **Prior Knowledge-** this will allow the students a chance to work on their story and remember where it was headed.
- b. The teacher will take attendance
- c. The students will work on completing their story and bringing it to a conclusion.
- d. The teacher will be walking the room insuring that each student is participating.
- e. The students within their groups will read the story aloud so that everyone within the group can hear the story
- f. The students will then write a reflection:
 - g. on how this type of writing affected their writing process

- h. what they would do next time
- i. what they liked and disliked
- j. Following the reflection, which will be turned in and the students will come back together as a class to share what they wrote.
- k. The students will then receive the assignment for the next writing assignment which is when the students take an actual event in their life that they wished would have turned out differently and change what they did not like, making it their fantasy story.
- l. The students will receive example stories to get a better grasp of the assignment.
- m. The students will then brainstorm on what event they would like to write about.

12. Time Limits:

- Prior Knowledge/Group Work- 15 minutes
- Reading the stories aloud- 5 minutes
- Reflection- 7 minutes
- Reading the stories in the class- 20 minutes
- Explain the next assignment- 5 minutes
- Pass out sheet and brainstorm- 3 minutes

13. End of Class: The students will start to prepare themselves for the next writing assignment.

14. Homework: The students will be reading the sample fiction short stories and brainstorming with their own ideas. Students should come to class with questions and concerns about the assignment. The students will type up a 100-word description of their topic for me to check over.

Day 4

1. Title: Creative Writing- Fantasy Writing

2. Subject: Senior Composition

3. Author: Lauren Mennenga

4. Grade Level: Senior

5. Time Duration: 55 minutes

6. Unit Rationale: This unit is for the students to learn how to bring creative writing into their abilities. Within this unit, there will be a focus upon the different types of narrative that can be used with fantasy writing. The students will learn through different examples how they can place fantasy writing within their realm.

7. Lesson Plan Summary: Today is a workshop day. The students will be meeting with me to discuss with 100-word description and talk about what they will be focusing upon. The students will be able to confer with other students or with me once the conferences are complete. The students will have this time to work on the assignment.

8. Objective: The students will gain an understanding of the writing process.

9. Illinois Standards: 2.A.5b “Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.”

10. Materials-

A pen

Extra copies of the examples

11. Activities and procedures:

- a. The students will turn in their descriptive writing
- b. The students will then talk over their idea with the other group members, trying to help one another think of creative ideas to replace the not so desired one.
- c. The teacher will be taking attendance during this time
- d. The teacher will pass out a prompt that will help the students focus in on what they would like to write. This will be divided into four sections- the plot, the setting, a general summary, and character sketches.

- e. The teacher will read through the description and then call upon the student to come and confer about their topic and discuss if it is appropriate and what they are going to do with it.
- f. After conferring with the teacher the students will then have the rest of the period to work on their paper.

12. Time Limits:

Student group discussion- 10 minutes
 Teacher/student conference- 2 minutes
 Individual time to write- 40 minutes

13. End of the class: The class will be told what the homework is and to continue on to work on their events.

14. Homework: The students should come with a rough draft of their event it should be no longer than 4 pages.

Day 5

1. Title: Creative Writing- Fantasy Writing

2. Subject: Senior Composition

3. Author: Lauren Mennenga

4. Grade Level: Senior

5. Time Duration: 55 minutes

6. Unit Rationale: This unit is for the students to learn how to bring creative writing into their abilities. Within this unit, there will be a focus upon the different types of narrative that can be used with fantasy writing. The students will learn through different examples how they can place fantasy writing within their realm.

7. Lesson Plan Summary: Today the students will be working in pairs to peer edit their papers. The students have previous experience with peer editing and will have a peer-editing sheet to fill out leading the students in their editing.

8. Objectives: The students will use their knowledge of the writing processes to peer edit their peer's paper.

9. Illinois Standards: 2.A.5b "Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece."

10. Materials:

Peer-editing worksheets

11. Activities and Procedures:

- a. The teacher will break the students into pairs and hand out a worksheet leading the peer-editing process.
- b. The students will read each other's papers and write comments on them.
- c. The student will then fill out the peer-editing worksheet to accompany the paper that they edited.
- d. Once each student has completed the hand-written comments, the students will then discuss what they liked and what they disliked in the story.
- e. The teacher will then switch the pairs and the process will be repeated.

- f. The teacher will then bring the class back together and have them look over the comments that have been made regarding their papers.
- g. If there is any left over time the students will be able to work on the suggestions given to them.

12. Time Limits:

1st pair of peer editing- 20 minutes

2nd pair of peer editing- 20 minutes

Time for the student to work and look over the suggestions- 15 minutes

13. End of Class: The students will have time to work on their paper as it is due the next day.

14. Homework: The students will be finishing the final touches upon their paper and turn them in the next day.

Day 6

1. **Title:** Creative Writing- Fantasy Writing
2. **Subject:** Senior Composition
3. **Author:** Lauren Mennenga
4. **Grade Level:** Senior
5. **Time Duration:** 55 minutes
6. **Unit Rationale:** This unit is for the students to learn how to bring creative writing into their abilities. Within this unit, there will be a focus upon the different types of narrative that can be used with fantasy writing. The students will learn through different examples how they can place fantasy writing within their realm.
7. **Lesson Plan Summary:** Today the students will be turning in the final drafts of their papers. Then there will be an introduction into the two short stories that will be read in class.
8. **Objectives:** The students will gain an understanding of the fantasy literature.
The students will synthesize what they know about the fantasy genre and make predications about what elements will be in the story.
9. **Illinois Standards: 2.A.5b** “Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.”
10. **Materials-**
Copies of *Kugelmass Episode* and *Little Expressionless Animals*
Worksheets for the students to fill out regarding fantasy genre
11. **Activities and Procedures:**
 - a. **Prior Knowledge:** The students will discuss what they wrote in their papers and what were the elements that they brought into their event.
 - b. The students turn in their final drafts.
 - c. The teacher will hand out a worksheet that allows the students to make predications about the stories based upon what are in fantasy stories and based off of the title.

- d. The teacher will then give an introduction and explanation to *Kugelmass Episode*.
- e. The students will write a journal about fantasy and reality and if they are able to merge together.
- f. The students will then do group work that will allow them to discuss how dreams fit into the idea of fantasy.

12. Time Limits:

Prior Knowledge- 15 minutes

Worksheet- 10 minutes

Introduction- 10 minutes

Journal- 10 minutes

Group work- 10 minutes

13. End of Class: The students will discuss fantasy and how dreams are involved.

14. Homework: The students have no homework.

Day 7

1. **Title-** *The Kugelmass Episode* By Woody Allen

2. **Subject-** Creative Writing

3. **Author-** Lauren Mennenga

4. **Grade Level-** Senior

5. **Time duration-** 55 minutes

6. Unit Rationale- This unit is for the students to learn how to bring creative writing into their abilities. Within this unit, there will be a focus upon the different types of narrative that can be used with fantasy writing. The students will learn through different examples how they can place fantasy writing within their realm.

7. Lesson plan summary: There will be an introduction of the author and see what the students know about him. Students and teacher will discuss the idea of a fantasy world and what would occur if people lived in a fantasy world their entire lives. There will be a description of the story and what would be going on. Group work to discuss what fantasies the students would like to be in and why. There will be discussions on what fantasy and reality mean to people and their lives. The students will be thinking about fantasy and reality when reading the story. The group work will help the students become involved with the material and find ways in which the fantasy and reality were good and bad within the story. Before the students start to read there will be a short synopsis of *Madame Bovary* and how it's in the short story.

8. Objective: The students will gain an understanding of reality and fantasy and will demonstrate through the creative writing assignment during the class period.

9. Illinois Standards: 2.A.4a "Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media."

10. Materials-

Overhead

Short story

Discussion questions

11. Activities and Procedures:

- a. **Prior knowledge** - definitions of fantasy and reality
- b. Pass out worksheet.

Students are to complete worksheet while the teacher will take attendance

Walk the classroom while the students' work

Discuss the worksheet

The teacher will lead a discussion on fantasy and reality

Give real definitions of reality and fantasy

Realism- fidelity in art and literature to nature or to real life and accurate representation without idealization (*Merriam-Webster's Dictionary*)

Fantasy- power or process of creating especially unrealistic or improbable mental images in response to psychological needs; mental images or series of mental images. Some believe that the fantasies are raw images that are direct access to the knowledge of the soul. (*Merriam- Webster's Dictionary*)

What are some fantasy movies?

Which art form is better, fantastic or realistic? Why/why not?

Can fantasy be taken too far?

What makes fantasy so appealing to people?

Group Work: There will be a sheet with directions on it for the students. The class will be divided into 7 groups of 4 students. There will be one student that is the writer, and the other 3 are the brainstormers. The students will have 5 minutes to write the most boring part of a teenager's life, they then will have 20 minutes to work and rewrite that boring part into the most exciting, fantastic part that could be part of a teenager's life. The assignment will be collected at the end of the period. This will tie in with Kugelmass Episode because Kugelmass had a boring life, that was ordinary and he wanted to escape it, and found some sort of fantasy to go into.

What is satire? A literary work holding up human vices and follies to ridicule or Scorn, trenchant wit, irony, or sarcasm used to expose and discredit vice or folly

Would a satire fit in with the reality and fantasy theory? How would satire fit into realistic and fantastical stories?

Is there any evidence of outside media fitting into this notion of satire? How could someone bring outside influences into a satire?

What can you tell me about Woody Allen? Have you seen any of his movies?

Talk about the short story- give background on Woody Allen- Pass out worksheet on Allen's life

American actor, writer, and director, one of contemporary

America's leading filmmakers, born in Brooklyn, N.Y. Allen began his career writing for television comedians, including Sid Caesar, and performing in nightclubs. His early film comedies, which often depict neurotic urban characters

preoccupied with sex, death, and psychiatry, include *Sleeper* (1973) and *Annie Hall* (1977; Academy Award, best picture).

Synopsis of Madame Bovary- Pass out sheet with synopsis- Charles Bovary is a country physician who, after an unhappy first marriage, marries the daughter of a patient. Emma is eager to leave her father's dirty farm but finds marriage to be fewer romantics and satisfying than she expected. Charles is not a prince, but a bumbling, aging man. Even when at work he performs more like a veterinarian than a skilled surgeon does. Indeed, when he and the local chemist attempt a new procedure on a clubfoot, the patient gets gangrene and loses his leg. Disgusted, Emma develops a relationship with Leon Dupuis, a young lawyer. She refuses to sleep with him but regrets it after he leaves town. She then meets Rodolphe Boulanger, a wealthy landowner who seduces Emma to pass the time. They have a brief if passionate affair. When Boulanger abandons her, Emma returns to Leon, this time giving in to their mutual passion. Her affair has an air of desperation. She soon exhausts her limited funds on trips to visit her lover and love gifts. Knowing that her husband will discover her affair when their financial situation is revealed, Emma overdoses on arsenic and dies miserably.

Ask if any questions

Pass out the story

Assign homework

The students will discuss with the teacher and the class

Work on worksheet

Talk about worksheet

Listen to lecture on Madame Bovary

Ask questions

Read story

c. **Puzzle/worksheet**

d. The discussion will be one that includes the entire class, with questions that are at their level. The worksheet or handout will pertain to the topic and be a fun way to the students thinking about this topic and what it means for literature.

e. The transitions will be with question seg-waying from one topic to the next

f. Worksheet to go with the reading

12. Time Limits:

Worksheet = 5 minutes

Go over worksheet = 4 minutes

Discussion of fantasy, reality and satire = 10 minutes

Lecture on Woody Allen and Madame Bovary = 5 minutes

Group Work = 25 minutes

Collect group work and pass out short story and worksheet = 5 minutes

13. End of class: Question the students and end with a quick summary of fantasy and reality and what the story is about

14. Homework- read the story and worksheet to go with the homework

Kugelmass Episode

1. Describe Kugelmass.
2. What does Kugelmass teach?
3. What were Kugelmass looking for in life and love? Did he find it in Madame Bovary?
4. What happened to the novel of *Madame Bovary* when Kugelmass went to visit?
5. After Madame Bovary has stayed in “reality” with Kugelmass, how has she changed?

6. Why is it funny that Kugelmass didn't get stuck in the novel of his choice at the end?

7. What book did he end up in? What was chasing him?

8. What are issues/problems that are evident in *Kugelmass Episode*?

9. How does reality function in the story? How does fantasy function in the story?

10. Is satire present within the short story?

Day 8

1. **Title-** *Kugelmass Episode* by Woody Allen and Introduction of *Little Expressionless Animals* by David Foster Wallace
2. **Subject-** Creative Writing
3. **Author-** Lauren Mennenga
4. **Grade Level-** Senior
5. **Time duration-** 55 minutes
6. **Unit Rationale:** This unit is for the students to learn how to bring creative writing into their abilities. Within this unit, there will be a focus upon the different types of narrative that can be used with fantasy writing. The students will learn through different examples how they can place fantasy writing within their realm. The students will exhibit their knowledge through writing their own story.
7. **Lesson Summary** - The beginning into the middle of the class will be the in depth discussion of *Kugelmass Episode*. We will go over the homework, followed by a full class discussion on the short story and its meaning. There will be group work in which the class is asked to find their fantasy in a story and why, and do those reasons match Kugelmass' for entering a fantasy of a novel. The end of the class will be the introduction of the next short story. The students will have the chance to look over the story and begin to read it, as it is a little long.
8. **Objectives:** The students will through evaluation connect the relationships between characters and the definitions of realism and fantasy.
 The students will through discussion and participation learn the definitions of Collective Unconscious and Expressive Realism.
9. **Illinois Standards: 2.A.5b** "Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece."
10. **Materials-**
 - Overhead
 - Worksheet
 - Little Expressionless Animals* short story
 - Discussion questions
11. **Activities and Procedures:**

- a. **Prior Knowledge-** movie clip of Space Jam- does this clip fit into our definitions of reality and fantasy? How?
- b. Teacher roles

Write down two things that you did not understand about the story? What were two things that you thought were particularly humorous in *Kugelmass Episode*.

Teacher will take attendance

Teacher and class will discuss the answer to the question and answer any questions

Teacher and class will go over the homework and short story

(Discussion) Finishing the worksheet will lead into a discussion about the short story with the following questions:

Why does Kugelmass want to go to Persky in the first place?

If you had encountered the same offer that Kugelmass was given, would you go?

Is Kugelmass “really” cheating on his wife- if the affair is with a fictional character? Would your answer change if it were a non-fiction short story?

Emma Bovary is described as beautiful, what are some comparisons and contrasts between the two women, Emma and Daphne.

Would Kugelmass’ wife believe the professor that read Madame Bovary and saw Kugelmass in the story?

In the end, Kugelmass is thrown into a Spanish textbook instead of being placed into his novel of choice; he now lives in his artistically created world that he had been trying to achieve. What word was chasing him at the end? What does *Tener* mean? (To have) Does this add any meaning to the ending? Does he deserve what he got?

(Lecture) Fantasy participates in collective unconscious (can anyone give me a definition of collective unconscious? Collective Unconscious is the vast memory of the entire human race, psychological idea by Carl Jung (write on board)) and suspension of everyday concerns and preoccupations. Fantasy lures followers into an examination of own natures, semi-truths of their existence, an extension of frontiers in their futures. How does this fit Kugelmass and all that he is trying to attain?

Teacher will have the students’ work individually by taking out a piece of notebook paper- the students will take a character out of an American Literature book and place the character into today’s society. How would the character survive in the 21st century? What does their survival say about our society and the society they lived in?

Would Madame Bovary be a good example of a character that taken out of her society and placed into New York society, she flourished in comparisons with her own society?

(Discussion) There are also a great deal of outside sources such as the media that influence people's lives and their decisions, is there any evidence in the story?

Expressive Realism (write on overhead)- literature is a reflection of the "real" world that literary texts have a single meaning that the author placed there. What are some examples of Expressive Realism in today's society? (Reality TV, Eugene Ionesco *Rhinoceros*) What single meaning did Woody Allen place in the story that would deal with this expressive realism?

After all that is discussed with this story what is the main idea? (The protagonist's concept of ideal life and his illusions have him seeking art as a way of confirming his illusions of life. Trying to combine both worlds of idealized life with real life, Kugelmass ends up in an artistically created world, a textbook.) Does this seem fair to have Kugelmass end up this way?

Introduction of *Little Expressionless Animals*

Get a show of hands on how many students have read the short story

Talks about the short story- give a synopsis of the story

The addition of outside media

How does the media influence people's life?

Could it change someone's life?

Worksheet on what students should look for when reading

12. Time Limits:

Question- 3 minutes

Worksheet- 5 minutes

Discussion- 15 minutes

Small group- 10 minutes

Discussion of small group-5 minutes

Discussion- 3 minutes

Introduction- 3 minutes

Synopsis- 3 minutes

Pass back creative writing from day before- 5 minutes

13. End of Class- Make sure that all the students have a copy of the short story, allow them to ask any questions, discuss the words that were discussed Reality, Fantasy, Satire, Expressive Realism, Collective Unconscious

14. Homework- Read the story and fills in worksheet about what to look for

Little Expressionless Animals

1. What is Julie Smith's life story?
2. Why is Julie so smart?
3. What does O.E.D stand for?
4. Where does the title come from? What is the significance?
5. The way that Alex Trebek is presented; is it realistic to who he is?

6. Make a timeline with the dates provided by David foster Wallace.

Day 9

1. **Title:** *Little Expressionless Animals* by David Foster Wallace
2. **Subject:** Senior Composition
3. **Author:** Lauren Mennenga
4. **Grade Level:** Senior
5. **Time Duration:** 55 minutes
6. **Unit Rationale:** This unit is for the students to learn how to bring creative writing into their abilities. Within this unit, there will be a focus upon the different types of narrative that can be used with fantasy writing. The students will learn through different examples how they can place fantasy writing within their realm.
7. **Lesson Summary:** The class will start with a question of the day that will engage the class into the material that they read, and then there will be a discussion of the short story and how it connects with *Kugelmass Episode*.
8. **Objectives:** The students will be able to draw conclusions about both short stories and decide upon one universal theme evident.
9. **Illinois Learning Standards: 2.A.5d** "Evaluate the influence of historical context on form, style and point of view for a variety of literary works."
10. **Materials:**
 - Overhead
 - Short story
 - Discussion questions
11. **Activities and Procedures**
 - a. **Prior knowledge-** how many of you watch Jeopardy? What is the appeal it has to the audiences that do watch? Did the description of the behind the scenes seem realistic or accurate?
 - b. **Teacher Role**
 - Have students read their episode, have the class vote on the best one and then the teacher will collect
 - Go over answers to the questions**

Discussion over the homework

(Discussion) What is the fantasy and reality within this short story? Any comparisons to the Kugelmass Episode?

The form that DFW writes in is certainly different from what you have read before. Give me a description of his writing. What does the form say?

His long and complicated sentences are annoying to the reader, and may discourage them but what is his real purpose in using them? —The difficulty draws the reader into the text, wanting to explore this complexity.

DFW puts many different symbols into the story, such as the dates, what does the significance of weather have to do with the story?

In the beginning there is a love scene of Faye and Julie, why do you think that this is in the beginning, what does that demonstrate? Shows the connection between these characters and the disconnection from everything else. The characters in the story are disconnecting from society.

Does Julie and Faye being a lesbian couple add or take anything away from the story?

Why do you think that David Foster Wallace included that aspect to the story (To modernize life, it is expressive realism)?

Is morality called into this story in any fashion? Who is a very moral person in this story? - Faye is moral, she has the answers to Jeopardy and never thinks about giving them to Julie, her girlfriend.

Who is immoral in the story? The producers and executive producers, they change and fix the show so that Julie's brother can get on. Any other examples?

What about life is DFW satirizing, to combine realism and fantasy?

What type of satire is used in this story?

There are many side plots, do they help the story, or add chaos?

What are some of the side plots used?

There is a lot of imagery and descriptions, what is the significance of it?

In the beginning it is very confusing with all the different sorts of flashbacks occur, later in the story we find out that they connect to Julie and Faye, which stories go with who and how do the flashbacks relate to the lesbian excuses?

Is this story realistic or is it more fantasy?

Are there elements of reality that are seen?

Do we feel sympathy for Julie? Why? Her brother?

Why does Julie make up reasons for being a lesbian?

There is one person described having a loose face- who are they and what does Julie say her favorite face is?

Group activity-

The class will be divided into two teams. Each team will be given an empty web shape that draw comparisons and contrasts between the two stories. The first team to correctly finish it will win.

The discussion will be lead in a Jeopardy style with 17 questions in Jeopardy style- the class will be divided into four teams; the answers must include support from the book, and a good clear answer.

- Description of faces by Julie Smith
What are loose faces?
- Accurate description, a real event
What is realism?
- Game show that Julie was on
What is Jeopardy?
- Was developed by Carl Jung
What is Collective Unconscious? (Bonus point for definition of it)
- Name of Kugelmass' wife
Who is Daphne?
- Reflection of real life in literature
What is Expressive Realism? (Bonus point for definition)
- Wrote Kugelmass Episode
Who is Woody Allen?
- Name of Jeopardy host
Who is Alex Trebek?
- Name of magician that helped Kugelmass
Who is Persky?
- Last name of Kugelmass' lover
Who is Bovary?
- Makes fun of something
What is satire? (Bonus for definition)
- Wrote Little Expressionless Animals
Who is David Foster Wallace?
- Sexuality of Julie and Faye
What are lesbians?
- Last name of Julie and Faye
Who are Smith and Goddard?
- Unrealistic event
What is fantasy (bonus for definition)?
- Type of handicap that Julie's brother has
What is autism?
- Subject Kugelmass teaches
What are humanities?

12. Time Limits:

Questions- 4 minutes

Go over questions- 3 minutes

Homework- 10 minutes

Group activity- 10 minutes
Worksheet- 15 minutes
Go over worksheet- 5 minutes
Jeopardy- 15 minutes

13. End of class: It was great being in this class and being able to discuss this aspect of literature. It is interesting as this is new literature that is emerging, fantasy and reality are the ways to go.

14. Homework: Study for exam

Day 10

1. Title: Creative Writing- Fantasy Writing

2. Subject: Senior Composition

3. Author: Lauren Mennenga

4. Grade Level: Senior

5. Time Duration: 55 minutes

6. Unit Rationale: This unit is for the students to learn how to bring creative writing into their abilities. Within this unit, there will be a focus upon the different types of narrative that can be used with fantasy writing. The students will learn through different examples how they can place fantasy writing within their realm.

7. Lesson Plan Summary: The students will be taking an exam regarding fantasy fiction and *Kugelmass Episode* and *Little Expressionless Animals*.

8. Objectives: The students will synthesize and apply what they know about fantasy fiction and the two short stories that were just read in class.

9. Illinois Standards: 2.A.5d "Evaluate the influence of historical context on form, style and point of view for a variety of literary works."

10. Materials-

Exam

11. Activities and Procedures:

a. The teacher will check with the class for any final questions

b. Teacher will pass out the test

12. Time Limits:

Exam- 55 minutes

13. End of Class: Finishing the exam

14. Homework: None

Name:

Fantasy Exam

1. What are some distinct characteristics of fantasy writing and why?
2. What aspects of *Kugelmass Episode* and *Little Expressionless Animals* bring them into the creative writing genre of Fantasy?
3. Who was Madam Bovary and what role did she play in Kugelmass' life?

4. Why is it ironic that Woody Allen used a fictional character from a novel come to life in a short story?

5. What are some characteristics of Julie Smith, are they realistic?

6. Briefly write a fantasy story that incorporates characters from *Kugelmass Episode* and *Little Expressionless Animals*. Employ at least 3 elements of fantasy writing.