



TOOLKIT: FANTASY STORIES

THEME: STORIES

SUBJECT: LANGUAGE ARTS

ARTIST: RYDER HENRY / BENJAMIN SOTA

GRADE: recommended 6th-12th grade

OBJECTIVES

Students learn about the parts of a story and practice writing an imaginative tale.

Students connect a visual fantastical world with a written story they create.

Students think about character development and using details in their writing.

KEY QUESTIONS

1. When you are reading a book and learning about a character, what details are important to include?
2. When you see a photograph, painting or drawing of an interesting environment, does that spur your imagination to think about who live there and what happens there?
3. How do you tell an intriguing story?
4. What are some of your favorite stories? Why?
5. What are places you imagine living? What does your ideal world look like? How is it different from the world we live in now?

VISUAL REFERENCES

1. *Diaspora* (2014) by Ryder Henry
2. *Damn Everything but the Circus* (2014) by Benjamin Sota

ACTIVITY

Look closely at *Diaspora* by Ryder Henry and *Damn Everything but the Circus* by Benjamin Sota. Imagine who would live in these environments. Create profiles for a cast of characters and describe them thoroughly, think about their histories, what they look like, who is their family, what is their job, etc. After creating several characters, create a story that takes place in this environment. Remember to include the setting, characters and plot.

BONUS

Create a model or drawing of your own fantastical environment. Be sure to include lots of interesting details. Create a story to go along with the model or drawing about this place you have created. Include lots of details to create a clear picture of what happens in this place and of the people who live there.





PENNSYLVANIA CORE STANDARDS

LANGUAGE ARTS

Narratives:

(CC.1.4.6.M-CC.1.4.11-12.M)

-write narratives to develop real or imagined experiences or events

Narrative Focus:

(CC.1.4.6.N-CC.1.4.11-12.N)

-engage and orient the reader by establishing a context (problem, situation, or observation) and point of view and introducing a narrator and/or characters

Narrative Content:

(CC.1.4.6.O-CC.1.4.11-12.O)

-use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events

Narrative Style:

(CC.1.4.6.Q-CC.1.4.11-12.Q)

-writing with an understanding of stylistic aspects of writing including: precise language; varied structure and language chosen for style and audience; developing and maintaining a consistent, specific voice

