Unit 10.4: Stories of Other Worlds: Science Fiction, Fantasy, and Imaginative Literature

The final quarter of the year gives students opportunities to let their minds roam free to distant or imagined worlds, as they explore texts that intentionally create new settings in order to comment on the authors’ own societies. Whether the stories question the benefits and dangers of new technology or criticize social practices through subtle, allegorical narratives, they offer a unique perspective on the real world by creating one that mirrors it. Each generation’s anxieties, from the nuclear threat of the postwar era to the more recent rise of electronic networks that simultaneously connect and isolate individuals in a worldwide community, find new expression through the varied types of stories that writers tell. Students analyze the methods these authors use to achieve their purposes, simultaneously questioning the assumptions that they make. In addition, they practice creating their own imagined societies in order to make a strong statement about the one they live in.

Enduring Understandings
• Science fiction and fantasy combine realistic and fantastic elements to examine and pose questions about our world.
• Authors work within and against the conventions of established genres to achieve different purposes.
• Effective storytellers control multiple narrative elements to capture readers’ imaginations.
• Willing suspension of disbelief allows readers of fantastical literature to consider provocative philosophies.

Essential Questions
• Why do some authors choose to communicate ideas through imaginative fiction?
• How do writers create worlds that are imaginary yet believable?
• How do writers break new ground within established genres?
• What makes some stories more engaging than others?

Common Tasks
10.4.1 Analyze the effects of the author’s structural choices in a narrative.
10.4.2 Create a multimedia work that shows how an important theme or central idea from a text resonates today.
10.4.3 Explain how an author combines realistic and fantastic elements to raise questions about our world.*
10.4.4 Write a science fiction/fantasy narrative that explores an important theme.

* Teachers who wish to make more time for re-teaching a common task may choose to omit these starred tasks or blend them into others, but the relevant skills and concepts must be incorporated into instruction during the unit.
At minimum, students will read one core text during the unit. Teachers may lead them through more but should emphasize the key ideas of the unit by including several of the shorter pieces suggested below, including essays, poems, short stories, and non-print texts. These lists of supplementary texts are not exhaustive; teachers may consider other, similar works that are appropriate for the objectives of the unit. A literature circle approach for part of the unit gives students choices about independent reading opportunities that they may then use for the common tasks and other assessments.

### Core Texts

<table>
<thead>
<tr>
<th>Text</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984</td>
<td>George Orwell</td>
</tr>
<tr>
<td>Fahrenheit 451</td>
<td>Ray Bradbury</td>
</tr>
<tr>
<td>Frankenstein</td>
<td>Mary Shelley</td>
</tr>
<tr>
<td>Lord of the Flies</td>
<td>William Golding</td>
</tr>
</tbody>
</table>

### Recommended Literature Circle Texts

<table>
<thead>
<tr>
<th>Text</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001: A Space Odyssey</td>
<td>Arthur C. Clarke</td>
</tr>
<tr>
<td>Alice’s Adventures in Wonderland</td>
<td>Lewis Carroll</td>
</tr>
<tr>
<td>Big Fish</td>
<td>Daniel Wallace</td>
</tr>
<tr>
<td>The Fellowship of the Ring</td>
<td>J.R.R. Tolkien</td>
</tr>
<tr>
<td>Flatland</td>
<td>Edwin Abbott</td>
</tr>
<tr>
<td>Kindred</td>
<td>Octavia Butler</td>
</tr>
<tr>
<td>Life of Pi</td>
<td>Yann Martel</td>
</tr>
<tr>
<td>The Martian Chronicles</td>
<td>Ray Bradbury</td>
</tr>
<tr>
<td>The Once and Future King</td>
<td>T.H. White</td>
</tr>
<tr>
<td>The Picture of Dorian Gray</td>
<td>Oscar Wilde</td>
</tr>
</tbody>
</table>
Shorter Works

“A Haunted House”                     Virginia Woolf
“The Lottery”                          Shirley Jackson
*Murders in the Rue Morgue* (excerpts) Edgar Allan Poe
“Rime of the Ancient Mariner”          Samuel Taylor Coleridge
“A Very Old Man with
    Enormous Wings”                    Gabriel Garcia Marquez
“The Yellow Wallpaper”                 Charlotte Perkins Gilman

“On Science Fiction”                   Kurt Vonnegut
“Close Encounters”                     Jonathan Lethem
(available through Proquest)

Reading Skill Focus
setting, style, syntax

Writing Skill Focus
comparison/contrast;
narrative techniques: description, diction, symbolism
structural techniques: flashback, foreshadowing
Unit 10.4 Course Terms

Allegory
Allusion
Comparison
Contrast
Diction
Dramatic irony
Euphemism
Fantasy
Figurative language
hyperbole
metaphor
oxymoron
personification
pun
simile
understatement
Flashback
Foreshadowing
Frame story
Irony
dramatic
situational
verbal
Narrative devices
characterization
conflict
denouement
epiphany
mood
plot
point of view
setting
theme
tone
Science fiction
Setting
Six Traits of Writing
ideas and development
organization
voice
diction (word choice)
syntax (sentence fluency)
conventions
Style
Subtext
Syntax
Theme
Tone
Writing process
inquiry
pre-writing
drafting
revision/deep revision
editing/surface revision
presentation/publishing
Common Core Language Standards for Grades 9-10

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a) Use parallel structure.
   b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b) Use a colon to introduce a list or quotation.
   c) Spell correctly.

L.9-10.3 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.
   a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.
• Produce complete sentences, recognizing and correcting fragments and run-ons (L.4.1f).

• Correctly use frequently confused words (L.4.1g).
  
  o The document **Commonly Confused Words**, found in the Course Materials section of the Instruction Center course page for English 10, outlines the expected sequence for teaching and reviewing the most common of these terms. Teachers should address those words identified at grade 10 but also use student writing samples and portfolios to review words that may need further instruction and practice from earlier years.

  o The words listed for English 10 include the following:

- advice/advise
- imply/infer
- allusion/illusion
- lay/lie
- complement/compliment
- that/which
- conscience/conscious

• Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language (L.6.1e).

• Vary sentence patterns for meaning, reader/listener interest, and style (L.6.3a).
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a) Interpret figures of speech in context and analyze their role in the text.

b) Analyze nuances in the meaning of words with similar denotations.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.