

I.D.17

Communicative skills – Writing

Writing fantasy stories – Magie und Übernatürliches als Inspiration zum Schreiben nutzen

Dr. Petra Schappert



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Was macht fantastische Literatur aus? Und wie grenzt sich dieses Genre von anderen ab? Wie schreibt man eine fantastische Geschichte? In dieser Unterrichtseinheit lernen die Schülerinnen und Schüler die Merkmale fantastischer Geschichten kennen und schreiben angeleitet in der Gruppe und selbstständig eine *fantasy story*.

KOMPETENZPROFIL

Klassenstufe/Lernjahr: 7/8, 3./4. Lernjahr

Dauer: 9 Unterrichtsstunden inkl. LEK

Kompetenzen: 1. Schreibkompetenz: Verfassen von *fantasy stories*;
2. Lesekompetenz: Geschichten lesen, verstehen und zuordnen

Thematische Bereiche: Fantastische Literatur

Auf einen Blick

1. Stunde

Thema: Getting started – Introduction to fantasy literature

M 1 **What is fantasy literature? – Connecting a picture with a text /** anhand eines Bildimpulses in das Thema einsteigen, das Textrezepte für zwei Textauszüge ermitteln (EA)

M 2 **What do you know about fantasy stories? – Connect your knowledge /** in einer *placemat* Vorwissen zu *fantasy stories* sammeln (EA, GA, PL)

Benötigt: Dokumentenkamera bzw. Smartboard / Tafel für den Einstieg in M 1

2./3. Stunde

Thema: Identify characteristics of fantasy literature in a text

M 3 **The secret book – Finding characteristics of a fantasy story /** Merkmale von fantastischer Literatur in einem Text ermitteln (EA, PA, PL)

4./5. Stunde

Thema: Writing fantasy stories

M 4 **The magic forest – Writing stories together /** gemeinsam auf Basis von *story elements* Geschichten schreiben (GA)

M 5 **I love our stories – Giving feedback /** anhand eines Kriterienkatalogs Rückmeldung geben (EA)

Benötigt: je eine Kopie von M 4 für jede Gruppe

6./7. Stunde

Thema: Gradually writing a story

M 6 **The Portal – Planning your story /** einen Bildimpuls nutzen, um erste Ideen für eine Geschichte zu bekommen (EA)

M 7 **The Portal – Writing a story step by step /** Schritt für Schritt vom Bildimpuls zur Geschichte gelangen (EA)

M 8 **I still have a question here – Reading each other's stories /** mit der Textlupe Rückmeldung geben (GA)

8. Stunde

Thema: Changing the genre of a story

M 9 Is this the right genre? – Changing a fairy tale into a fantasy story / ein Märchen in eine Fantasy-Geschichte umschreiben (EA)

9. Stunde

Thema: Lernertragskontrolle

LEK What happens next? – Continuing the story

Minimalplan

Die Zeit ist knapp? Dann können Sie so die wichtigsten Inhalte erarbeiten:

3./4. Stunde: Finding of characteristics of fantasy literature in a story M 3

7./8. Stunde: Writing a story step by step M 6–M 8

Zusatzmaterialien im Online-Archiv bzw. in der ZIP-Datei

ZM1_M3_leicht

Material M 3 auf leichtem Niveau

ZM2_LEK_Bewertungsraster

Bewertungsraster zur LEK für Lehrkräfte



M 1



What is fantasy literature? – Connecting a picture with a text

Do you know what fantasy literature is about? Let's have a look at some story excerpts.

Tasks

1. Look at the picture. Describe what you can see. Use the words and phrases in the box.
2. Now read the three excerpts from stories.
3. Identify the text genre: fantasy story, fairy story or detective story?



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TIP: Phrases to describe a picture:

In the background there is ..., In the foreground one can see ..., In the centre of the picture ..., On the right ..., On the left ...

Useful vocabulary:

castle: das Schloss – **fortress:** die Festung – **rock:** der Felsen – **forest:** der Wald

Once upon a time there was a girl that lived in a fortress high on a rock. Mary was very lonely because she did not have any friends to play with. Her mother had died giving birth to her. Her father was always busy since he was the ruler of the kingdom. She did not have any siblings. Her only friend was a little owl who could talk ...

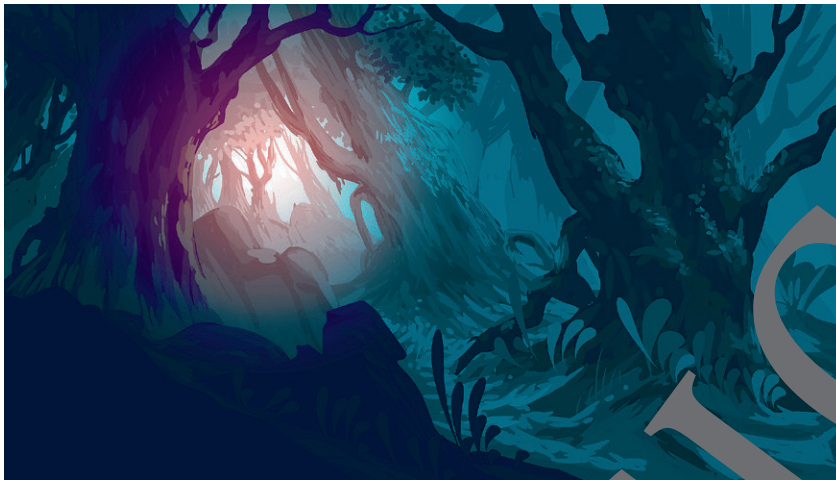
Mary, a young girl lived in a fortress that was sitting high on a rock. She had no friends; her mother had died in childbirth, and her father was too busy ruling the kingdom to spend time with her. With no siblings for company, her only companion was a small, talking owl. Mary, however, had a sharp mind, and the villagers often came to her when there was a mystery that needed to be solved ...

In an enchanted kingdom, a girl lived all alone in a fortress sitting on a rock. Mary was lonely because she had no friends. Her mother had died when she was born. Her father, the king, was always busy. She had no brothers or sisters. Her only friend was a small owl who could talk. But Mary was not an ordinary girl. She was special. She had magical powers that nobody knew about ...

Sources: Dr. Petra Schappert

The magic forest – Writing stories together

Use a stimulating picture and magical words to create group stories.



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Tasks

Work in groups of four.

1. Look at the picture and think about what kind of story could be taking place here. Do not talk to each other!
2. Cut out the snippets with the story elements from the list below.
3. Each group member now draws four snippets. Do not show your snippets to the others.
4. Now it's time to write the stories. Yes, stories!
 - Each of you chooses one of his/her snippets and starts writing his/her story on a sheet of paper, using the snippet and the picture as a motive/theme. After the first paragraph, however, everyone stops writing and passes the sheet on to the next group member.
 - Now you continue to write the story based on another snippet you choose, again just one passage. Then the sheets are exchanged again. You have to include all four words that are written on your snippets in your paragraph. Also, keep the picture in mind.
 - The sheets will be moved two more times so that altogether, each of you will write four paragraphs to complete the story. Of course, the fourth time, you have to end the story.
5. Read all the stories of your group. Give feedback using the feedback sheet.

dwarf	elf	dragon	troll
princess	fairy	wizard	witch
spell	enchanting plants	earth opens up	swamp
branch-like arms	king of the forest	dark horsemen	sword in a stone

Useful vocabulary

tree trunk: der Baumstamm – **branch:** der Ast – **leaf (pl. leaves):** das Blatt – **primeval forest:** der Urwald (i.S.v. der ursprüngliche Wald) – **swamp:** der Sumpf

Is this the right genre? – Changing a fairy tale into a fantasy story

M 9

Are you an expert on fantasy stories already? Prove it!

Tasks

1. Read the fairy tale. Look up the words you don't understand. There are some annotations under the text.
2. Decide whether the statements on the text are true or false.

Statements	True	False
a) Princess Isabella has blonde hair.		
b) Isabella is afraid of the outside world.		
c) As it gets dark, Isabella cannot find her way home anymore.		
d) Isabella meets an old fairy in the forest who wants to help her.		
e) She is attacked by dwarves.		
f) Dark riders help her and lead her out of the forest.		
g) They take the giggling old woman with them.		
h) The riders, the dwarves and Isabella are so happy that they celebrate a big party before they bring the princess home.		

3. Then rewrite the story and turn it into a fantasy story.

TIP: If you need help, use these ideas:

Adventure in a magical land: Instead of a normal kingdom, imagine Isabella exploring a mysterious forest filled with mythical creatures.

Powerful witch: Make the witch more sinister with dark magic.

Strong and magical dwarves: Make the dwarves powerful with magical abilities like speaking to animals.

Hidden secrets in the forest: Make the forest hide ancient treasures, magical creatures like talking trees or a hidden world.

Isabella's magical journey: Make Isabella a brave heroine who discovers her own magical powers.

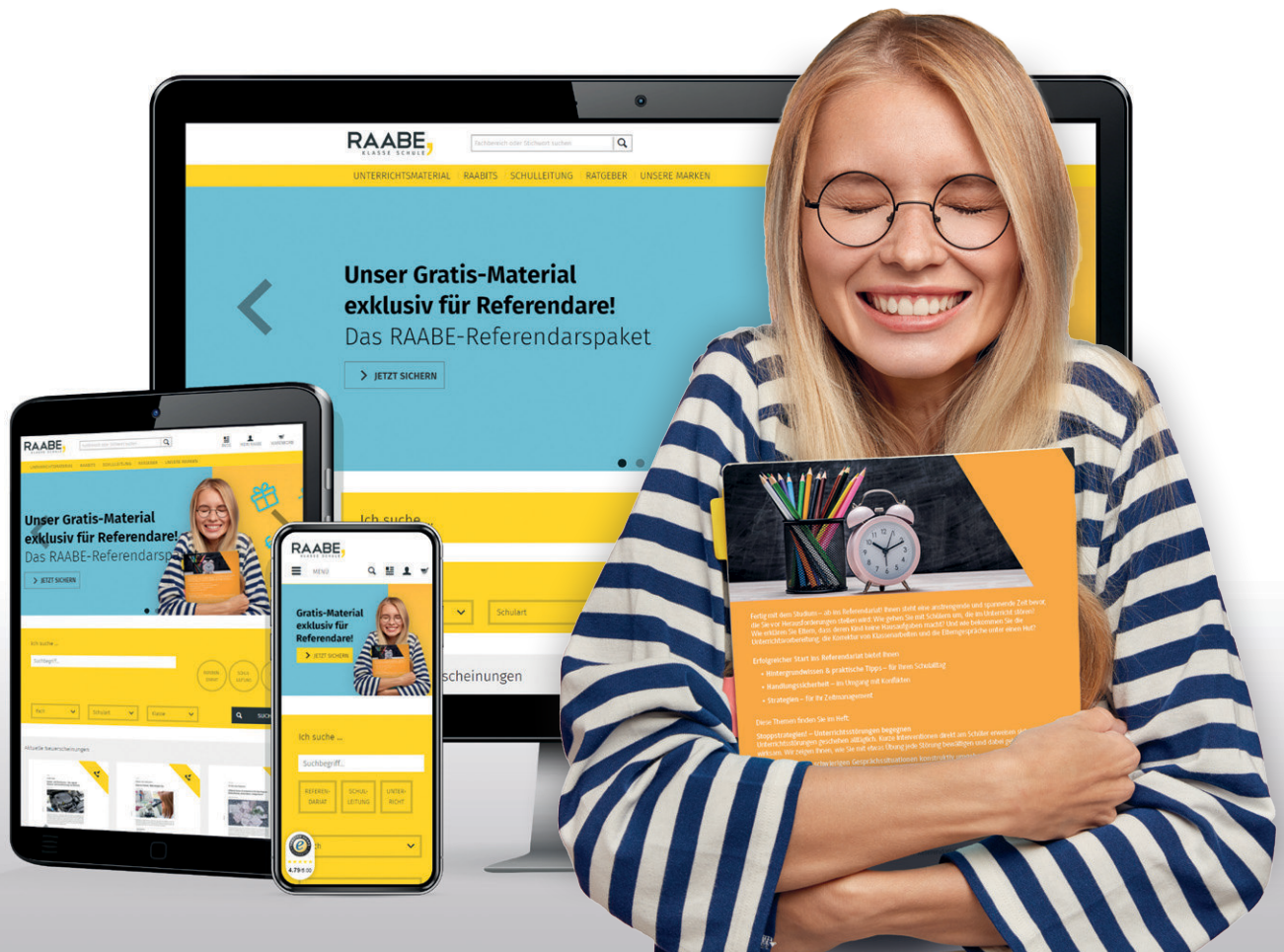
Fantasy creatures: Imagine dragons, unicorns, griffins and other mythical creatures joining Isabella's adventure.

Dangerous challenges: Isabella faces obstacles, puzzles and powerful enemies to test her courage.

Unravel the evil plan: Discover that the witch is part of a grand conspiracy to take over the magical realm or unleash an ancient evil.

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