

Here There Be Dragons

Historical Analysis

Polly Base, Kelsey Willems, DeLayna Basham
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Grade Level	11th – 12th Grade	**Time Frame**	280
Subject	English/Language Arts		
Course	Creative Writing		

Essential Question

How does the cultural and historical perspective of an author impact the role of dragons in literature?

Summary

In this lesson, students will Jigsaw an article covering four different types of dragons in literature or mythology. Students will evaluate how the cultural and historical meaning of these dragons impact their use in literature. Students will then apply their knowledge of the historical meaning of these dragons to a mock trial activity in which each dragon has been “accused” of a crime. The lesson will conclude with each student designing their own dragon and explaining its significance using the one-pager strategy.

Snapshot

Engage

Students reflect upon their prior knowledge of dragons using the Magnetic Statements activity.

Explore

Students analyze items in a Wakelet and draw conclusions regarding the creator’s opinion of dragons.

Explain

Students utilize the Jigsaw strategy to analyze a text and compare and contrast different types of dragons using the Jigsaw strategy

Extend

Students analyze and evaluate evidence in a mock trial activity using a Claim, Evidence, and Reasoning (CER) argument to defend their dragon's innocence.

Evaluate

Students design an original dragon and create a one-pager describing its characteristics and cultural context.

Standards

Oklahoma Academic Standards: English Language Arts (Grade 12)

12.3.R.1: Analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.
12.3.R.2: Evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.

Attachments

- Beyond Fire and Fury—Here There Be Dragons - Spanish.docx
- Beyond Fire and Fury—Here There Be Dragons - Spanish.pdf
- Beyond Fire and Fury—Here There Be Dragons.docx
- Beyond Fire and Fury—Here There Be Dragons.pdf
- CER—Here There Be Dragons - Spanish.docx
- CER—Here There Be Dragons - Spanish.pdf
- CER—Here There Be Dragons.docx
- CER—Here There Be Dragons.pdf
- Grouping Cards—Here There Be Dragons.docx
- Grouping Cards—Here There Be Dragons.pdf
- Lesson Slides—Here There Be Dragons.pptx
- Magnetic Statements—Here There Be Dragons - Spanish.docx
- Magnetic Statements—Here There Be Dragons - Spanish.pdf
- Magnetic Statements—Here There Be Dragons.docx
- Magnetic Statements—Here There Be Dragons.pdf
- One-Pager—Here There Be Dragons - Spanish.docx
- One-Pager—Here There Be Dragons - Spanish.pdf
- One-Pager—Here There Be Dragons.docx
- One-Pager—Here There Be Dragons.pdf
- Wakelet Notecatcher—Here There Be Dragons - Spanish.docx
- Wakelet Notecatcher—Here There Be Dragons - Spanish.pdf
- Wakelet Notecatcher—Here There Be Dragons.docx
- Wakelet Notecatcher—Here There Be Dragons.pdf

Materials

- Lesson Slides (attached)
- Magnetic Statements handout (attached; one copy)
- Beyond Fire and Fury handout (attached; one per student)
- CER handout (attached; one per student)
- Wakelet NoteCatcher handout (attached; one per student)
- One-Pager handout (attached; one per student)
- Grouping Cards (attached; class set; optional)
- Colored pencils
- Highlighters
- Flip-chart Markers
- Chart Paper
- Laptops/Chromebooks

Teacher's Note: Preparing the Magnetic Statements

Magnetic Statements

Print one copy of the attached **Magnetic Statements** handout and post around your classroom. Consider printing on cardstock or laminate the pages for continual use.

Grouping Cards

In the Extend, students will need to be grouped. You may use any method you like, but we have provided a playing card deck if you prefer. We suggest printing a class set and laminating it for durability and longevity.

20 minutes

Engage

Using the attached **Lesson Slides**, display **slide 3** and introduce the Magnetic Statements strategy. Explain that there are six statements posted throughout the room:

- Dragons are a symbol of evil.
- Dragons are a symbol of good.
- Modern fantasy dragons are more dangerous than dragons of ancient mythology.
- Dragons of ancient mythology are the ultimate symbol of might.
- In order to be a dragon, it has to breathe fire.
- In order to be a dragon, it has to have wings.

Ask students to take a stance about their opinion of dragons by standing next to the sign that they believe most reflects their views. Have the students gathered around each sign discuss the reasoning for their choice with the other classmates standing with them. Explain that each group should choose a spokesperson to explain their stance and reasoning. After five minutes of discussing with their group, invite each spokesperson to share their group's views with the rest of the class.

Once all groups have had an opportunity to share out, move to **slide 4**. Ask students to go to a new sign that they believe *least* aligns to their current understanding of dragons (i.e., repels them). Explain that as students gather around each sign, they should discuss the reasons for their choices and choose a spokesperson to explain their stance and reasoning. After five minutes of discussing with their group, invite each spokesperson to share their group's views with the rest of the class.

Transition through **slides 5-6** to review the essential question and learning objectives in as much detail as necessary.

30 minutes

Explore

Move to **slide 7**. Explain that students will have the opportunity to interact with a Wakelet. Instruct them to access the linked Here There Be Dragons Wakelet by typing in the URL or scanning the QR code. Then, ask each student to look through the different forms of media in the Wakelet and choose one dragon example to focus on. Explain that students will determine whether the creator is presenting dragons as positive, negative, or neutral forces. Pass out the attached **Wakelet NoteCatcher** handout to every student and ask students to record their thoughts on it as they explore the Wakelet.

After students have had a chance to explore the Wakelet and complete their handout, move to **slide 8** and ask them to find a partner and share their conclusions regarding the media they chose. Explain that both partners should have an opportunity to share the example they chose and the conclusions they drew. Instruct students to also offer feedback about their partners' conclusions to one another.

Once each pair has had an opportunity to discuss their explorations, ask for volunteers to share their thoughts with the class. Ask students that chose the same example whether they agree or disagree with the volunteers' conclusions, asking further questions about disagreements.

Teacher's Note: Optional Wakelet Expansion

If time permits, consider allowing students to choose more than one media example from the Wakelet to explore.

60 minutes

Explain

Move to **slide 9** and pass out the attached **Beyond Fire and Fury** handout. Explain the Jigsaw strategy. Number students off 1-4, with each number corresponding to a different section of the text: 1 = The Western Dragon, 2 = The Companion Dragon, 3 = The Eastern Dragon, 4 = The Egyptian Dragon. Transition to **slide 10** and explain that students will read their assigned section on their own and use the Why-lighting strategy to highlight parts of the text that seem particularly important, annotating next to each highlight why they highlighted that section. Allow students time to finish. Consider unhiding **slide 11** and using the ten-minute timer.

Once the timer goes off or students have finished, transition to **slide 12**. Instruct students to get into groups with other students who read the same section of the passage. Give each group a piece of Chart Paper and a Flip Chart marker. Instruct each group to create an Anchor Chart depicting what is most important about their assigned dragon.

Teacher's Note: Facilitating Anchor Charts

It can be valuable to give students a sheet of printer paper to plan out their anchor charts before they begin writing on the chart paper.

Remind students that the historical and cultural significance of the dragon is the main focus of the essential question, but encourage them to include visuals as well as written information in their anchor charts. Use the fifteen-minute timer on the slide and allow students time to complete this activity.

When the timer goes off or all groups have finished, have each group select a spokesperson to present their anchor chart to the class. Encourage members of the other groups to take notes as each anchor chart is presented and ask questions at the end of each presentation.

Once each group has presented, move to **slide 13** and ask students to reflect back on their magnetic statements. Ask students how their understanding of dragons has changed or not and how the cultural background of an author might impact how a dragon is depicted in literature.

Teacher's Note: Optional Reflection

Unhide **slide 14** and explain the 3-2-1 strategy. The 3-2-1 can be collected as an exit ticket and as an opportunity to address gaps in understanding before moving on to the Extend activity.

50 minutes

Extend

Transition to **slide 15**. Explain that each dragon has been accused of stealing a large sum of gold, and they will be acting as a defense team for a specific dragon as determined by playing cards. Move to **slide 16** and use the instructional strategy Group Shuffle by passing out the playing cards (see Teacher's Note in Materials list) to determine which dragon each student is defending:

- Jack = The Western Dragon
- Queen = The Companion Dragon
- King = The Eastern Dragon
- Joker = The Egyptian Dragon

Have students sit with the other students who have the same card/dragon. Transition to **slide 17** and talk through the CER example. Pass out the attached **CER** handout. Display **slide 18** and explain that the Claim has already been completed for them. Ask the group to complete the Evidence and Reasoning sections using any of the Jigsaw readings, Anchor Charts, or Wakelet resources. Explain that each group should then select a spokesperson to present their defense to the class. Explain that they will have fifteen minutes to complete this activity. Consider unhiding **slide 19** and using the fifteen-minute timer.

After fifteen minutes, or when everyone is finished, go to **slide 20** and announce: *All rise. The Honorable Judge is in session. Which group would like to quickly present its argument first?* Ask for a group to volunteer to state their defense. Explain that as each group presents their case, all other groups will act as a jury and determine whether the group convinced them of their dragon's innocence or guilt.

Allow each group to argue the innocence of their client/dragon using textual evidence to support their claim and reasoning. After each group's argument, ask the rest of the students to give a "thumbs up" or a "thumbs down" to indicate whether the character is innocent or not. Continue in this manner until all groups have had an opportunity to present their arguments.

Once all groups have had an opportunity to present their arguments, move to **slide 21** and ask the students: *How did the historical and cultural origins of your dragon influence your defense?* Lead a group discussion focusing on how the different origins and symbols influence how a dragon would reasonably behave in different literary works.

Teacher's Note: Facilitating the Activity

Consider limiting the number of students in each group to 4-6 students and having multiple groups represent the same dragon.

30 minutes

Evaluate

Transition to **slide 22** and pass out the attached **One-Pager** handout to every student. Explain to students that they will be creating their own dragon. They will need to draw their dragon in the center and explain their dragon's physical description, personality, interactions with people, and cultural significance in the perimeter spaces.

Once all students have finished their One-Pager, move to **slide 23** and have students complete a Gallery Walk to view each other's dragons.

Teacher's Note: Optional Technology Integration

Some students may feel self-conscious about their drawing skills. If that's the case or if you just prefer, consider a digital alternative like using one of these AI Image Generator tech tools like Canva (see card for more ideas).

Resources

- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d.). AI image generator. Tech Tools. https://learn.k20center.ou.edu/tech-tool/3487
- K20 Center. (n.d.). Anchor charts. Strategies. https://learn.k20center.ou.edu/strategy/2364
- K20 Center. (n.d.). Claim, evidence, reasoning (CER). Strategies. https://learn.k20center.ou.edu/strategy/156
- K20 Center. (n.d.). Gallery walk/carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). Group shuffle. Strategies. https://learn.k20center.ou.edu/strategy/4441
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179
- K20 Center. (n.d.). Magnetic statements. Strategies. https://learn.k20center.ou.edu/strategy/166
- K20 Center. (n.d.). One-pager. Strategies. https://learn.k20center.ou.edu/strategy/72
- K20 Center. (n.d.). Wakelet. Tech tools. https://learn.k20center.ou.edu/tech-tool/2180
- K20 Center. (n.d.). Why-lighting. Strategies. https://learn.k20center.ou.edu/strategy/128