

The Consequences of Time Travel

Analyzing Short Stories

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Grade Level	9th Grade	**Time Frame**	180 minutes
Subject	English/Language Arts	**Duration**	2-3 class periods
Course	American Literature		

Essential Question

How can the actions of one person affect others?

Summary

This lesson, used in conjunction with Ray Bradbury's short story "A Sound of Thunder," guides students to determine their own definitions for cause, effect, and foreshadowing, find examples of these concepts in the text, and create a brochure based on the story's fictional Time Travel, Inc. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

Snapshot

Engage

Students participate in an Always, Sometimes, or Never True activity about statements related to the theme of Ray Bradbury's short story "A Sound of Thunder."

Explore

Students brainstorm pop culture examples of time travel gone wrong and define the terms cause, effect, and foreshadowing.

Explain

Students read "A Sound of Thunder" and use Why-Lighting to identify instances of cause, effect, and foreshadowing.

Extend

Students draw from the story's text to create brochures for Time Travel, Inc.

Evaluate

Students turn in their brochures and revisit their Always, Sometimes, or Never True analysis.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

TST302: Identify a clear function of straightforward paragraphs in somewhat challenging literary narratives

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.7.W: Create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.

Attachments

- Always, Sometimes, or Never True—The Consequences of Time Travel - Spanish.docx
- Always, Sometimes, or Never True—The Consequences of Time Travel - Spanish.pdf
- Always, Sometimes, or Never True—The Consequences of Time Travel.docx
- Always, Sometimes, or Never True—The Consequences of Time Travel.pdf
- I Think We Think—The Consequences of Time Travel - Spanish.docx
- I Think We Think—The Consequences of Time Travel - Spanish.pdf
- I Think We Think—The Consequences of Time Travel.docx
- I Think We Think—The Consequences of Time Travel.pdf
- Lesson Slides—Consequences of Time Travel.pptx
- Time Travel Brochure Rubric—The Consequences of Time Travel - Spanish.docx
- Time Travel Brochure Rubric—The Consequences of Time Travel - Spanish.pdf
- Time Travel Brochure Rubric—The Consequences of Time Travel.docx
- Time Travel Brochure Rubric—The Consequences of Time Travel.pdf
- Why-Lighting Chart—The Consequences of Time Travel - Spanish.docx
- Why-Lighting Chart—The Consequences of Time Travel - Spanish.pdf
- Why-Lighting Chart—The Consequences of Time Travel.docx
- Why-Lighting Chart—The Consequences of Time Travel.pdf

Materials

- Lesson Slides (attached)
- Copies of the short story "A Sound of Thunder" by Ray Bradbury (linked in narrative below)
- Always, Sometimes, or Never True handouts (attached; one per student)
- I Think, We Think handouts (optional, attached; one per student)
- Time Travel Brochure Rubric (optional, attached)
- Why-Lighting Chart (attached; one per student)
- Highlighters
- Pencils and paper
- Art supplies (paper, markers, colored pencils, etc.)
- Student devices with internet access (optional)

Engage

Use the attached **Lesson Slides** that accompany the instruction. Begin with **slide 2**. Briefly read aloud the essential question: *How can the actions of one person affect others?* Then, move to **slide 3** and go over the lesson's learning objectives.

Move to **slide 4**. Pass out a copy of the attached **Always, Sometimes, or Never True** handout to each student. Introduce students to the Always, Sometimes, or Never True strategy. Have students read through each of the five statements on the handout, and then label them as "always true," "sometimes true," or "never true." Underneath each statement, ask students to explain their reasoning for why they chose each label.

Once students have had time to work, go through each statement and invite students to share out which label they chose and why.

Explore

Move to **slide 5** and ask students if they have ever read a book or watched a movie that included time travel. If so, ask students if they remember the characters having any time-related issues during their adventures. Give students an opportunity to consider these questions and then ask for a few volunteers to share out their examples.

Teacher's Note: Time Travel in Popular Culture

If students struggle to think of examples, consider showing a clip from a movie that they might be familiar with. Examples provided on the slides include Back to the Future (**slide 6**) and Doctor Strange (**slide 7**). Other examples might include DC's Legends of Tomorrow, 13 Going on 30, or Harry Potter and the Prisoner of Azkaban.

Move to **slide 8**. Pass out a copy of the attached **I Think, We Think** graphic organizer to each student, or have students get out a sheet of paper and divide it into three columns labeled "I Think," "We Think," and "Examples." Introduce students to the I Think/We Think strategy to be used in the next activity.

Optional Modification for Online Learning

To have students take part in this activity in an online or remote learning environment, consider creating multiple digital copies of the **I Think, We Think** graphic organizer using Google Docs. Assign a group of students to each copy of the graphic organizer, and have them collaborate virtually. Students can add notes to the document from their individual notes and collaborate as a group using the "chat" feature in the document. Alternatively, turn the activity into a discussion board post to which students can respond directly.

Ask students to consider the following terms:

- Cause
- Effect
- Foreshadowing

Invite students to formulate their own definitions of these terms, writing the definitions in their own words in the "I Think" column.

Move to **slide 9**. Organize students into small groups and have group members take turns sharing their definitions. After everyone has shared, ask students to come up with a group definition for each term and write the definitions in the "We Think" column.

Teacher's Note: Staying on Track

To make sure that students are progressing in the right direction, move around the room, and observe their definitions as they work. If necessary, use questioning techniques to help guide them toward more accurate definitions.

Move to **slide 10** and ask groups to brainstorm examples of cause, effect, and foreshadowing and list these in the "Example" column.

After groups negotiate their definitions and examples, ask a few groups to share out. Based on what they share, develop class definitions for each term. Write these definitions on the whiteboard or another location where they're visible to the whole class.

Explain

Teacher's Note: Links to Short Story

Before beginning this portion of the lesson, print out a copy of “A Sound of Thunder” for each student by accessing the following links:

- “A Sound of Thunder” (English)
- “El Ruido de un Trueno” (Spanish)

Move to **slide 11** and give each student three different colors of highlighter and a copy of the short story "A Sound of Thunder" by Ray Bradbury. As they read this story, students should keep in mind their definitions from the previous activity and use Why-Lighting to highlight instances of foreshadowing, cause, and effect.

Optional Modification for Online Learning

If students are working from home or need scaffolded access to the story, consider using CommonLit. This free site houses a number of seminal ELA texts as well as cross-curricular paired texts. Accessing these resources requires an account to be set up, but the site is free. Students can highlight the text online in Common Lit or take notes on paper as they read.

After students have had time to read and highlight the story, move to **slide 12.** Pass out a copy of the attached **Why-Lighting Chart** graphic organizer to each student. In this graphic organizer, students will indicate what they highlighted in the first column, label it as "cause," "effect," or "foreshadowing" in the second column, and provide a short reasoning for their choice in the third column.

When students are finished, ask for volunteers to share out examples of each type of structure (cause, effect, and foreshadowing) that they identified and their reasoning for doing so.

Extend

Move to **slide 13** and invite students to use the information that they highlighted to create a brochure for the Time Travel, Inc. company that was patronized by Eckels in the story. The brochure should include the following:

- The company's title
- A summary of the services
- Three or more rules with rationale for each
- Consequences for breaking the rules
- Artwork to market the company

Provide students with paper, markers, colored pencils, and other art supplies to create their brochures.

Optional Modifications for Online Learning

You may have students create digital posters or brochures using an application such as Canva or Google Slides.

Evaluate

Move to **slide 14** and ask students to return to their **Always, Sometimes, or Never True** handout from the beginning of the lesson. Ask them to re-evaluate their responses and make any changes that they would like now that they have read the short story.

Allow time for students to share out their thoughts about the statements if they changed their responses.

You might choose to have students submit their brochures for an assessment for this lesson. These brochures can be graded using the attached **Time Travel Brochure Rubric**. Alternatively, consider creating a class rubric using student input.

Optional: Peer Review And Feedback

Consider displaying students' brochures around the classroom and then have students review their peers' brochures and give feedback.

Optional Modification for Online Learning

If you would like to include peer review for brochures that students created digitally, use a website such as VoiceThread. You can upload students' brochures to the site, and then let students choose whether they would like to make a quick video, a voice memo, or a written note to provide feedback on other students' brochures.

Additional Tech Twist

To extend the lesson further with an optional activity, consider having students complete The Consequences of Time Travel digital breakout. To learn more about digital breakouts, check out the K20 Center's "Digital Breakouts" webinar.

Resources

- K20 Center. (n.d.). Always, Sometimes, or Never True. Strategies. https://learn.k20center.ou.edu/strategy/145
- K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). CommonLit. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2170
- K20 Center (2020, Feb. 26). Digital Breakouts Lunch & Learn Webinar [Video]. YouTube. https://www.youtube.com/watch?v=yJhdcPsBNIg&feature=youtu.be
- K20 Center. (n.d.). I Think / We Think. Strategies. https://learn.k20center.ou.edu/strategy/141
- K20 Center. (n.d.). The Consequences of Time Travel. ELA LEARN Breakouts. https://sites.google.com/ou.edu/elalearnbreakouts/the-consequences-of-time-travel
- K20 Center. (n.d.). Why-Lighting. Strategies. https://learn.k20center.ou.edu/strategy/128
- Voicethread. (n.d.). https://voicethread.com/