

& PROJECT

Once Upon a Time in a City Called...

Session 2 of 5

BUILDING THE NEW WORLD

Something has happened so your city as you know it no longer exists. What is this new city like? How have the rules changed?

YOU WILL NEED

- 1 copy for each student of mentor text “[Autumntime](#)” by [Anthony Lentini](#) (or access to view on a device)
- 1 copy for each student of [World Building Graphic Organizer](#)

HOW TO BEGIN (2 MINUTES)

Remind students that during the last session, they began talking about dystopia, the things they love about their city, and the things that threaten their city. Explain that students will be writing a very short story in which some event has turned their city into a dystopia.

STEP 1 (25 MINUTES)

Mentor text: [“Autumntime”](#)

- “Autumntime” is a flash fiction story set in a future in which technology meets almost all human needs.
- Flash fiction is a brief, fictional work.

As a class read “Autumntime” by Anthony Lentini. Have students mark in the text when they find an example of how:

1. The rules/ways of this world are different than the rules of our world now
2. What is missing from this new world
3. How the character reacts to the new world

Students should share their findings at the end. Have students talk about how the author helped the reader envision this different world.

Tell students that when they are writing their stories, they too will have to think about the three points mentioned above.

Ask students to pick something from the “love” side and the “threats” side of their brainstorm to incorporate into their story.

STEP 2 (30 MINUTES)

World Building

- Setting is a very important element in stories, but especially the ones you are about to write, because

the setting is driving the plot. It is the writer's job to build a world that truly envelops the reader.

Have students complete the [World Building Graphic Organizer](#), giving thought to how their city would change because of the threat. Students should complete the organizer in the order that speaks to them most. They may find that they are most interested in thinking about a new religion, and that could be the main point of conflict in their story.

STEP 3 (10 MINUTES)

Sharing

Young writers share their ideas in small groups or as a whole class.