

Lesson Plan Flatland

For a key to the abbreviations in the Lesson Plan, see page xii.

Before you begin, please review the **Sensitive Issues**, which appear with the answers for this title.

Preview • 1 Day

1. With the class, read and discuss the **RG Preview**. If this is students' first study of a novel, distribute and discuss Background on the Novel, **Resources**, p. 151.
2. **Assign** Chapters 1–4, pp. 7–22.

Chapters 1–4 • 1–2 Days

1. **Reading Guide** Discussion Questions 1–5 and Writing Activity; optional, Discussion Guide, **Resources**, p. 162.
2. **Resources** First-Person Point of View: **TG** and **SAS**, pp. 93, 95, and Analyze/Conclude Diagram: **GOT**, p. 171. Help students evaluate the narrator's first-person point of view. As a resident of Flatland, he is unable to recognize more than two dimensions.
3. **Resources** Vocabulary: **TG** and Word Identification—Prefixes: **SAS**, pp. 136, 144. Have students use vocabulary words 1–5.
4. **Assign** Chapters 5–8, pp. 23–42.

Chapters 5–8 • 2–3 Days

1. **Reading Guide** Discussion Questions 1–5 and Writing Activity.
2. **Resources** Satire: **TG** and **SAS**, pp. 98, 99, and Three-column Chart: **GOT**, p. 180. Guide students to recognize the satirical elements in the narrator's descriptions of Flatland's culture and history.
3. **Resources** Vocabulary: **TG** and Word Identification—Suffixes: **SAS**, pp. 136, 145. Have students use vocabulary words 6–10.
4. **Resources** Venn Diagram: **GOT**, p. 184. For an additional analysis of Abbott's satirical vision, have students use a Venn diagram to compare and contrast Flatland and Abbott's own society in 1884.
5. **Assign** Chapters 9–12, pp. 43–61.

Chapters 9–12 • 1–2 Days

1. **Reading Guide** Discussion Questions 1–4 and Writing Activity.
2. **Resources** Diction and Tone: **TG** and **SAS**, pp. 28, 29. Guide students to contrast the narrator's formal, serious tone and elaborate diction with the outlandish society he is describing, and discuss how this contrast enhances the satire.
3. **Resources** Predict: **TG** and **SAS**, pp. 132, 133, and Three-column Chart: **GOT**, p. 180. Have students review the chapters of Part One and then consider the title of Part Two—"Other Worlds"—before they predict what will happen in the second half of the novel.

4. **Assign** Chapters 13–15, pp. 62–80.

Chapters 13–15 • 1–2 Days

1. **Reading Guide** Discussion Questions 1–4 and Writing Activity.
2. **Resources** Fantasy: **TG** and **SAS**, pp. 47, 48. Have students compare the two fantasy worlds that Abbott has created in the novel thus far: Flatland and Lineland. Discuss how both worlds are modeled on geometric principles.
3. **Resources** Vocabulary: **TG** and Word Skills—Using a Dictionary: **SAS**, pp. 136, 141. Have students use vocabulary words 11–15.
4. **Assign** Chapters 16–18, pp. 81–106.

Chapters 16–18 • 1–2 Days

1. **Reading Guide** Discussion Questions 1–4 and Writing Activity.
2. **Resources** Author's Purpose: **TG** and **SAS**, pp. 6, 7, and Two-column Chart: **GOT**, p. 183. Help students identify two related purposes: entertaining readers and providing a model that helps readers imagine dimensions beyond their own.
3. **Resources** Vocabulary: **TG** and Word Identification—Latin and Greek Roots: **SAS**, pp. 136, 143. Have students use vocabulary words 16–20. You may assign additional words from their reading to give them more practice with roots.
4. **Assign** Chapters 19–22, pp. 107–118.

Chapters 19–22 • 1–2 Days

1. **Reading Guide** Discussion Questions 1–4 and Writing Activity.
2. **Resources** Theme: **TG** and **SAS**, pp. 114, 115, and Web: **GOT**, p. 185. Discuss the theme that everyone is limited by his or her perceptions, but through imagination and investigation, each can explore beyond the limits.
3. **Resources** Connect: **TG** and **SAS**, pp. 120, 121. Help students evaluate and personalize the theme of the novel by connecting the narrator's tales to their own lives.
4. **Assign** Pulling It All Together activities, **RG**.

Pulling It All Together • 2–3 Days

1. **Writing** Collect and evaluate students' essays. After several students read their work aloud, discuss other novels that contain elements of science or technology.
2. **Dramatic Monologue** Encourage students to rehearse their monologues for a small group before presenting them to the class.
3. Review for and administer test.

To assess and grade the writing assignments, use the rubrics at the end of this book.