

Below is a formatted lesson plan you can copy and paste into a Word document. This one-hour lesson is designed for high school students who have read *Oracles of the Vinedresser: The Four Seasons*. The focus is on exploring the consequences of decisions—selfish and unselfish—and encouraging students to discover how characters’ choices drive the narrative in historical fantasy.

Lesson Title:

Consequences of Decisions in Historical Fantasy

Grade Level:

High School

Duration:

45 minutes total (15 minutes direct instruction/discussion + 30 minutes student work)

Lesson Objectives:

- Students will analyze examples from the text where characters make selfish and unselfish decisions.
- Students will understand and explain the short- and long-term consequences of these decisions.
- Students will work collaboratively to create decision trees and reflective responses that connect character choices with thematic outcomes.

Materials:

- Copies of select passages or excerpts from the novella (digital or printed)
 - Whiteboard and markers
 - Student worksheets (provided below)
 - Pens or pencils
 - “Decision Tree Puzzle” handout (see description below)
 - Optional: Sticky notes and large paper for group work
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I. Introduction and Direct Instruction (15 minutes)

A. Warm-Up Discussion (5 minutes)

1. Ask students: “Recall a decision made by a character that had unexpected consequences. What was the decision and what followed?”

2. Write student responses on the board.

3. Briefly discuss how both selfish (self-serving) choices and selfless (community-oriented) choices shaped events in the story.

B. Teacher-Led Instruction and Guided Questions (10 minutes)

1. Present a short mini-lecture with key concepts:

– Define “selfish decisions” and “selfless decisions.”

– Explain what we mean by “consequences” in a narrative (immediate, long-term, ripple

effects, moral implications).

- Highlight instances from the text (e.g., the choices made by characters like Deron, Cedric, Camden, or Aelia) using a few brief excerpts on the board.

2. Ask guided questions:

- “What motivates a character to act in a self-serving manner versus a community-serving manner?”

- “How do these choices affect not only the individual but also the community or wider storyline?”

- “If a character had chosen differently, how might the events have changed?”

3. Encourage students to note examples or quotes from the text during the discussion.

II. Student Activities (30 minutes)

A. Activity 1: “Decision Tree Analysis” (15 minutes)

1. Divide the class into small groups (3–4 students per group).

2. Hand out the Decision Tree Worksheet (instructions below) that asks each group to do the following:

a. Identify one or two key decisions from the novella representing a selfish decision and a selfless decision.

b. Create a decision tree visually mapping the choice, immediate consequences, and long-term impacts for each decision. (For instance, choose “If Deron had not trusted the vinedresser’s advice,” then branch out possible outcomes.)

3. Encourage creativity: groups may use bullet points, arrows, or sketches.

4. Circulate the room to assist groups with textual evidence and brainstorming.

B. Activity 2: “Reflect & Debate” (15 minutes)

1. Each group will receive a short reflection worksheet with prompts including:

- List quotes that illustrate the consequences of a decision from the text.

- Write a brief response analyzing whether the decision was ultimately justified by its consequences.

- Predict an alternative outcome if the decision had been different.

2. After the group discussion, invite a few volunteers to share their analyses with the class.

3. Conclude with a brief whole-class debate: “Are selfish decisions always harmful? Can a selfless decision have negative impacts?”

- Write key points on the board.

III. Assessment and Closure

A. Quick Exit Ticket (5 minutes, integrated as part of Activity 2’s final sharing)

- Ask each student to write one sentence: “Today, I learned that a decision in a story can lead to ...”

- Collect exit tickets for review.

B. Homework/Extension (optional)

- Have students write a short journal entry debating which decision in the novella had the most profound impact and why. Encourage them to cite specific examples from the text.
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Supplemental Materials

1. Decision Tree Worksheet (for Activity 1)

a. Title: “Mapping Decisions & Consequences”

b. Sections to include

I. Decision Description

- Write down a key decision from the text.

II. Motivations

- What did the character hope to gain?

III. Immediate Consequences

- What happened right after the decision? (List or draw arrows.)

IV. Long-Term Consequences

- How did the decision shape subsequent events in the narrative?

V. Alternative Outcome

- How might the story have changed if the character made a different decision?

1. Reflection Worksheet (for Activity 2)

a. Prompts

– Quote Analysis: Pick a quote from the text that best shows the consequence of a decision. Explain your choice.

– Cause and Effect: Write a short paragraph on how a character’s choice (selfish or unselfish) changed the course of events.

– Hypothetical: What alternative path could the character have taken, and what might have been the results?

Notes for the Teacher:

- Adapt the pace of discussion depending on student familiarity with the text.
 - Use whiteboard sketches or digital slides to illustrate decision trees in real time.
 - Encourage students to support their ideas with textual evidence, connecting closely to the historical fantasy context of the novella.
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End of Lesson Plan

This lesson plan offers a blend of direct instruction, collaborative group work, and creative analysis to help students think critically about the consequences of decisions in literature. Enjoy using it in your high school class!