

Unit Plan: The Transformation of the Fairy Tale

"Fairy tales are more than true; not because they tell us that dragons exist, but because they tell us that dragons can be beaten."

- G. K. Chesterton

Genre unit: Fairy Tales (in Western Culture)

Grade: English 10-1

Duration: 5 weeks

Class duration: 60 minutes

Teacher: Kelsey Huculak

Focus: This unit will focus on the genre of fairy tales. It will begin with the origin of the first recorded fairy tales, focussing on the Grimm Brothers, Charles Perrault, and Hans Christian Andersen. The unit will then show the role that Disney had in adapting classic tales, and will eventually progress into the contemporary versions of historical fairy tales. Students will really be able to connect to this unit because most of them will be already familiar with the contemporary versions of the western fairy tales we will be covering.

Goals/Objectives: This unit, over a five week period, truly has students develop, and explore their reading, writing, viewing, representing, speaking, and listening skills. Adhering to the English Language Arts Program of Studies, students will be given the opportunity to understand and appreciate the significance and artistry of literature. They will enhance their communication skills in a multitude of ways, and will learn to not just accept contemporary culture at face value. It is important, especially as English explorers, to look at the origin of literature, and how it has evolved over time. The fairy tale unit will allow for much exploration, critical and creative thinking, metacognition, collaborative work, individual reflections, comparisons and contrasts, and various other mediums for language arts development in all six strands. The unit will be largely student-exploration centered. It contributes to the students' opportunities to become life-long learners. The various forms of literature studied in this unit invites students to reflect on the significance of western cultural values and the fundamentals of human existence. Having the students critically think about essential, universal

themes will help them grapple with what it means to be human, and to reflect on who the students are as individuals.

The main outcomes emphasized and covered over the duration of this unit are:

- 1.1 Discover possibilities
- 1.2 Extend awareness
- 2.1 Construct meaning from text and context
- 2.2 Understand and appreciate textual forms, elements, and techniques
- 2.3 Respond to a variety of print and non-print texts
- 4.1 Develop and present a variety of print and non-print texts
- 5.1 Respect others and strengthen community
- 5.2 Work within a group

This unit covers a vast amount of the program of studies.

Essential Questions:

What is a fairy tale?

How did fairy tales originate in western culture?

What are the differences and similarities between various versions of historical fairy tales?

What would the authors of the historical fairy tales think of Disney's adaptations?

How does a main character in a fairy tale relate to you? Differ from you?

How do modern interpretations of fairy tales affect the central themes?

How does parody and satire affect a story?

How does the changing of mediums affect the theme of the story?

Why are fairy tales important to our culture?

Literature/Resources:

Historical Fairy Tales

www.nationalgeographic.com/grimm/index2.html

This interactive website has the Grimm brothers' versions of Ashputtle (with audio), Little Red-cap, and Little Snow White written in 1812.

www.fairytalescollection.com/Hans_Christian_Andersen

This website contains Andersen's version of The Little Mermaid from 1836.

www.worldoftales.com/fairy_tales/Charles_Perrault

This website features Perrault's versions of Little Red Riding-Hood and Cinderella from 1697.

Disney movie clips

- Cinderella (1950)
- Snow White (1937)
- The Little Mermaid (1989)
- Pocahontas (1995)

Contemporary Fairy Tales

- Shrek (2001) 90 minutes; Shrek.com
- The Stinky Cheese Man and other Fairly Stupid Tales
- Avatar (2009) 162 minutes
- The Paper bag Princess - Robert Munsch ([Robert.munsch.com/book/the-](http://Robert.munsch.com/book/the-paper-bag-princess)

[paper-bag-princess](http://Robert.munsch.com/book/the-paper-bag-princess)

50 Literacy Strategies - textbook

Sam Sham and the Pharaohs - Little Red Riding Hood (Song, accessible on youtube.com)

Senior High School English Language Arts Guide to Implementation

(education.alberta.ca/teachers/program/english/resources/ela-guide.aspx)

Activities:

1. Learning Logs (*1.1 Discover possibilities; 1.2 Extend awareness*)

The learning logs will be on-going throughout the unit, and throughout the year. They function as a form of formative assessment, promote metacognition, act as a vehicle for teacher/student conferencing with guided questions, help students organize their thoughts and record important notes, and show student growth over the course of the unit, and the year.

2. KWL exit slips (*1.1 Discover possibilities*)

I chose to include an exit slip after the introductory lesson on fairy tales to help direct my teaching based on how much prior knowledge or lack there-of, that the students bring to the classroom.

3. Audio reading (*2.3 Respond to a variety of print and nonprint texts; 2.1 Construct meaning from text and context*)

Having the author, or another individual, read the story to the class is a great alternative to having the students read themselves, or having myself read to the class. It is a great way to mix up the way students receive the story, and appeals to auditory learners.

4. Literary Centers/Field walk (*1.1 Discover possibilities; 1.2 Extend awareness; 5.1 Respect others and strengthen community; 5.2 Work within a group*)

I chose this activity because it is an interactive, exploration based, multisensory way to transmit important information about the history of fairy tales, and the authors, instead of lecturing or having a basic powerpoint. The students move from station to station and encounter a variety of forms of information. Students will answer questions, develop a list of questions, and will compare and contrast information that they find.

5. Anticipation guide (handout) *(1.1 Discover possibilities; 1.2 Extend awareness)*

This activity has students thinking about a text before they approach it. It activates any prior knowledge, identifies assumptions, and stimulates student interest. It can be handed out with a variety of statements and students can respond in writing. The class may be polled on their responses, and the initial responses can be addressed after reading the material.

6. Reading Circles *(2.1 Construct meaning from text and context; 2.2 Understand and appreciate textual forms, elements, and techniques; 5.2 Work within a group)*

Reading circles are a fantastic way to build the classroom as a learning community. They have students interact and share responses, can be great for scaffolding, and the teacher can rotate in between groups.

7. Group Venn Diagram *(1.2 Extend awareness; 2.3 Respond to a variety of print and nonprint texts)*

The Venn diagram, either as an individual activity or as a group activity, is a great visual for comparison between two things. It could be used as a prompt in a learning log by having the student compare and contrast themselves with a character, or can be done as a class on the whiteboard/smartboard comparing different versions of the fairy tales.

8. Color-coded class reading *(2.3 Respond to a variety of print and nonprint texts; 5.2 Work within a group)*

This activity has the students involved and engaged in reading and is an alternative from simply reading from a book.

9. Fishbowl discussion, Role-playing, Hot seat *(1.1 Discover possibilities; 2.3 Respond to a variety of print and nonprint texts; 2.2 Understand and appreciate textual forms, elements, and techniques; 5.1 Respect others and strengthen communities; 5.2 Work within a group)*

These activities are great for exploring perspective as a class. They have the students collaborate to scaffold learning, and demonstrate how it feels to be in someone else's shoes.

10. Character map (handout)

This handout is a great outline for a student to identify a character's main traits, lifestyle, interests, etc.

11. Facebook Profile, Personal Shield, or Wanted Advertisement (*4.1 Develop and present a variety of print and nonprint texts; 2.3 Respond to a variety of print and nonprint texts*)

These three activity choices offer a unique way for a student to describe a character.

12. Story mapping (handout)

This handout allows for students to organize their story ideas and provides them with structure for writing their parody fairy tales.

13. Write-your-own-parody! (*4.1 Develop and present a variety of print and nonprint texts; 1.2 Extend awareness; 2.3 Respond to a variety of print and nonprint texts*)

This activity allows students to explore their creative writing side. They were shown examples of parodies, so they have ideas to build off of in order to write their own.

14. Fishbone theme (handout)

This handout provides students with an interesting structure to form the themes from Pocahontas and Avatar around.

15. Theme assignment: Story board, Digital essay, or Movie review (*4.1 Develop and present a variety of print and nonprint texts; 2.1 Construct meaning from text and context; 2.3 Respond to a variety of print and nonprint texts*)

This activity, again with a choice for students, has them take the themes from the two movies, (ex. imperialism, religion, race, environment, love, etc) and create a unique response to those themes in whichever medium they choose of the three provided.

16. Family group "Proposal to Product" Performance Task (*1.1 Discover possibilities; 1.2 Extend awareness; 2.1 Construct meaning from text and context; 2.3 Respond to a variety of print and nonprint texts; 4.1 Develop and present a variety of print and nonprint texts; 5.1 Respect others and strengthen community; 5.2 Work within a group*)

This final, very open-ended task has students working in their family groups to come up with a product. It is open-ended so the students can really be creative in what they come up with. The whole unit is fair game for a product. A criterion will be provided that the students must fulfill, such as audience, value, description, picture, success, etc.

Why these activities?

These activities offer diverse opportunities for student-based learning and growth. For the character assignment, the theme assignment, and the final group

performance task, I allowed the students to have choice. I chose this strategy because it allows the students to be confident in the way they choose to express themselves, and fosters an environment in which the student can demonstrate his or her knowledge in a manner that suits their individual needs.

Calendar:

<p>Monday - Day 1 Title: <i>Introduction to the Fairy Tale</i> Objective: Acquire student knowledge on fairy tales, introduce learning log expectations Activities: <i>Class brainstorm; Robert Munsch's The Paper Bad Princess Audio Reading; KWL exit slips</i></p>	<p>Tuesday - Day 2 Title: <i>The Greats: Grimm Brothers, Perrault, and Andersen</i> Objective: Ground students in the western history of fairy tales Activities: <i>Literacy centers/field walk; learning logs</i></p>	<p>Wednesday - Day 3 Title: <i>Ashputtle or Cinderella?</i> Objective: Expose students to two different historical versions of the classic story of Cinderella Activities: <i>Anticipation guide; Ashputtle (Audio version and handout read-a-long-); Cinderella reading circles; learning logs</i></p>	<p>Thursday - Day 4 Title: <i>Same or Different?</i> Objective: The students will compare/contrast various versions of Cinderella Activities: <i>Group Venn diagram; Disney clips; Display Venn Diagrams; Learning log with Venn diagram comparing self and Cinderella</i></p>
<p>Friday - Day 5 Title: <i>Little Red-Riding Hood: Exposed</i> Objective: Expose students to two different versions of the classic tale of Little Red Riding Hood Activities: <i>Anticipation guide; Song; Color-coded Class reading; Reading circles; Learning log</i></p>	<p>Monday - Day 6 Title: <i>WWTAT? (What would the author think?)</i> Objective: Students will look at the altered modern versions of the fairy tales and note potential perspectives of historical authors Activities: <i>Fishbowl discussion/role-playing/hot seat; Anticipation guide; Little Mermaid (teacher read); Disney clips; Learning log</i></p>	<p>Tuesday - Day 7 Title: <i>Delving into Character</i> Objective: Students will explore and discover a central character in one of the fairy tales studied in various formats Activities: <i>Character map handout; work period for students to create either a facebook profile, personal shield, or wanted ad on a character following a list of criteria</i></p>	<p>Wednesday - Day 8 Title: <i>Flex day</i> Work period/day of flex Display/share character activities</p>

<p>Thursday - Day 9 Title: <i>The Modern Fairy Tale</i> Objective: The students will be exposed to contemporary twists on classic fairy tales. This will allow students to discover alternative possibilities for stories. Activities: <i>The Stinky Cheese Man and other Fairly Stupid Tales reading circles; Introduce Parody/Satire; Learning logs</i></p>	<p>Friday - Day 10 Title: <i>Shrek!</i> Objective: Students will view a modern film that parodies a plethora of fairy tales, and fairy tale elements that will expose them to concept of satire and parody. Activities: <i>View film</i></p>	<p>Monday - Day 11 Title: <i>Shrek, Part II</i> Objective: Students will finish viewing the film and will have time to comment on satire/parody through class discussion and self-reflection. Activities: <i>Finish viewing film; Learning logs</i></p>	<p>Tuesday - Day 12 Title: <i>Create Your Own Parody</i> Objective: Students will experiment with the development of their own parodies of fairy tales. Activities: <i>Class brainstorm; Story mapping handout; Writing workshop time</i></p>
<p>Wednesday - Day 13 Title: <i>Parody Creations</i> Objective: The students will have the opportunity to develop their own text. Assignments: <i>Writing workshop day</i></p>	<p>Thursday - Day 14 Title: <i>The Modern Day Pocahontas</i> Objective: After being exposed to the Disney versions of tales, students will view a film with a plot very similar to Pocahontas. Assignments: <i>Pocahontas clips; Introduce themes; Fishbone handout; View Avatar</i></p>	<p>Friday - Day 15 Title: <i>Avatar</i> Objective: Students will view the film Avatar while making connections on similar themes to Disney's Pocahontas Assignments: <i>View Avatar; Fishbone handout</i></p>	<p>Monday - Day 16 Title: <i>Avatar Part II</i> Objective: Students will continue to view the film Avatar while making connections on similar themes to Disney's Pocahontas Assignments: <i>View Avatar; Fishbone handout;</i></p>

<p>Tuesday - Day 17 Title: <i>Avatar Part III</i> Objective: Students will continue to view the film Avatar while making connections on similar themes to Disney's Pocahontas Assignments: <i>View Avatar; Fishbone handout; Learning log</i></p>	<p>Wednesday - Day 18 Title: <i>Theme day</i> Objective: Students will use their fishbone concept map to help them design a storyboard, a digital essay, or a movie review relating to major themes of the film. Assignments: <i>Avatar theme response (3 choices); rubric and self-evaluation forms; Class work period</i></p>	<p>Thursday - Day 19 Title: <i>Workshop</i> Objective: Students will have the opportunity to work on their theme projects and may seek the advice of classmates. Assignments: <i>Workshop day</i></p>	<p>Friday - Day 20 Title: <i>Proposal to Product</i> Objectives: Students will have the opportunity to truly explore what they have learned over the past month by designing a product. Assignments: <i>Family groups' brainstorm; Proposal to product performance task and rubric; Self and peer assessment forms</i></p>
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<p>Monday - Day 21 Title: <i>Proposal to Product Part II</i> Objective: Students will collaborate in groups to work on their product development task. Assignments: <i>Work period; Self and peer assessments</i></p>	<p>Tuesday - Day 22 Title: <i>Culminating Day</i> Objective: Students, in their family groups, will present their products to the class and display them around the room Assignments: <i>Share and display; Learning log</i></p>		
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Assessment Plan:

The assessment for this unit is formative in nature. The learning logs can be used as assessment/progress, and can be incorporated into student/teacher conferences. They can also be used as exit slips and are an on-going form of self-reflection. The literacy center/field walk activity can be assessed with a checklist and observation. For example, does the student express emerging ideas? Does the student consider the potential of ideas? Does the student develop new and tentative positions? The character assignment, either a facebook profile, wanted advertisement, or personal shield may be marked with a rubric. The students' parody stories may be assessed with a rubric. The theme assignment, where students choose between digital essay, story board, or movie review may be assessed based on self-reflection and a checklist. The performance task "Proposal to Product" may be assessed with peer-assessments and a rubric. All assessment is directly related to the learning outcomes.

Connections:

This unit could be a great way to move into a novel study that has similar themes that appeared in the fairy tale unit, such as women's roles, religion, civilization vs. the uncivilized, race, environment, and so on. Because so many different mediums of literature were explored, it would fit nicely as a unit to teach closer to the beginning of the school year.

This unit has ties to the grade ten social studies program of studies in terms of dimensions of critical, creative, and historical thinking. The social studies curriculum strives to have students:

- Evaluate ideas and information from multiple sources
- Determine relationships among multiple and varied sources of information
- Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- Analyze multiple historical and contemporary perspectives within and across cultures
- Analyze similarities and differences among historical narratives
- Evaluate the impact of significant historical periods and patterns of change on the contemporary world
- Develop a reasoned position that is informed by historical and contemporary evidence
- Identify reasons underlying similarities and differences among historical narratives

Special Considerations:

This unit is designed to appeal to a variety of learning styles. In its design there are varied instructional needs and alternative assignment choices to allow for the greatest chance of student success. Because the assessment is formative, students are held accountable for their own success, as peer and self-reflections are part of the assessment. For the more major assignments in the unit, the rubrics and or checklists are provided in advance in ensure the student can strive to meet their maximum potential.

Reflection:

I chose this unit mainly because it appealed to my inner passion for fairy tales. I chose the historic fairy tales that I did because there were varying versions of them so they could be easily compared. I decided to introduce the historical fairy tales with a day of literacy centers/field walk because I believe that engaging students is absolutely vital in the learning process. I chose a variety of mediums, such as song, film, written text, and oral text in order to provide the students with a diverse exposure to the literature. I thought it was important to start historically with some of the first recorded fairy tales and move into the transformed, contemporary fairy tales. This shows the progression and change of

western culture over time. I decided it would be important for the students to reflect on how these original authors, such as the Grimm Brothers, would feel if they saw the modern twists on their stories today because I feel that teaching point of view and varying perspectives is one of the most important aspects to teach in language arts. I decided to give the students a choice in form for their character assignment and theme assignment because it is key in differentiated learning for students. I chose Shrek because it is such an amalgamation of fairy tales and shows satire and parody excessively throughout the film. I chose Avatar because it is so current, especially the technological aspect of it, and because I when I viewed the film I was struck by how closely the plot resembled Disney's Pocahontas. Although Pocahontas isn't considered to be a fairy tale, it still worked in the unit because it built off of the Disney portion of the unit. This unit is a great unit because it is so student-centered in terms of exploration. It is extremely diverse, upbeat, and covers a vast amount of the curriculum in just over a month of teaching time. It really delves into the transforming power of literature, and has students constantly thinking critically and creatively.