

Name: **Amy Besnard**

Course/Grade: **World Literature/12**

Lesson Title: **Fairytales From Around the World**

Stage 1 Desired Results				
<p>ESTABLISHED GOALS</p> <p>G1. English 11/12 Literary Response & Analysis</p> <p><u>3.2</u>: Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p> <p><u>3.4</u>: Analyze ways in which writer uses imagery, personification, figures of speech, and sounds to evoke readers' emotions.</p> <p><u>3.6</u>: Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.</p> <p><u>3.7C</u>: Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.</p> <p><u>3.8</u>: Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)</p> <p>G2. English 11/12 Writing Strategies</p> <p><u>1.6</u>: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p> <p>G3. English 11/12 Writing Applications</p> <p><u>2.6a-c</u>: Combine text, images, and sound and draw information from many sources (e.g., television</p>	Transfer			
	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1. Respect and value diversity among various cultures.</p> <p>T2. Investigate global service learning possibilities.</p>			
	Meaning			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0; text-align: left;">UNDERSTANDINGS</th> <th style="background-color: #e0e0e0; text-align: left;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Students will understand that...</i></p> <p>U1. Storytelling is a universal method to share a culture's values and beliefs.</p> <p>U2. There are numerous benefits to learning about other cultures.</p> <p>U3. Diverse cultures have similar core values.</p> <p>U4. Global perspectives allow us to look at ourselves and others to gain acceptance, understanding, and meaningful personal experiences.</p> </td> <td style="vertical-align: top;"> <p>E1. What are the similarities and differences between the various fairytales?</p> <p>E2. What do those differences reveal about each of the cultures studied?</p> <p>E3. What role do fairytales/folktales/ storytelling play in the cultures studied?</p> <p>E4. What is the importance/significance in knowing the traditions and values of other cultures?</p> <p>E5. What is global education and why does it matter?</p> <p>E6. How can an idea/concern turn to local and/or global action?</p> </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Students will understand that...</i></p> <p>U1. Storytelling is a universal method to share a culture's values and beliefs.</p> <p>U2. There are numerous benefits to learning about other cultures.</p> <p>U3. Diverse cultures have similar core values.</p> <p>U4. Global perspectives allow us to look at ourselves and others to gain acceptance, understanding, and meaningful personal experiences.</p>
UNDERSTANDINGS	ESSENTIAL QUESTIONS			
<p><i>Students will understand that...</i></p> <p>U1. Storytelling is a universal method to share a culture's values and beliefs.</p> <p>U2. There are numerous benefits to learning about other cultures.</p> <p>U3. Diverse cultures have similar core values.</p> <p>U4. Global perspectives allow us to look at ourselves and others to gain acceptance, understanding, and meaningful personal experiences.</p>	<p>E1. What are the similarities and differences between the various fairytales?</p> <p>E2. What do those differences reveal about each of the cultures studied?</p> <p>E3. What role do fairytales/folktales/ storytelling play in the cultures studied?</p> <p>E4. What is the importance/significance in knowing the traditions and values of other cultures?</p> <p>E5. What is global education and why does it matter?</p> <p>E6. How can an idea/concern turn to local and/or global action?</p>			
Acquisition				
<p><i>Students will know/explain...</i></p> <p>K1. The importance of globalization and the role it plays toward common goals.</p> <p>K2. The concept of Cosmopolitanism (Bowman) and its connection with our unit.</p> <p>K3. The similarities and differences between various fairytales.</p>	<p><i>Students will be skilled at...</i></p> <p>S1. Analyzing literature for specific historical and literary content.</p> <p>S2. Researching a variety of reliable sources to extract key information/facts pertaining to a subject.</p> <p>S3. Utilizing multiple forms of technology to</p>			

<p>broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images); Select an appropriate medium for each element of the presentation; Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p>G4. English 11/12 Listening & Speaking</p> <p>2.1a-c: Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g. narration, description, exposition, persuasion); Draw comparisons between the specific incident and broader themes that illustrate the speaker’s beliefs or generalizations about life; Maintain a balance between describing the incident and relating it to more general, abstract ideas.</p> <p>2.3a-c: Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable); Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies); Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p>	<p>K4. How the differences reveal particular traditions and values within each culture.</p> <p>K5. The significant role fairytales/folktales/storytelling plays in each culture.</p> <p>K6. The importance of learning about the traditions and values of cultures other than our own.</p> <p>K7. The relevance of this unit to the students’ lives. (Suarez-Orozo, Sattin)</p>	<p>enhance presentation. (Hayes Jacobs)</p> <p>S4. Developing a well-organized, interesting presentation with clear focus and logical development.</p> <p>S5. Asking good/essential questions, relating to other parts of the world, and compare/contrast/synthesize ideas. (Jackson)</p>
---	---	---

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ol style="list-style-type: none"> 1. Provides insightful comparisons, display higher level thinking, provide textual evidence 2. Demonstrates thorough analysis of literature, provides accurate/appropriate questions 	<p>PERFORMANCE TASKS:</p> <ol style="list-style-type: none"> 1. Fairytales Compare/Contrast Chart: Read cultural fairytale and compare/contrast to American version. Pay close attention to vocabulary, traditions, and values. Cite specific lines in the fairytale which best show similarities and differences between the two versions. 2. Fairytales Question Sheet: List questions (in appropriate categories) that need to be answered in order to better understand the culture. The more questions, the better, as you are expected to have a clear understanding of the fairytale and the culture’s influence. Your group will be responsible for researching (in a few different methods) to answer your questions.

<p>3. Demonstrates well-researched knowledge, shows thoughtful, detailed, informative connections and comparisons</p> <p>4. Shows accurate research demonstrated in a creative, well-organized manner that is engaging and informative</p> <p>5. Provides realistic problem and a variety of solutions; thoughtful description of steps to problem solving; makes relevant connections with plausible outcomes</p> <p>6. Provides a well-researched presentation that is relevant, compelling, persuasive, and engaging; presentation shows knowledge, practice, and potential for follow-through</p>	<p>3. Venn Diagram of Cultural Values and Beliefs: After researching online and communicating with your assigned “sister school” through ePals, your group is responsible for completing a detailed Venn Diagram comparing American values and beliefs to those of your assigned culture. Be sure to list significant similarities and differences that show you have explored a true study of the overall culture.</p> <p>4. “Fairytale From Around The World” Presentation: Prepare a well-developed Prezi presentation to share with your classmates and some guests. Your presentation should not only briefly discuss the cultural fairytale, but also focus on the cultural information you have researched. Use this presentation to highlight the culture, dispel stereotypes, and show our similarities. Use pictures, video, music, etc to enhance your Prezi.</p> <p>5. “For Every Problem There is a Solution” Sheet: From research and discussion with sister school, determine needs/problems/obstacles facing your assigned culture [Be aware that it may not affect the <i>entire</i> people, but it may have an impact on a subculture]. Identify the problem, brainstorm solutions, action steps, obstacles to be encountered, materials/needs, and ways to assess results.</p> <p>6. “Problem Solving - Locally & Globally” Board Presentation: As a group, develop a presentation based on your “For Every Problem There is a Solution” sheet. Your audience is very important here. Your classmates will be present, but your true audience will be a school administrator, a district administrator, a Board member, a member of the community, and a university professor. Your goals are not only to, of course, educate your audience, but also encourage/spearhead action. Remember the essential question: What local and/or global action can we (as a <i>global community</i>) take to change the world?</p>
---	---

<p>Shows good use of time, understanding of concepts to the larger picture, understanding of global perspectives, connecting their roles as global citizens</p>	<p>OTHER EVIDENCE:</p> <p>7. Observation of groups during research time</p> <p>8. Observation of groups during communication with sister schools</p> <p>9. Homework assignments (cultural values vs cultural needs, website abstracts)</p> <p>10. Journal entries</p> <p>11. Observation of groups during collaboration/work time</p>
---	---

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- Lesson Grabber – Disney Cinderella compilation:** Students will watch a 4:18 video of the Disney version of the Cinderella story. The video is merely images and music covering the key elements of plot. (T1, G4, U1, E1, E2, E3, E4, K3, K4, K5)
<http://www.youtube.com/watch?v=dWGbAPGUJv8&feature=related>

- **Grimm’s Fairytale – Cinderella:** Students will watch and listen to the original Grimm’s fairytale version of Cinderella. Since most students have never heard the version, it will certainly hold their attention. After the reading, we will discuss the similarities and differences between Grimm’s version and the Disney version. (T1, G1, G4, U1, U2, E1, E2, E3, E4, K3, K4, K5, S5) <http://www.nationalgeographic.com/grimm/cinderella.html>
- **Connecting Fairytales and Oral Tradition:** Students will individually read *How Disney Damages Fairy Tales and Historical Folklore* by Marie Jones. After documenting initial reactions and explicating parts of the text, students will work in small groups to discuss the significance of “Americanized” fairy tales as well as the importance of oral tradition based on this article. (T1, G1, G4, U1, U2, U4, E1, E2, E3, E4, K3, K4, K5, K6, S5)
- **Cultural Storytelling:** Students will work in the computer lab to investigate the importance/significance of storytelling within cultures both in and out of the United States. Students will look for similarities and differences in storytelling around the world. (T1, G4, U1, U2, U3, U4, E3, E4, K5, K6, S2, S5) <http://www.timsheppard.co.uk/story/dir/traditions/index.html>
- **Fairytales From Around The World Step 1:** In groups of 3 or 4, students will choose one of the 20+ fairytales provided in class. Groups will read the fairytale, document similarities and differences, and pose questions regarding the fairytale and culture. (T1, G1, G4, U1, U2, U3, U4, E1, E2, E3, E4, K3, K4, K5, K6, S1, S5)
- **Fairytales From Around The World Step 2:** Students will then research the culture, including their traditions and values and the role fairytales/folktales/storytelling play within the culture. Students will also communicate with a “sister school” through ePals to share cultural traditions/values and to ask questions. (T1, G4, U1, U2, U3, U4, E1, E2, E3, E4, K3, K4, K5, K6, S2, S5) <http://www.epals.com/>
- **Prezi Demo:** Working with our library tech, students will observe a Prezi cultural presentation and learn the ins and outs of Prezi (since most will be unfamiliar with the program). They will learn about source reliability as well as source documentation. In addition, they will learn how to import pictures, video, and audio in to their presentation. (G2, G3, S2, S3, S4, S5) <http://prezi.com/>
- **Fairytales From Around The World Step 3:** Students will use their Fairytale Compare/Contrast Chart, Fairytale Question Sheet, Venn Diagram of Cultural Values and Beliefs, and additional research to create a group Prezi presentation. All Prezi presentations will be loaded on to our World Literature Wiki. Students will be asked to view and comment on each other’s Prezis. (T1, G2, G3, U1, U2, U3, U4, E1, E2, E3, E4, K3, K4, K5, K6, S1, S2, S3, S4, S5)
- **A Global View:** Discuss the concept of Cosmopolitanism and its connection with this unit. Students will cite how they are already beginning to address some of the concepts of Cosmopolitanism within this unit and then brainstorm how to continue action and why a continuation is necessary for the global good. (T1, U4, E4, E5, K1, K2, K6, K7)
- **A Reality Check:** Students will explore *Poverty Facts and Stats* by Anup Shah as an introduction to some of the major problems our world faces today. <http://www.globalissues.org/article/26/poverty-facts-and-stats>
Show *If I Could Change The World* (6:12) as an intro to discuss why it is important for us to care about our global community. (T1, T2, G4, U4, E5, E6, K1, K7) <http://www.youtube.com/watch?v=wuRURJ9E3iQ>
- **Seeking Problems, Seeking Solutions:** Students will work either individually or in original teams to research the needs/problems/obstacles facing their assigned culture. Students must consider problems, possible solutions, action steps, possible obstacles, materials/needs, and assessment. (T1, T2, G4, U4, E5, E6, K1, K6, K7, S2, S5)

- **Board Presentation:** Students will receive direct instruction on audience, presentation style, preparation, and assessment. They will then be given some in-class time to develop a presentation based on their research, discussions, and in-class articles. Students will practice with other groups, evaluate, and make adjustments prior to actual board presentation. (T1, T2, G2, G3, G4, U4, E5, E6, K1, K6, K7, S2, S3, S4, S5)