



Once Upon a Time...

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4th-5th Grade Unit Plan

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Once Upon a Time...

Introduction to the Unit



A. Rationale

This unit is intended for 4th-5th gifted learners. This unit uses fairy tales to teach culture and geography skills. Fairy Tales are a timeless, universal literature genre. Most Gifted learners have been exposed to fairy tales since birth. Teaching this genre to this population of children can seem mundane. The “Once Upon a Time...” unit exposes gifted learners to different versions of fairy tales from around the world. Students will analyze, synthesize, and categorize unique versions of their beloved fairy tales; including, Cinderella, Beauty and the Beast, and Little Red Riding Hood. In addition to introducing multiple versions of books, this unit also connects the world’s geography. With specific teaching, gifted learners will compare and contrast the different cultural fairy tales to the locations of their origin. Our big, vast world will start to be broken down and amazing connections will be made that shows just how small our world can be.

B. Differentiation for Gifted Learners

The “Once Upon a Time...” unit is geared towards a gifted population due to its research and creation component. Students are required to compare/contrast, research, and create during this unit. Students are learning how culture influences perspective. This broad essential question caters to gifted learners by allowing them to answer this question in multiple subject areas. This unit also contains two models directed towards gifted learners: Visual Thinking Strategy and Socratic Seminar. Visual Thinking Strategy benefits gifted learners by promoting multiple perspectives, class discussions, inference skills, and use of vocabulary. Socratic Seminar encourages student lead discussions, questioning,

and language and listening skills. The product of the “Once Upon a Time...” unit is the strongest component for gifted learners. Throughout the four lessons the students are working on a performance task. The performance task is a real life based simulation that requires students to adapt a fairy tale into a different culture. Students must use research skills to learn about their culture and then synthesize the information into a creation of a fairy tale. This is a rigorous task that engages and deepens students’ understanding. The learning environment should be flexible, engaging, motivating and student lead. Throughout each lesson the students are the ones owning their own learning. The teacher instruction is limited to a brief introduction of new knowledge and then is one of a facilitator through the rest of the lesson. This environment is suitable for 4th and higher gifted learners.

The “Once Upon a Time...” unit differentiates for gifted learners not only through the content, process, product, and learning environment, but also through the creativity, depth, and acceleration. This unit allows children to pick their performance task presentation. This may be done through a story, powerpoint, prezi, poster, mobile, shoebox setting, Claymation, etc. This unlimited presentation piece allows students to adapt their fairy tale to a new culture while also using creative thinking skills. The depth of the Unit can be seen through the research and adaptation of a fairy tale. Some students might use multiple sources for their research of their culture. Students are allowed a 45 min workshop each day and may use this time to dive as deep into their research as possible. Others might be more interested in going into depth and detail with the actual adapting of the fairy tale. Students may use symbolism, figurative language, prose or any other higher-level writing components to create a fairy tale. This unit pre-assessment piece enables acceleration for students who have already mastered the content on culture and perception. This allows teachers to accelerate the content knowledge. This unit’s creative, accelerated, research based lessons will allow students to gain deeper knowledge on cultures and fairy tales.

Once Upon a Time...

Goals and Outcomes



CONTENT GOALS AND OUTCOMES

GOAL 1. To develop understanding of Fairy Tale story elements from multiple cultures around the world.

Students will know...

- A. Different elements of fairy tales: protagonists, antagonists, setting, details, and moral*
- B. Analyze multiple versions of fairy tales from various cultures*
- C. Compare and contrast the different story elements in the multicultural stories*
- D. Investigate a single culture and its fairy tales*

PROCESS GOALS AND OUTCOMES

GOAL 2. To create an authentic fairy tale around a researched culture of the student's choice.

Students will be able to...

- A. Compare and contrast multicultural fairy tales*
- B. Research a culture*
- C. Synthesize the characteristics of the culture*
- D. Adapt the characters, setting, details, and morals of a well known fairy tale to fit the chosen culture*

CONCEPT GOALS AND OUTCOMES

GOAL 3. To understand how culture influences perspective

Students will understand...

- A. Cultures have distinct character traits based on religion, language, traditions, morals, etc. and are passed down from generation to generation.**
- B. Fairy tales are one way a culture passes down information.**
- C. Cultures that are close in proximity to each other or are connected through migration of people could share similar cultural characteristics.**
- D. Points of view of people are molded by their culture**
- E. Culture shapes perspective**

Once Upon a Time...

Assessment Plan

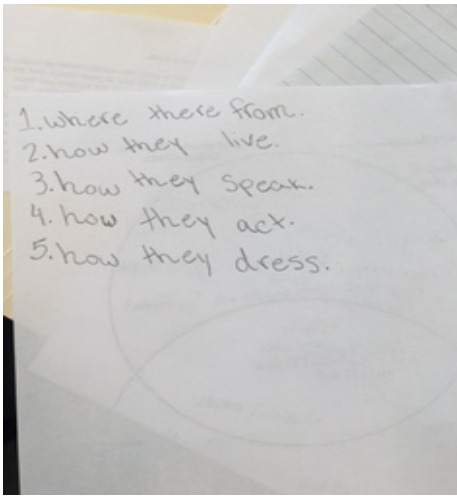
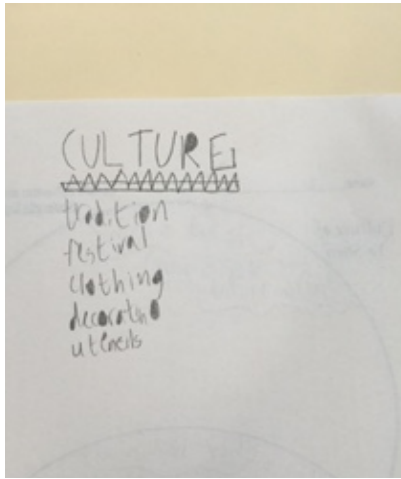


The “Once Upon a Time...” unit incorporates pre and post assessments, daily formative assessments and one comprehensive performance task.

PRE AND POST ASSESSMENTS

The pre assessment’s purpose is to meet the students where they are in their knowledge of the concept. On the first day, the students will be asked to write down five things that they know about culture. This pre assessment helps teachers find the student’s starting place. If the majority of the students are able to list: traditions, beliefs, values, language, etc., the teacher may be able to dig deeper into culture. If students are not listing items or writing any definition the teacher will need to back up and define culture along with showing examples. The pre assessment of the concept goal will aide teachers in knowing whether to accelerate or not.

The post assessment is to define culture. This assessment should show a more sophisticated, detailed definition to determine how far students have come in their concept goal. The open ended response allows students to show their knowledge on the concept without any limitations.

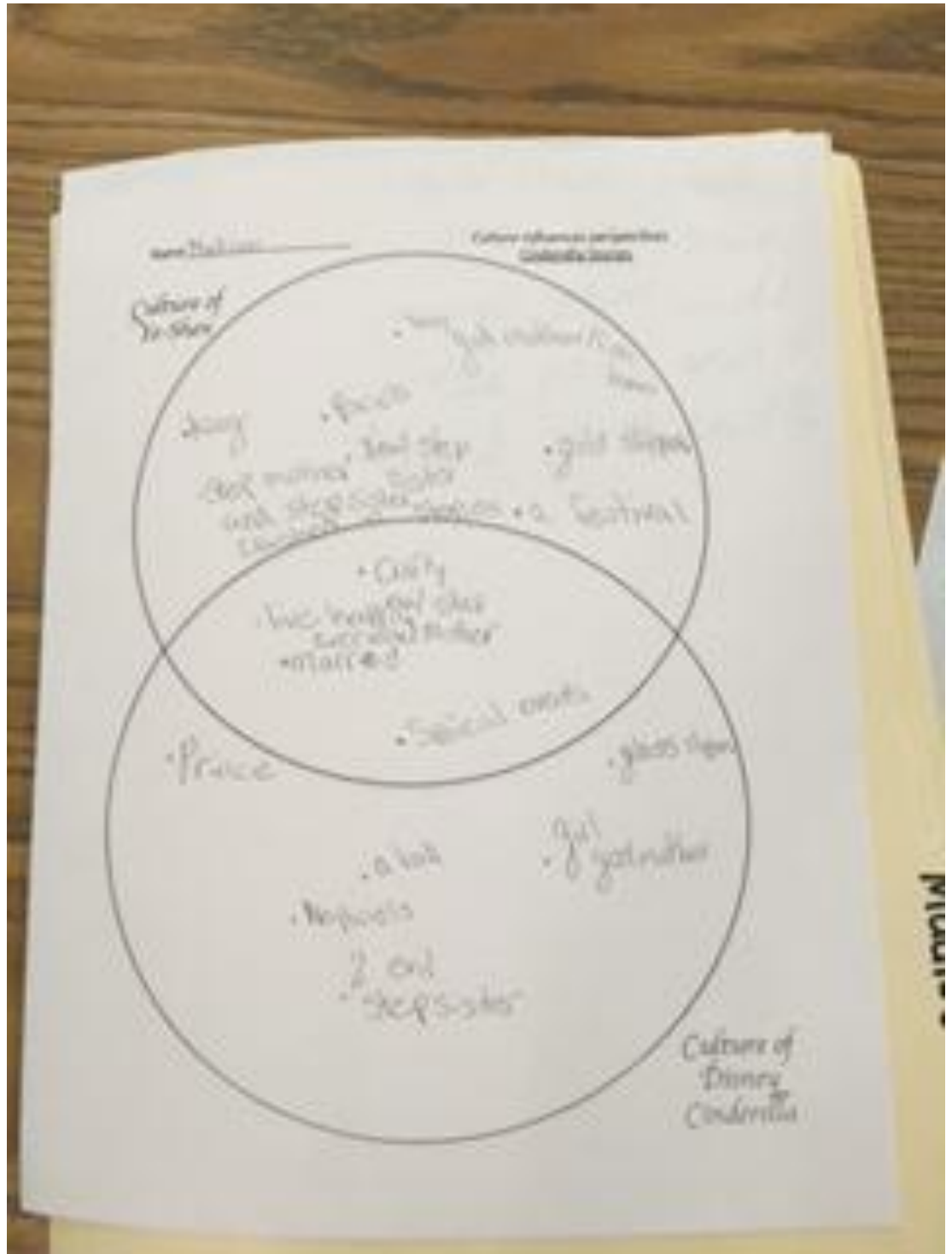


DAILY ASSESSMENTS

The daily assessments in this unit are designed to evaluate the students' knowledge on the fairy tale elements. The assessments are graphic organizers that require students to apply the knowledge they learned about the story elements for the day and apply it to their performance task. These should be a quick, easy way for the teacher to see who has grasped the **content** taught for the day.

Another feature of the daily assessments are the charts used in the fairy tale investigations for the day. The students use the charts to help compare and contrast the different versions of the daily fairy tale. This process goal assessment helps students pace themselves through the investigation **process** as well as being held accountable for staying on task.

Daily Assessment
Example 1



Daily Assessment

Example 2

Title	Description of the culture as seen through the story	Specific details of the setting aka EVIDENCE from the text

Daily Assessment

Example 3

<i>Title</i>	Description of Culture	Description of protagonist-gender, character traits, visual appearance	Description of antagonist-gender, character traits, visual appearance	LESSON/MORAL

PERFORMANCE TASK

The performance task in this unit is a comprehensive assessment to check for understanding of the concept and essential understanding of the unit. This is an authentic real world task of adapting a fairy tale into a different culture. Students will start on day one with choosing the culture of their choice. Teachers will need to have multiple nonfiction books on multiple cultures. Laptops will also be necessary to dive deeper into the culture investigation. The presentation of their new fairy tale may take on endless

choices. Some students may want to write their fairy tale, others may want to present their fairy tale on power point or poster.

EXAMPLE OF PERFORMANCE TASK

Congratulations! This class has been accepted to enter the world-renowned Cultural Fairy Tale competition. To enter, you must pick a fairy tale of your choice and adapt it to a different culture. The new version must be authentic to the culture you have chosen. Each one of you will present your fairy tale to a Board of Directors. The winner and his/her family will be flown first class to experience the culture of their new fairy tale.

To be successful you must portray your favorite fairy tale from the perspective of the culture you choose. You will need to conduct in-depth research on your culture. Think about how your favorite fairy tale's setting, characters, and events would all be adapted to represent a different culture. Your presentation to the board may be a written piece, a story board, a movie trailer, poster or any other piece of visual performing art that allows the Board to know which fairy tale you chose and how it represents the perspective of a different culture. Good luck and may you successfully demonstrate a happily, ever after!

RUBRIC FOR PERFORMANCE TASK

You presentation must have...

- ✓ A TITLE for your fairy tale
- ✓ The original fairy tale's title
- ✓ Your name
- ✓ 3 ways your culture has influenced your story
- ✓ Characters
- ✓ Setting
- ✓ Moral

This task assesses the content goal of understanding fairy tale elements by requiring the application of those elements into the student's own fairy tale. The process goal is assessed in this task by the creation of a new fairy tale based on a particular culture. In conclusion the concept goal is evaluated by this task in the three ways the culture changed the original fairy tale. Students will present their fairy tale to the class, which will be the Board of Directors.

Little Green Riding Hood
in story
with pictures
for the story

Story
Little green riding hood
was a very beautiful girl
she had a very beautiful dress
one day she was walking
to her grandmother's house
she was carrying a basket
with her
The end



the little mermaid

Once upon a time
in front of the friends of giza line
was an ocean that ocean was a magical
her name was mermaid. She was nice people.
had very easily confused but
Sweet. there was a herd of camel
that lived in the ocean
143. she only had one friend
his name was rex. he was an
outcast of his herd. he
loved to hang out in the ocean with his case. One
day a



TEACHER NAME		Lesson #
Cynthia Resendes		Day 1
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	ELA	3rd/4th
CONCEPTUAL LENS		LESSON TOPIC
Culture		Different Perspectives of Cinderella from around the World
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>SOCIAL STUDIES COMPETENCY GOAL 4 FOR 3RD GRADE- THE LEARNER WILL EXPLAIN GEOGRAPHIC CONCEPTS AND THE RELATIONSHIP BETWEEN PEOPLE AND GEOGRAPHY IN REAL SITUATIONS.</p> <p>4.01 DISTINGUISH BETWEEN VARIOUS TYPES OF MAPS AND GLOBES.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Culture influences perspective		How does culture influence perspectives?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> • What is Culture- characteristics of a group of people including beliefs, traditions, language, music, dance, etc. • What is perspective- the attitude or point of view of references • Culture influences fairy tales and the elements of the story • Fairy tales are universal stories that take the shape of the cultural setting • Fairy tales have been told as far back as Chinese dynasties, thousands of years • Fairy tales were used as verbal and written expression to entertain and teach lessons to children. 		<p>Students will be able to....</p> <ul style="list-style-type: none"> • Analyze pictures of characters • Infer which culture each picture represents • Use spoken, written, and visual forms of communication to effectively discuss illustrations from different cultural settings • Students will be able to access, organize, and apply information • Respond to other's views and perspectives • Research a topic using multiple sources

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GUIDING QUESTIONS
What questions will be asked to support instruction?
 Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • Who am I dressed as today? • What makes you come to this conclusion? • Why do you picture Cinderella with blue eyes, white skin, and blonde hair? • What genre of writing is Cinderella categorized as? • From your past experiences with the Disney version of Cinderella what can you tell about the culture of that story? What traditions do they have? What type of government? Is it a rich civilization? 	<p style="text-align: center;">So how do you think cultures influence the perspectives of fairy tales?</p> <p>How do you think an African version of Cinderella would differ from an American version?</p> <p style="text-align: center;">What about a NY version of Cinderella and a Hawaiian version?</p> <p>Which elements of the story would change to match the culture?</p> <p style="text-align: center;">Does it have to change?</p> <p>Why do you think there are so many different versions of Cinderella?</p> <p>What makes it a Cinderella story?</p>	<p><i>What were the differences between the Cinderella stories?</i></p> <p><i>What were some similarities between some of the Cinderella stories?</i></p> <p><i>What does location have to do with similarities or differences?</i></p> <p><i>How can you explain why some characters might look similar but others very different?</i></p> <p><i>What was something that surprised you?</i></p> <p><i>Which culture did each picture depict and why do you feel this way?</i></p> <p><i>Can you list some of the different cultures we experienced in these books? Irish, middle class American, African, Native American, Mexican and Caribbean.</i></p> <p><i>How did culture influence the perspective of the fairy tale?</i></p> <p><i>How does culture influence perspective?</i></p>

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
Assimilate the differences and similarities in a wide range of multicultural stories. They may go as deep in research as they choose. Multiple level research books will also be available.x	Students use observation and critical thinking to create individual and personal meaning by using the Virtual Thinking Skills model.	Students will choose the product of their choice to show their knowledge on culture influencing perspective.	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students. 5 mins



Teacher will be dressed as Cinderella! She will be greeting students as they enter the door and placing a name tag on each one. Pre lesson questions...

Students will answer by raising their hand. After the pre lesson questions the teacher will explain that in this class they will be examining different cultures and how certain cultures influence the parts of fairy tales. She will then explain she chose to use Cinderella today because it is the fairy tale she relates to the most. "Cinderella is my favorite fairy tale because in my household culture, my family believes that kind hearts will win out over evil and that good things happen to good people. Let's go around the room and say your real name and then which fairy tale character do you relate to the most and why?"

Kids will each say name, favorite fairy tale, and why.

The teacher will explain that their fairy tale choice was influenced by their own perspectives.

The teacher will explain that throughout this week: We will be reading different versions of fairy tales from all around the world.

Raise your hand if you can tell me what a fairy tale is? The teacher will write down what the students say on a chart.

After everyone has had a turn the teacher will then make sure these things were expressed and if not write them down on the anchor chart:

Fairy tales are stories that are told to children.

Fairy tales were used to teach children lessons.

A long time ago the culture of how children were perceived was quite different.

Children were brought up to fear adults and/or breaking rules.

Adults used fairy tales as examples of what would happen if children did not obey.

Has our culture changed in how we teach children? How do you think you are brought up? How do adults perceive/view children now?

We will be investigating how culture influences perspectives through looking at different versions of fairy tales. Who is excited?!

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

15 mins

The teacher will then reveal a picture from the Asian Cinderella story- Ye Shen. The teacher gathers the students around the picture and instructs them to observe the painting without speaking. The students will observe the picture for three minutes in silence.

After three minutes the teacher asks the during lesson questions. Appropriate student response time is allocated after each question.

Students are guided to respond, comment and expand on their peer's observations.

What is going on in this picture?

What do you see that makes you say that?

What else can you find in this picture?

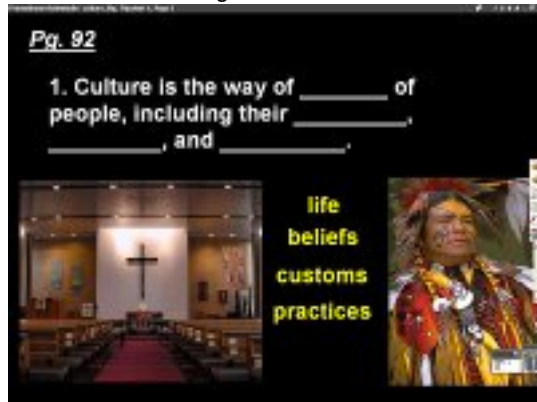
Who do you think the people are in this picture?
What do you think the people in the picture are feeling?
What culture do you think is portrayed in this picture?
What makes you think that?
What do you think the language, beliefs or other aspects of this culture are?

10mins

Teacher will then explain that the picture is actually an illustration from a Chinese fairytale that is similar to Cinderella. It is one of the oldest Cinderella stories and was written down in the 9th century. She will explain that this story takes place in ancient China. Illustrations in Asian cultures were depicted through panels like the one shown in the book. The teacher will then go on to read the book Ye-Shen.

As students are being read to they will be filling out a Venn Diagram comparing the American Cinderella CULTURE to the Chinese Ye-Shen Culture as it is perceived through the story.

The teacher will then ask for volunteers to tell us what they wrote down in their Venn Diagram. After responding the teacher will ask the students to write down 5 words that they think of when they hear the word culture. The teacher will then show a power point on culture. Students will be learning what culture is and how it influences decisions, regions, etc. This is an active inspire powerpoint.



Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

30mins (5 mins at each picture)

The teacher will then explain that is their job now to go around the room looking through different versions of Cinderella stories. The stories are based on a variety of culture's and because of that each story is different. At each book they may read or take a picture walk. They will then need to write on the poster board next to the book they need to write down some of the characteristics of the culture shown in the book?

The teacher will then explain what this means by asking ...What elements in the pictures or words represent that culture? Is it the clothing? The symbols? The setting? The family? The mood? How was the fairy tale influenced by the culture?

She will then model what the students need to do for each book, on the board. Let's do one all together--- Ye Shen- what are some characteristics of the culture in Ye-Shen---

Possible responses- it was the chinese culture (bc it is written on the cover), ok good, but how do you know this? What was shown about the chinese culture through this fairy tale...

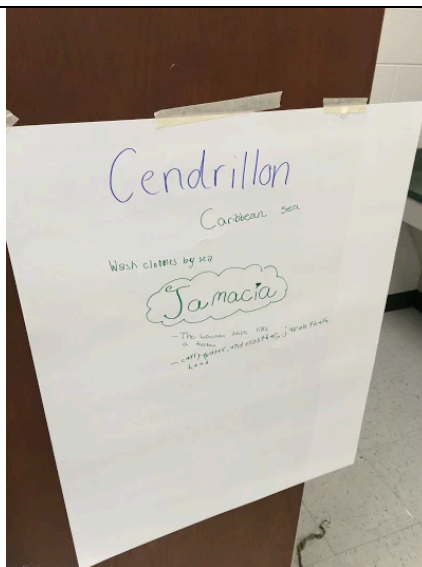
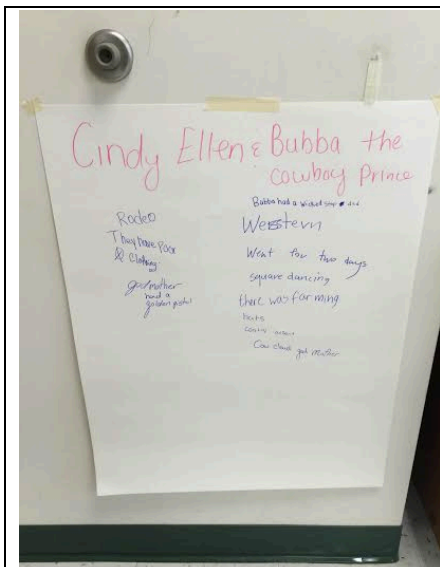
- The pictures were on panels
- Fish are important
- The oldest daughter is important in their culture
- Festivals
- Rice
- Kings
- Marriage
- Secrets from parents
- Etc.

Good! Now it is your turn to walk around the room, view or read the story and make a list of the characteristics of the culture. Try to add details that have not already been written down by the previous student. I do not mind if you look or read the book with a partner as long as you are staying on task. I would suggest about 5 minutes at each book, however you will not be timed and you may freely walk around the gallery at your own pace. Mrs. Tilley and I will be around the room making sure you are staying on task. Go!

The room will have the gallery books around the perimeter for children to walk to.

The books available will be the: Irish Cinderlad, Cendrillon, Cinder Edna, The Rough Face girl, Adelita, and Mufaro's Beautiful Daughters.

The teacher will be walking around guiding discussion and using the same during lesson questions.



10mins

After the Gallery Walk the teacher will have everyone follow her to each poster. One student will be asked to summarize (the poster) how the culture was portrayed through the fairy tale:

After each poster- the teacher will then ask..

What were the differences between the Cinderella characters?

Were any of the Cinderella characters similar? Were any of the cultures similar? Are those cultures located near each other? How can you explain why some characters might look similar but others very different?

What was something that surprised you?

45mins

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Now that we have seen how stories can portray a culture and how that culture influences a story- it is our turn to become the creator of a fairy tale!

Teacher will introduce performance task: (while this is being done, Amy Tilley will pick up the Cinderella books and put down the informational culture books)

Congratulations! This class has been accepted to enter the world-renowned Cultural Fairy Tale competition. To enter, you must pick a fairy tale of your choice and adapt it to a different culture. The new version must be authentic to the culture you have chosen. Each one of you will present your fairy tale to a Board of Directors. The winner and his/her family will be flown first class to experience the culture of their new fairy tale.

To be successful you must portray your favorite fairy tale from the perspective of the culture you choose. You will need to conduct in-depth research on your culture. Think about how your favorite fairy tale's setting, characters, and events would all be adapted to represent a different culture. Your presentation to the board may be a written piece, a story board, a movie trailer, poster or any other piece of visual performing art that allows the Board to know which fairy tale you chose and how it represents the perspective of a different culture. Good luck and may you successfully demonstrate a happily, ever after!

You may choose any culture. Many of us in here have a culture that is close to our heart... it may be from the country we were born or our ancestors heritage.

Can anyone brainstorm a culture they might be interested in:

I'll go first..

Native American culture

Possible answers:

Asian or more specific, Korean, Japanese, Chinese, ancient china

Ancient Egypt or Greece

American West culture (cowboys and ranchers)

African culture

Middle Eastern

India

Students will then be asked to pick a country and research the country's culture. Teacher will have multiple books, internet sites, and fairy tales from different cultures in the room (teacher has seen role and tried to pick out information texts on cultures based on surnames and age appropriate interests. They will also be told they will present their performance task to the class and parents on Thursday and may dress up as a character from their book on Thursday!

The students will be handed a graphic organizer- teacher will say: We will use 10 minutes to browse the different informational books around the room then after 10 minutes I will want you to pick your culture and start thinking about how you will adapt a fairy tale based on this culture.

(The room will also be sectioned off by continent, so that children can find their country books easily.)

They will be able to sit anywhere they like when doing their research.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

5mi

Students will be asked to stop their research and put their papers in the provided folders. If they would like to take folders home to continue research, they may.

During the research portion of the class the teacher will have spotted two students who may want to share their culture choice and ideas.

Final thought: Teacher will say- so tonight talk to your parents and be thinking about how Culture will influence your fairy tale because Culture does influence perspective. Keep thinking!!

TEACHER NAME		Lesson #
Cynthia Resendes		2
MODEL	CONTENT AREA	GRADE LEVEL
	ELA	3rd/4th
CONCEPTUAL LENS		LESSON TOPIC
Culture		Character roles and theme through different cultural versions of Beauty and the Beast
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>SOCIAL STUDIES COMPETENCY GOAL 4 FOR 3RD GRADE- THE LEARNER WILL EXPLAIN GEOGRAPHIC CONCEPTS AND THE RELATIONSHIP BETWEEN PEOPLE AND GEOGRAPHY IN REAL SITUATIONS. 4.01 DISTINGUISH BETWEEN VARIOUS TYPES OF MAPS AND GLOBES.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Culture influences perspective</i>		<i>How does culture influence perspective</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> • Authors use characters to tell a story • Characters have different roles in a story • Characters are influenced by the culture of the story • Character traits of protagonists • Character traits of an antagonist • Lessons can be inferred in fairy tales 		<p>Students will be able to compare protagonists and antagonists</p> <p>Students will be able to determine how character traits are influenced by culture</p> <p>Create their own protagonists and antagonists in their own fairy tale story</p> <p>Analyze how different cultures view protagonists and antagonists</p> <p>Infer lessons from fairy tales</p> <p>Use graphic organizers to show their findings</p> <p>Classify information</p> <p>Work collabotatively in a group</p> <p>Research a topic using multiple sources</p>

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What is a protagonist? Antagonist? How would you differentiate between a protagonist and antagonist? How do you think the author sets the readers up to feel this way about the protagonist? In our Cinderella stories who would be the protagonist character....? What about the antagonist? How did the cultural perspective influence the character traits of the protagonists and antagonists in the books we read?</p>	<p>I want you to think about if these characters have clear protagonists and antagonists? Would the antagonist be the beast? Does he/she hold the opposite values and characteristics of the beauty? Or is another character the antagonist?</p> <p>I also want you to be thinking of how would the culture influence the "Beauty" and the "Beast"?</p>	<p>What did you notice about all the protagonists in the story? Any similar?</p> <p>Did every story have a clear antagonist? Why or why not?</p> <p>How did culture influence the characters?</p> <p>How did the culture influence the "beast" character? Would a cowboy story have the same beast as a Japanese story? Why?</p> <p>Talk about the lessons you saw from the stories... did they all have similar ones? Which ones did you think differed the most? Why do you think they were different? Did their culture influence their lesson?</p> <p>So how would you classify Mufaro's beautiful daughters? Cinderella story or beauty and beast? Why!?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<p>Assignments are designed to allow students to continue to work- should be no one sitting because they are "finished".</p>	<p>Students will chose the product of their choice to show their knowledge on culture influencing perspective.</p>	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

5 minutes



This visual will be displayed on the board. As kids enter the room, the teacher will ask which fairy tale teaches this lesson? Teacher will guide them to say beauty and the beast and then play a short snippet of "Tale as old as Time" song. The teacher will then tell the students they will be reading different versions of Beauty and the Beast throughout the class. They will be examining how the antagonist and protagonist are perceived in different cultural versions of the tale.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

20 minutes

20mins Teacher to students:

Stories have characters. The central characters in a story are the main characters. These main characters can also be broken down into protagonists and antagonists.

Teacher will flash this picture on board:

You can think of characters like this example...

5 CHARACTERS

WHO SHOULD BE IN YOUR STORY



1 PROTAGONIST

- MAIN ACTOR.
- MOST GREATLY AFFECTED BY THE ANTAGONIST.
- REACTIONS AND ACTIONS DRIVE THE MAJORITY OF THE PLOT.
- READERS IDENTIFY WITH MOST STRONGLY.
- INNER JOURNEY MANIFESTS THEM.

2 ANTAGONIST

- DIRECTLY (VERSUS INCIDENTALLY) OPPOSED TO THE PROTAGONIST.
- PRIMARY OBSTACLE TO YOUR PROTAGONIST'S PLOT GOAL.
- SHARES IMPORTANT SIMILARITIES WITH THE PROTAGONIST.



3 SIDEKICK

- LOYAL TO AND SUPPORTIVE OF THE PROTAGONIST.
- ALIGNED WITH THE PROTAGONIST'S GOALS.
- DIFFERS FROM THE PROTAGONIST IN IMPORTANT WAYS.

4 MENTOR

- TEACHER OR HELPER TO THE PROTAGONIST
- GUARDS THE PROTAGONIST DURING HIS QUEST.
- GUIDES THE PROTAGONIST DOWN THE RIGHT PATH.
- MORAL STANDARD AGAINST WHICH THE PROTAGONIST WILL BE MEASURED.
- SUPPORTS OR OPPOSES THE PROTAGONIST, DEPENDING ON THE PROTAGONIST'S MORAL ALIGNMENT.



5 LOVE INTEREST

- SOMEONE WITH WHOM THE PROTAGONIST FALLS IN LOVE—AND WHO PROBABLY FALLS IN LOVE BACK.
- CATALYST IN THE PROTAGONIST'S INNER AND OUTER JOURNEYS.
- SUPPORTS OR RESISTS THE PROTAGONIST, DEPENDING ON THE PROTAGONIST'S COMMITMENT TO HIS GOAL.

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The protagonist is often the hero or most beloved character in the story. This character is the one most readers sympathize with and adore the most. How do you think the author sets the readers up to feel this way about the protagonist? *Writes the most about this character, shows this character's emotions the most, makes this character pleasant, writes in detail about this character.*

The antagonist usually has the opposite character traits of the protagonist.

The author uses these characters in fairy tales to teach lessons or morals of the story.

In our Cinderella stories who would be the protagonist character....? What about the antagonist? How did the cultural perspective influence the character traits of the protagonists and antagonists in the books we read?

Exs.

Irish cinderlad was red headed, smaller but hard working boy.... The serpent was consistently evil and taking from the people to feed himself

Adelita was kind, hard working and meek- the stepmother was demanding, rude and evil

Can anyone synthesize what the lesson or moral of Cinderella is?

Possible responses-

Kind people have happy endings.

It is better to be kind than evil

Good things come to those who wait.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

60

Good observations... well today we will be reading stories based from different cultures about beauty and the beast. I want you to think about if these characters have clear protagonists and antagonists? Would the antagonist be the beast? Does he/she hold the opposite values and characteristics of the beauty? Or is another character the antagonist?

I also want you to be thinking of how would the culture influence the “Beauty” and the “Beast”?

The teacher will then explain that around the room are different fairy tales based on beauty and the beast- African version of Beauty and the Beast, Renaissance version: Lady and the Lion, the dragon prince (Chinese), The Great Smelly, Slobbery Small Toothed Dog (Great Britain), and the Appalachian beauty and the beast- snowbear Whittington. While reading each fairy tale the students will fill out the Fairy Tale Protagonist/ Antagonist character trait chart. The sheet also asks them for the culture, they need to see if they can decipher the region of the culture and/or list characteristics of the culture portrayed in the fairy tale. This culture might be stated within the title, in the author’s notes or never mentioned. Use the words and pictures to see if you can describe the culture the author was emulating or creating. The students will also be thinking about the lesson taught to the children through the cultural versions of beauty and the beast.

<i>Title of fairy tale</i>	<i>Cultural description</i>	<i>Description of protagonist- include gender, character traits, visual appearance</i>	<i>Description of antagonist- include gender, character traits, visual appearance</i>	<i>Lesson learned</i>

I want to model how you will do this with a book called “Mufaro’s beautiful daughters”. I chose this book to read because some people classify this as a cinderella story and some believe it is a beauty and the beast story. People classify stories by their morals and character roles. I will read this to you now and we will fill out the chart together. While I read this I want you to be thinking about the characters and lesson to determine how you would classify this story....

Teacher reads story and teacher and students fill out chart together

<i>Title of fairy tale</i>	<i>Cultural description</i>	<i>Description of protagonist- include</i>	<i>Description of antagonist- include</i>	<i>Lesson learned</i>

		<i>gender, character traits, visual appearance</i>	<i>gender, character traits, visual appearance</i>	
<i>Mufaro's beautiful daughters</i>	<i>Africa White gowns Barefoot Village Poor Etc.</i>	<i>The one daughter- Kind Hard working Beautiful loyal</i>	<i>Other daughter Manipulator Selfish Greedy beautiful</i>	<i>Do not judge a book by its cover Always treat people how you want to be treated</i>

Now it is your turn to do this with different versions of beauty and the beast. There are 11 of you and 5 books. Teacher will have a cup of colored chips- 2 red, 2 blue, 2 yellow, 2 green, and 3 orange—each child will pick a chip- they will gather with their same colored chips and on the board the teacher will write-

Reds- African beauty and beast

Blues- lady and the lion

Yellow- dragon prince

Green- the great, smelly, slobbery toothed dog

Orange- Disney beauty and the beast

You will get ten minutes at each book to read and fill out chart- (teacher may extend or lessen length of time based on what she sees during the first group). If you finish before I flash the lights to move to the next book- use the character chart and see if you can identify all 5 different characters in the story you just read. If there isn't a certain character talk to your partner about one you would create to fit the



story based on the culture.

After the groups have finished- oranges and greens will do post questions in a circle w Amy and red, blues and yellows will post question with Cindy.



Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

10 mins Teacher will then get all the students back together. She will say now we have to take our new knowledge on how culture influences are characters and lessons and adapt it to our performance task. Take a minute to fill out the graphic organizer to help you organize your fairy tale. Raise your hand if you need help. Once you finished you may continue working on your research and final product.

[file:///Users/cynthiaresendes/Documents/CharacterGraphicOrganizer%20\(1\).pdf](file:///Users/cynthiaresendes/Documents/CharacterGraphicOrganizer%20(1).pdf)

The teacher will then tell the students when they have finished their sheet they may come let her see it and then venture off to continue their performance task.

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.
30 mins

Students are free to take their new knowledge and apply it to their performance task. They may use non-fiction, country specific books, computers, and/or fairy tale books to continue their research task.

Before leaving teacher will ask two students to share how their culture is influencing their characters-how have they adapted their characters to fit the culture in their story?

Then Students will then be dismissed.

TEACHER NAME		Lesson #
Cynthia Resendes		3
MODEL	CONTENT AREA	GRADE LEVEL
	ELA	3rd/4th
CONCEPTUAL LENS		LESSON TOPIC
Culture		Setting and details through different cultural versions of Little Red Riding hood
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>SOCIAL STUDIES COMPETENCY GOAL 4 FOR 3RD GRADE- THE LEARNER WILL EXPLAIN GEOGRAPHIC CONCEPTS AND THE RELATIONSHIP BETWEEN PEOPLE AND GEOGRAPHY IN REAL SITUATIONS. 4.01 DISTINGUISH BETWEEN VARIOUS TYPES OF MAPS AND GLOBES.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Culture influences perspective</i>		<i>How does culture influence perspective?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> • What is setting- place and time of a story • How does the setting represent the culture of the story • How does the setting influence the details in the story • Setting is composed of time, place, and cultural environment • Students will understand setting is shown in narrative literature and conveys the historical point in time as well as geophysical location and helps initiate the main backdrop and mood of the story 		<p>Students will view and compare different settings Students will analyze, research and create a cultural version of a known fairy tale Students will compare and contrast different settings of the same basic storyline Students will be able to apply their knowledge of setting and culture to adapt a favorite fairy tale into that perspective</p>

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>So how do you think police determine what happened in a crime?</p> <p>. What are some other examples of limitations given by the setting? Does a nonfiction story have a setting? Can you give an example?</p>	<p>How would you describe the culture in the book? Which elements of the story are influenced by the culture? Which American fairy tale do you think these stories are related to?</p>	<p>How did you determine the answer to #1?</p> <p>What details from the story support the notion that they are based on little red riding hood? Then why were they all very different stories? What made them different---- their culture and setting!?!?</p> <p>Were you able to find a specific setting for each story?</p> <p>How did African culture influence the story elements in Pretty Salma?</p> <p>Did you picture an African version of Little Red Riding hood to have cars and buildings? Why or why not? What was an alternate setting you would have chosen to represent Africa? These are different because of your perspective about Africa. Most of us think of Africa as huts and poverty. Why do we have these perspectives of Africa? We have a more rural perspective due to the news and media and social studies books. However this story portrayed the urban setting of Africa.</p> <p>How does culture influence perspective (of the story Little Red Riding hood)?</p> <p>How will the setting in your own fairy tale be adapted to represent</p>

		the culture you chose?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
		Students will chose the product of their choice to show their knowledge on culture influencing perspective.	

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

5 minutes

Students will enter the room and see a crime scene. Teacher will tell the student a crime has happened!! It is our job to determine the location of this crime and which fairy tale it belongs to! We need to give these victims a happily, ever after! Please take notes on your observations, because the police will soon be here to cover up the items.

They will be given a notecard to write down any observations of the scene. The scene will depict the cultural details used in the African Little Red Riding Hood story, Pretty Salma. The crime scene will be roped off with crime tape- it will also have an African basket, a stuffed dog, blue scarf, white pearl necklace, yellow sandals, a ntama, shopping list, an African drum, and a mask.

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

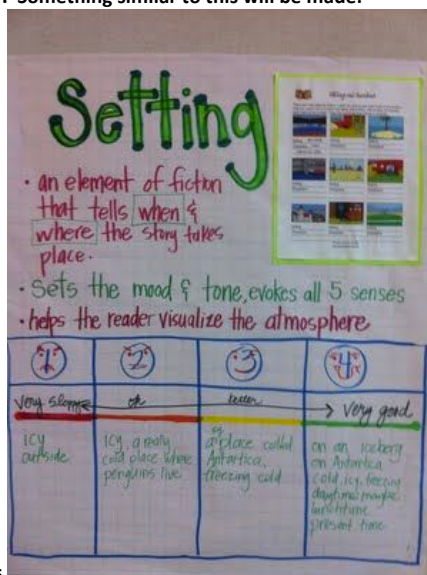
30 minutes

The teacher will then bring everyone back to their seats. So how do you think police determine what happened in a crime?

Hopefully one of the students will determine details and where the crime took place are two important parts of solving a crime.

If not teacher will then have to say that. She will then explain that today the students are detectives all class. They will be using setting and details to figure out which American fairy tale all our stories are based on and which specific one did the crime scene come from.

In order to do this we have to be police detectives and know about setting and details. First lets make an anchor chart on what is the setting of a story. Something similar to this will be made:



Examples

Teacher will make sure these points are made: Setting puts a limit on the story and characters. If the setting was in Africa the author could not include a panda in his/her story. What are some other examples of limitations given by the setting?

Does a nonfiction story have a setting? Can you give an example? Setting can also determine how far the characters and plot can go, which means the setting determines the details in the story. For example, JK Rowling's 1st Harry Potter book spends pages and pages on the details of the muggle world and Hogwarts. Rowling did this so she could bring the reader in and because of her great detail we felt it was possible for the characters to go as far as they did in each plot and scene.

Teacher will then show setting video <http://study.com/academy/lesson/setting-in-literature-definition-importance-examples.html>

Teacher will reiterate time, place and social environment are the 3 features of the setting

Teacher will then say: Today we will be reading stories and determining how the culture influences the setting and details in the stories.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

45mins

Today we will be reading 4 different versions of a certain fairy tale!! Your goal is to figure out which fairy tale these stories are based on AND which of these versions belongs to our crime scene!! I will start with a hint our crime was one of identification theft.

“This identification stealing is illegal. We must put the story together to find the fugitive. You will need to travel the room reading the different fairy tales to figure out which story this crime happened in. You are also responsible for knowing which American fairy tale these stories are connected to. At each story there is detective paper work. The paper work requires you to identify the cultural details that make up the setting in the story. You must fill this out at each story.

The class will be broken out into 2 detective teams. Team A and Team B. The teacher will have popsicle sticks in a cup with 5 Team As and 6 team Bs. The students will pull the sticks and get with their Team.

Each Team will pick a captain. The 5 books will be placed at the front of the room. When the teacher says Go! The team captain must quickly run up and pick the team’s first book. The captain will then race back and each team will have 7 minutes to read that book and fill out the paper work (time can be lessened or extended). Once the lights flash, they must return the book and pick a new one. This will continue for 5 rounds.

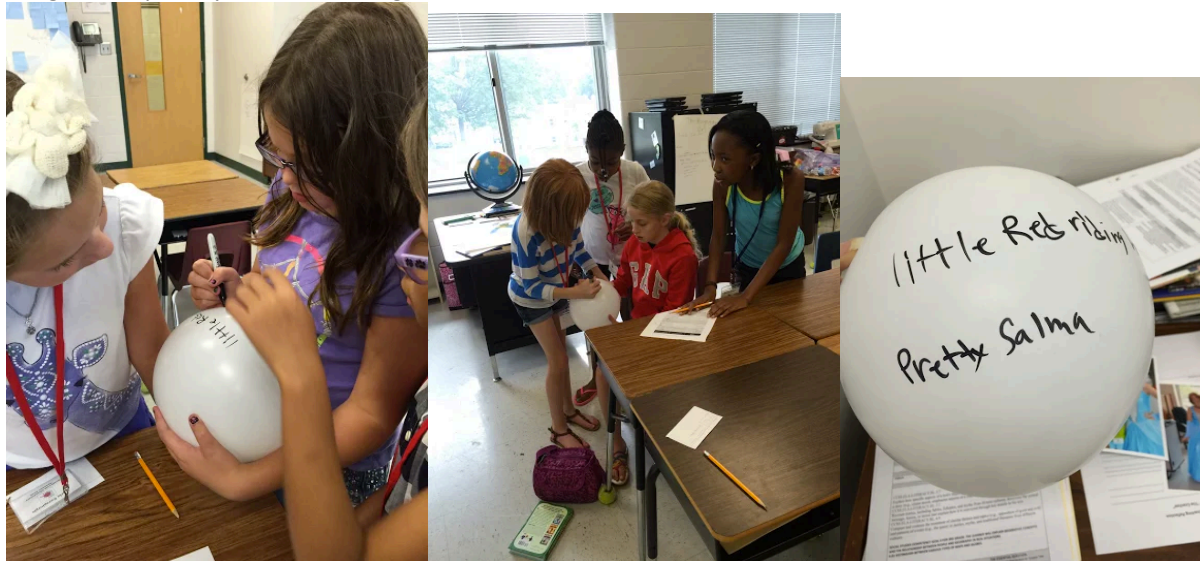


Title	Description of the culture seen through the story Beliefs, language, dress, cuisine, traditions, lessons, etc.	Specific details of setting Aka Evidence
Ex. Lon Po Po	Take care of elders, oldest child is in charge, etc.	Mother was helping grandmother, the oldest child was to take care of all the children, etc.

Teacher will be going around the room monitoring and asking the during lesson questions.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

After 35 minutes the teacher will flash the lights for the last time! The teacher will throw a balloon to each team.. she will then have them write #1 their answer to- which fairy tale were these books based on(Little Red Riding Hood) and #2 which specific book did our crime scene come from- (Pretty Salma). They will then each toss their balloons to the other team to see if they wrote the same answers. Then they will tap balloon to teacher! Teacher will answer the questions and pop the Teams balloons that got it right! (Hopefully both teams figured it out!!)



Then post lessons will be asked:

How did you determine the answer to #1? What details from the story support the notion that they are based on little red riding hood? Then why were they all very different stories? What made them different---- their culture and setting!?!?

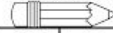
What were some details from each book that were used to show the culture--- petite rouge Cajun culture- dialect, animals chosen, swamp. Flossie and the fox Rural South--- weather, occupation, dress, dialect. Lon po po-paneled illustrations, names, tree. Pretty salma- dress, anansi the spider notation, masks, drums, basket carrying, market

Did you picture an African version of Little Red Riding hood to have cars and buildings? Why or why not? What was an alternate setting you would have chosen to represent Africa? These are different because of your perspective about Africa. Most of us think of Africa as huts and poverty. Why do we have these perspectives of Africa? We have a more rural perspective due to the news and media and social studies books. However this story portrayed the urban setting of Africa.

So be thinking about the perspective you have on your culture and how it influences your story.

The teacher will then explain that the students now need to relate their cultural setting to their own fairy tale they are adapting. How will the setting be influenced by the culture they chose? Students will then fill out this chart explaining how the culture they chose will be perceived in the setting. What will their culture look like in their fairy tale? What will it sound like? Any certain cultural smells? Feels? The last feels like will

DESCRIBE THE SETTING



Looks like...	Sounds like...
Smells like...	Feels like...
Feels like...	

actually be labeled as specific landmarks or specific details from their culture. they may use this to continue their work on their performance task.

Once they have finished

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*
30 mins

Students are free to take their new knowledge and apply it to their performance task. They may use non-fiction, country specific books, computers, and/or fairy tale books to continue their research task.

At the end of class the teacher will pick 2 or 3 students to share the setting of their fairy tale and answer how did the culture they chose influence the perspective.

**On first day when I am dressed up, I will announce if they want to dress like a character from their fairy tale they may do so on Thursday. So I will remind them of this before they leave.

TEACHER NAME		Lesson #
CYNTHIA RESENDES		4
MODEL	CONTENT AREA	GRADE LEVEL
	ela	3rd/4th
CONCEPTUAL LENS		LESSON TOPIC
culture		Stereotypes in fairy tales
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>SOCIAL STUDIES COMPETENCY GOAL 4 FOR 3RD GRADE- THE LEARNER WILL EXPLAIN GEOGRAPHIC CONCEPTS AND THE RELATIONSHIP BETWEEN PEOPLE AND GEOGRAPHY IN REAL SITUATIONS. 4.01 DISTINGUISH BETWEEN VARIOUS TYPES OF MAPS AND GLOBES.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding?)</i>
<i>Culture influences perspective Perspective influences culture</i>		<i>How does Culture influence perspective?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p><i>Know stereotype is a fixed, general image, characteristic, etc. that a lot of people believe to represent a particular type of person or thing.</i></p> <p><i>Different cultures have different perspectives on what society should look like.</i></p> <p><i>Fairy tales can strengthen stereotypes for children or weaken them.</i></p>		<p>Understand stereotypes and be able to think how one could break down stereotypes</p> <p>Analyze and describe controversial issues</p> <p>Consider and verbalize opinions in a discussion setting</p> <p>Work in a group setting</p> <p>Evaluate prior stories to analyze any stereotypes found</p>

	<p>Present and clarify thoughts to peers</p> <p>Students will be able to use research and analysis to create original products.</p>
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<p>GUIDING QUESTIONS</p> <p><i>What questions will be asked to support instruction?</i></p> <p><i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i></p>
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Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p><i>So now looking at this image and caption- what do you think this poster means?</i></p> <p><i>Why would this be a stereotype for some cultures? Was it ever a stereotype for America? Can anyone explain?</i></p>	<p>Can anyone think of any other stereotypes seen in fairy tales? Are these stereotypes part of the culture they come from? Can you give me an example? What about in the story the Rough Face Girl? What cultural stereotypes did you see in that Fairy Tale?</p> <p>How do cultures influence stereotypes?</p> <ol style="list-style-type: none"> 1. Do you think fairy tales create stereotypes for young children? Why or why not? 2. Do you think the different cultural fairy tales we have read stereotype the culture? Why or why not? 3. Do you think your performance task contains any stereotypes? Why or why not? <p>How can people break down stereotypes? Do you think stereotypes are always negative?</p>	<p><i>How can one's views about a particular culture create or breakdown a stereotype?</i></p> <p>So how does one's perception influence culture?</p> <p>How will your new perspectives on stereotypes influence how you think about different cultures?</p> <p>How does your perspective of your culture you are researching influences your thoughts on that culture?</p>

<p>DIFFERENTIATION</p> <p><i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i></p>

Content	Process	Product	Learning Environment
	<p>Students will be able to articulate their views on stereotypes and biases on a various amounts of levels. They will be able to articulate their view points as they chose or listen and observe.</p>		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

5 minutes

The following cartoon will be imaged on the screen on children enter the room.



Good morning! I am so sad it is our last day together! I hope we have learned a lot on how culture influences perspective in this class! The teacher will then ask the class if anyone has heard of a stereotype before? The teacher will explain that a stereotype is a fixed, general image, characteristic, etc. that a lot of people believe to represent a particular type of person or thing. For example, you know my favorite fairy tale but I don't like some perspectives it gives to children bc it creates stereotypes. For example, I do not think women have to get married as their happily ever. So now looking at this image and caption- what do you think this poster means? Students will be guided to understand that in most Disney movies the girls need saving by men! This poster is breaking the stereotype that women do not need men! Why would this be a stereotype for some cultures? Was it ever a stereotype for America? Can anyone explain?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

15 minutes

So we have determined one stereotype in fairy tales- women need saving. We have established that this came about from culture. In some cultures men have more rights. They are the ones who are allowed to be educated. A male child in the Chinese culture is deemed a necessity. A male son in China means prosperity for the family. He will be able to work and provide. When our nation was established only white, males were allowed to vote. Males were given more rights. Throughout history our culture has changed. We are now seeing this in modern fairy tales, such as Frozen.

Can anyone think of any other stereotypes seen in fairy tales? Are these stereotypes part of the culture they come from? Can you give me an example? What about in the story the Rough Face Girl? What cultural stereotypes did you see in that Fairy Tale?

**women sitting on the right side of the wigwam, women cooking, women needing to dress pretty to find a husband, father making sure all women are married, men providing, men in the lead position

Teacher will then pass out an article for students to read. https://msu-enged-cohort08-01.wikispaces.com/file/view/Unlearning_the_Myths_that_Bind_Us.Christ.pdf page 45 of this article.

Students will be asked while reading:

to circle unknown words

highlight important phrases or phrases that they are curious about
and write any questions in the margin

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

20 mins

The students will now use these questions to participate in a Socratic seminar.

I am going to split up the class into an inner and outer circle. The class will line up and the teacher will tap each child saying:inner or outer.

The inner students now need to get their chairs and their article and create an inner circle. The outer students need to get their chair and article and make a circle around the inner circle. When I say go, the inner circle will discuss their thoughts on the article. You are not allowed to talk over another student, no shouting, and to be polite when responding. The outer circle members need to pick on inner circle member to observe. Are the contributing, are they being respectful? Outer members are not allowed to talk. We will then switch! The teacher may pose the question: How do cultures influence stereotypes?

The students will be allowed to use their article to help guide their discussion.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*
20 mins

After the seminar the students will put their chairs back to normal and the teacher will ask...

How can one's views about a particular culture create or breakdown a stereotype?

The teacher will then explain that some authors try to break down stereotypes through literature. One of these authors is Robert Munsch. While I am reading I want you to think of how the author breaks down stereotypes about girls and princesses.

After reading:

How will your new perspectives on stereotypes influence how you think about different cultures?

How does your perspective of your culture you are researching influence your thoughts on that culture?

Be thinking about cultural stereotypes as you finish up your performance task.

Continue to work on performance task- 20 minutes

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*
40 minutes

Students will then be released to work on their performance task. It is due today and will be shared at the parent visit.

By the last 40 minutes left in the class- the teacher will have each student come up and present their adapted fairy tale. Each audience member will have a stack of post its. For each presentation- the audience needs to write down one strength of the presentation or performance task and the presenters name and fairy tale.

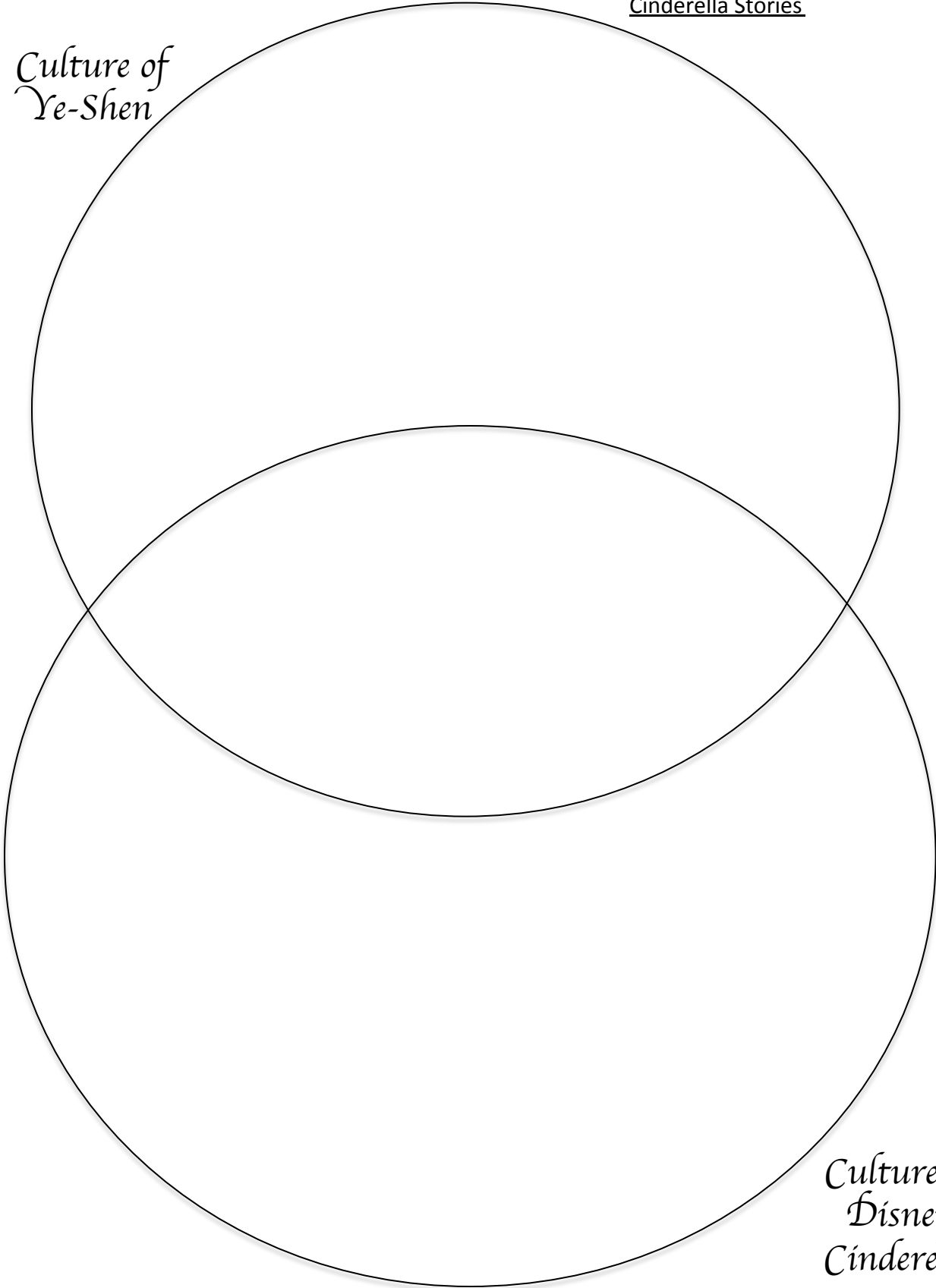
At the end of class- the teacher will let the audience members deliver their post its to the presenters.

Teacher: Thank you so much for being such hard workers this week. As you continue your studies remember to look for cultures influencing perspectives in other areas- not just fairy tales or literature... but music, movies, laws, leaders, etc. Have a great rest of the summer!

Name _____

Culture influences perspectives
Cinderella Stories

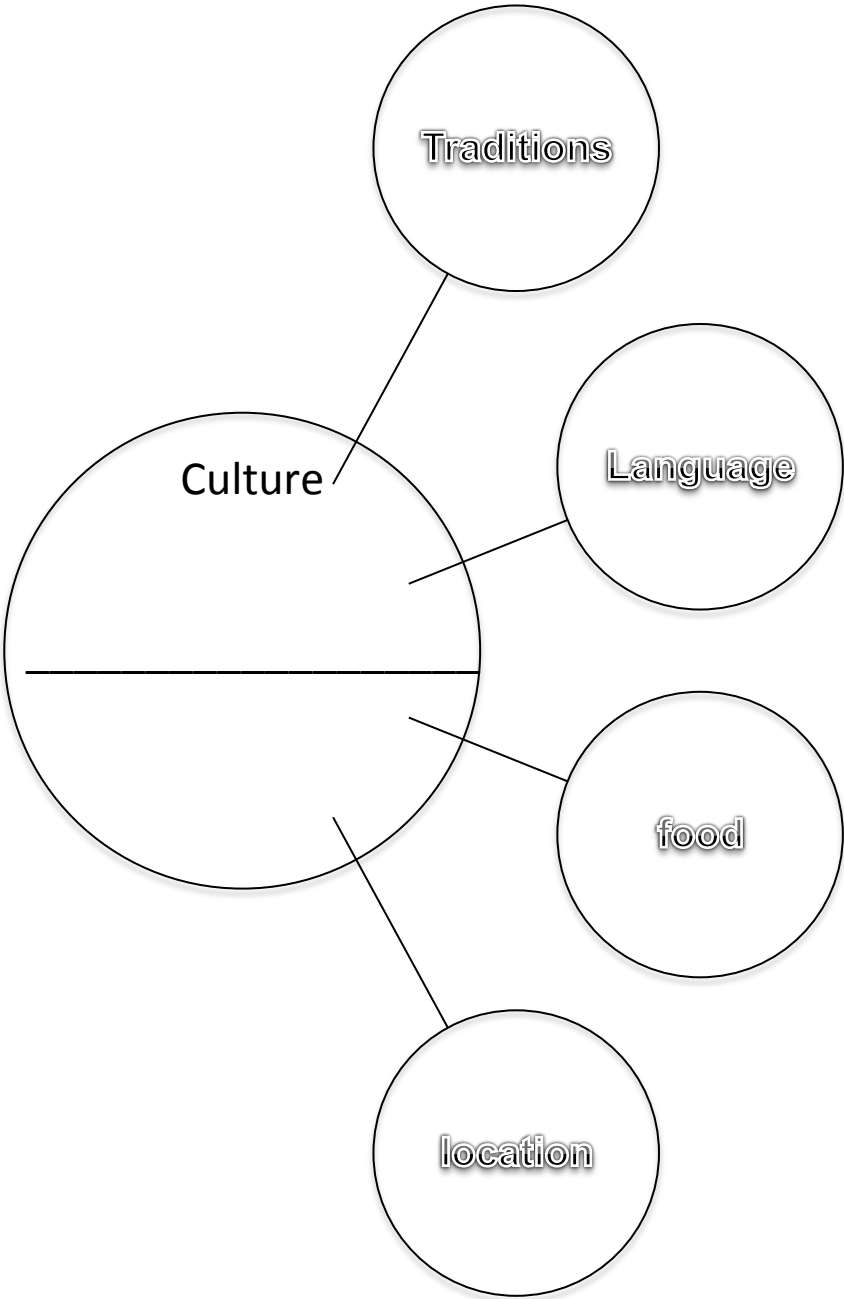
*Culture of
Ye-Shen*



*Culture of
Disney
Cinderella*

Name _____
Organizer

Culture Research Graphic

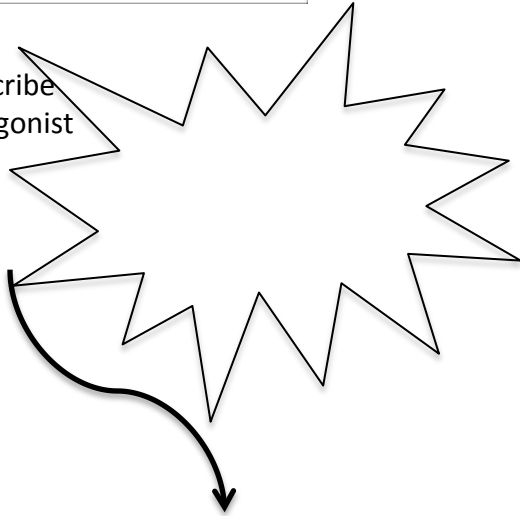


Name _____

Characters graphic organizer

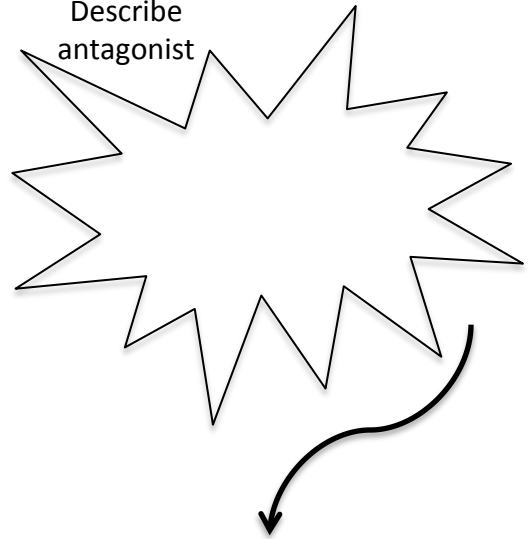


Describe Protagonist



How is this character influenced by the culture?
Appearance, character traits, dress, language, etc.

Describe antagonist



How is this character influenced by the culture?
Appearance, character traits, dress, language, etc.

What is their relationship and how do they come together to teach a moral?
Keep in mind how does the culture you chose influence this relationship and lesson...

Name _____

Culture influences perspective
Setting and details

Title	Description of the culture as seen through the story	Specific details of the setting aka EVIDENCE from the text

Name _____

Setting Graphic Organizer



<p>What does the setting look like?</p>	<p>What does the setting sound like?</p>
<p>What does the setting smell like?</p>	<p>What are some of specific geographic areas, landforms, or bodies of water that will be included?</p>

Once Upon a Time...

Unit Resources



Day 1 Cinderella and Culture Instruction

- **Culture PowerPoint (see attached PowerPoint labeled F)**
- **Climo, S. (1996). *The Irish Cinderlad*. Harper Collins.**
- **Disney, W. (1986). *Disney's Cinderella*. A Golden Book.**
- **Jackson, E. (1994). *Cinder Edna*. Lothrop, Lee & Shephard Books.**
- **Kettelman, H. (1997). *Bubba The Cowboy Prince*. Scholastic.**
- **Louie, A. (1982). *Yeh-Shen*. Puffin Books.**
- **Lowell, S. (2000). *Cindy Ellen*. Scholastic.**
- **Martin, R. (1992). *The Rough Face Girl*. G. P. Putnam's Sons.**
- **San Souci, R. (1998). *Cendrillon*. Simon and Schuster Books.**
- **DePaola, T. (2002). *Adelita*. G.P. Putnam's Sons.**
- **Graphic Organizers (see attached PowerPoint labeled E)**
- **Multiple nonfiction books on various cultures that will be used throughout the unit**
- **Laptops for research for throughout the unit**

Day 2 Beauty and the Beast and Character and Moral Instruction

- **Instructional FlipChart**
- **Hooks, W.H. (1994). *Snowbear Whittington*. Macmillan Publishing Company.**
- **Long, L. & Ogburn, J.K. (2003). *The Lady And The Lion*. Dial Books for Young Readers.**
- **Singer, A.L. (1991). *Disney's Beauty And The Beast*. Disney Press.**
- **Macdonald, M. (2007). *The Great Smelly, Slobbery, Small-Tooth Dog*. August House LittleFolk.**

- Steptoe, J. (1987). *Mufaro's Beautiful Daughters*. Lothrop, Lee & Shephard Books.
- Yep, L. (1997). *The Dragon Prince*. Harper Collins.

Day 3 Little Red Riding Hood and Setting & Detail Instruction

- Instructional FlipChart
- Artell, M. (2001). *Petite Rouge*. Puffin Books.
- Daly, N. (2006). *Pretty Salma*. Clarion Books.
- Marcantonio, P. (2005). *Red Ridin' In The Hood*. Farrar Straus Giroux.
- McKissack, P. (1986). *Flossie & The Fox*. Dial Books for Young Readers.
- Young, E. (1989). *Lon Po Po*. Scholastic Inc.

Day 4 Stereotypes of Fairy Tales

- Video to explain setting <http://study.com/academy/lesson/setting-in-literature-definition-importance-examples.html>
- Munsch, R. (1980). *The Paper Bag Princess*. Annick Press Ltd.
- Article for Socratic Seminar https://msu-enged-cohort08-01.wikispaces.com/file/view/Unlearning_the_Myths_that_Bind_Us.Christ.pdf