

## Fairytales

### Literature/English

Expressing senses in writing

### Overview

Investigation of a range of Fairy tales, comparing them, classifying them

### Outcomes

- Database/spreadsheets
- Researching information
- Find average/sum
- Draw conclusions
- Write their own tales

### Information Overview

Traditions are an integral part of our lives. Fairy tales are a good example of how traditional stories are passed down from generation to generation. The unit begins by having the students learn about various folklore collectors and where the fairy tales originated. In addition, investigating fairy tales and finding their countries' origins is a valuable way to learn about these cultures' customs and values. By doing this research, the children are able to see why the fairy tales were written the way they were, and they can then compare those traditions to their own. Secondly, there are certain elements that distinguish a fairy tale from other types of children's literature. Note: This unit focuses on "Cinderella" because there are over 347 versions. Any well-known fairy tale may be substituted, however.

### Pupil Activity

The students will research various folklore collectors by writing three facts about the lives of each of the following: Charles Perrault, the Brothers Grimm, Garin-Gould, Andrew Lang, and Marian Roalfe Cox. The students will try to locate the "Cinderella" version of the above folklore collectors. During group discussions they will make connections between the folklore collectors' lives and the fairy tales. In cooperative groups, the students will read additional "Cinderella" versions discovered. The groups will write short summaries about the tales read. The students will try to find the title, author, country origin, year released, where the story was found (library, Internet etc.), and words and/or phrases specific to that country. In addition, the students will discover which of the following fairy tale elements each story has:

- ◆ Statements from the narrator such as *Once upon a time ...* or *...happily ever after*
- ◆ Good versus evil
- ◆ Magic
- ◆ Personified animals or objects
- ◆ Imaginary beings such as witches or fairies, and
- ◆ A moral (if there is a moral, the students will discuss what they think the moral is)

As a group, the class will create a database form with the following fields:

- ◆ Title
- ◆ Author or Collector
- ◆ Country Origin
- ◆ Year Released
- ◆ Location (library, Internet, etc.)
- ◆ Words and Phrases Specific to that Country.

In addition, the database should contain a field for each of the fairy tale elements listed above. (Students will be entering a "1" in each field if the version of the tale contains that element.) The students will input the gathered information under each field name. After this task has been completed, the students will do the following:

- ◆ Sort the database alphabetically by title and print out a list to see which title is most commonly used.
- ◆ Sort the database alphabetically by country and print out a list to see which country has the most versions.
- ◆ Sort the database by title, country, and words or phrases specific to that country.
- ◆ The students will find the average year that versions of "Cinderella" have been released by using the *average* command from *subtotals* in the *data* menu.
- ◆ The students will discover which fairy tale elements were used the most by using the *sum* command from the *subtotals* in the *data* menu.
- ◆ The students will create a new filter to see which of the folktale collectors' versions were discovered in the library. Next they will then see if any of those versions were discovered on the Internet. Finally the students will see which versions were discovered by other resources.
- ◆ The students will graph the results of the fairy tale elements by choosing *insert chart* from the menu. They will graph the elements using the *bar graph* option and then the *pie graph* option. Once the graphs are created the students should print out the results.
- ◆ As a way of summarizing, the students will draw three conclusions during group discussions about each of the following topics of research: folklore collectors, fairy tales including the elements, customs and/or traditions, database, Venn diagrams, and graphs.
- ◆ After completing the previous activities, the students will be able to apply what they have learned and analyzed to complete their own fairy tales. The stories should include at least four of the fairy tale elements that were researched.
- ◆

### Other Activity Suggestions

<b>Multimedia Fairy Tale..</b> main ideas in talking book	<b>My World</b> Fairy Tale screens	<b>Evaluation</b> Compare the draft and final print-out for fairy tale writing elements shown
<b>Design</b> an overlay for a concept keyboard on a fairytale		<b>Resources:</b> Spreadsheet & Database, Access to Internet Electronic Atlas & Encyclopaedia, Microsoft Bookshelf