



Not Every Story is the Same

Introduction

Objective:

Student will read several versions of *Rapunzel* & other fairy tales and note differences in their content & style.
Student will analyze the difference between traditional and “fractured” (altered) fairy tales.
Student will recognize irony in story plot and character, and then incorporate irony in their own stories.

Academic Content Standards:

- ❖ National Council of Teachers of English and International Reading Association Standards for English Language Arts: #1, 2, 5 and 12
 - *Students read a wide range of print and nonprint texts: to build an understanding of texts, of themselves and of the cultures of the United States and the world to acquire new information...*
 - *Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.*
 - *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.*
 - *Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).*
- ❖ Ohio Academic Content Standards for Language Arts #5 Reading Applications: Literary Text
 - *Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras.*
 - *Students learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama.*
 - *Students demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways.*
 - *Students learn to explain, analyze and critique literary text to achieve deep understanding.*
 - *Benchmarks: A, B, C, D, E, F, and G (Grades 4th, 5th, and 6th Grades)*
- ❖ Ohio Academic Content Standards for Language Arts #6 Writing Process
 - *Students' writing develops when they regularly engage in the major phases of the writing process—prewriting, drafting, revising, editing and publishing.*
 - *Benchmarks: A, B, C, D, E, F, G, H and I (4th Grade)*
 - *Benchmarks: A, B, C, D, E, F, G, H (5th and 6th Grades)*
- ❖ Ohio Academic Content Standards for Language Arts #7 Writing Application
 - *Students need to understand that various types of writing require different language, formatting and special vocabulary.*
 - *Students learn about various purposes of writing.*
 - *Students select text forms to suit purpose and audience.*
 - *Students control effectively the language and structural features of a large repertoire of text forms.*
 - *Students choose vocabulary to enhance text and structure their writing according to audience and purpose.*
 - *Benchmarks: A and B (4th, 5th, and 6th Grades)*

Getting Started

Materials:

- Three story versions of *Rapunzel* in addition to the play version (*Rapunzel* by Jacob and Wilhelm Grimm, *Rapunzel* by Alix Berenzy, and *Rapunzel* by Paul O. Zelinsky).
- Several Fractured Fairy Tales (see list below)
- Venn Diagram (try <http://www.venndiagram.com/>)

Vocabulary:

- Fractured
- Irony

Technology:

Internet access.

Lesson

Orientation Activity:

The teacher will choose one of many “fractured” fairy tales to read to the class, such as The True Story of the Three Little Pigs , by Jon Scieszka, The Frog Prince Continued, by Jon Scieszka, The Truth About the Three Billy Goats Gruff, by Steven Oftinoski, The Three Little Wolves and the Big Bad Pig, by Eugene Trivizas, Somebody and the Three Blairs, by Marilyn Tolhurst, The Three Little Javelinas, by Susan Lowell, Little Red Cowboy Hat, by Susan Lowell, Tortoise and the Hair, by Susan Lowell, The Bootmaker and the Elves, by Susan Lowell, Fanny's Dream, by Caralyn Buehner, The Rough Faced Girl, by Rafe Martin, Snow White in New York, by Fiona French, and Cinder Edna, by Ellen B Jackson. A traditional version of the *Rapunzel* story is also read to the class. The students will compare and contrast the fractured version of the story to the traditional version with the use of a Venn Diagram for information documentation.

The teacher and students will develop an operational definition for the word, “irony” (e.g., Some- thing that is the opposite of its literal meaning” or “The opposite of the normal or expected result in a story). Class discussion will follow based on the question prompt: What is ironic about the fractured fairy tale? Discussion will also emphasize the elements of the play production that is considered ironic in comparison to a traditional performance version of *Rapunzel*.

Learning Activity:

Students will read one of the tradition versions of *Rapunzel* out loud to a partner. After the reading, the students will think about alterations for a fractured version of *Rapunzel*. The students will create a list of story events to use as springboards for incorporating irony in their fractured versions of *Rapunzel*. For example, the witch or sorceress is presented as a beautiful princess, or the prince presented as a very old and mean individual.

Students will then create a story map outlining their story setting, plot, and ideas for the fractured elements of their story. After brainstorming their ideas, students will write a story or a script of their “Fractured Rapunzel.” Time is allowed for students to share their stories with classmates.

Evaluation and Follow-Up

Assessment Tools and Methods:

Use the Ohio Proficiency Test Rubric to evaluate student’s writing. (View rubrics at the web site address, <http://www.lkwdpl.org/gr4test/wrirubr.htm>). Each story will have at least 4 to 5 fractured changes and incorporate irony at least twice within the story.

Interdisciplinary Connections:

Math: Using a fractured fairy tale, students can write math word problems making use of the story’s plot and characters.