



Folktale or Fairytale?

Folk or fairy, fairy or folk, it's all a tale told over and over and over again for the delight of young and old. There is magic, moral and wit, bravery, good and evil. A good tale has it all.

National Standard > Language Arts

NL-ENG.K-12.2 Understanding the Human Experience (Grades K-3)

- 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.

NL-ENG.K-12.3 Evaluation Strategies (Grades K-3)

- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text.
- Draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

NL-ENG.K-12.5 Communication Strategies (Grades K-3)

- 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.

NL-ENG.K-12.6 Applying Knowledge (Grades K-3)

- Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and nonprint texts.

Kentucky: Language Arts

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

Literary Reading (1.2) (Grades K-3)

1.2 Students make sense of the variety of materials they read.

RD-E-1.0.8 Describe characters, plot, setting, and problem/solution of a passage.

Reflective Writing (1.11) (Grades K-3)

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

WR-E-1.1

- Strategies used during the development of pieces.
- Application of writing process (prewriting, drafting, revising, editing, publishing).

Literary Writing (1.11) (Grades K-3)

WR-E-1.3

- Literary elements of the selected form (e.g., short story--character, poem--rhythm, script—stage directions).
- Descriptive language.
- Literary devices (e.g., personification, end rhyme, similes, metaphors).

- Effective ordering of events, impressions, and descriptions.
- Focus on engaging an audience.

Ohio: Language Arts > Reading Applications > Literary Text Standard

- Enhance understanding of the human story by reading texts that represent a variety of authors, cultures and eras.
- Apply the reading process to the various genres of literature.
- Demonstrate comprehension by describing and discussing the elements of literature.
- Explain, analyze and critique literary text to achieve deep understanding.

Benchmark(s) Grades K-3

- C. Recognize the defining characteristics and features of different types of literacy forms and genres.

Ohio: Language Art > Writing Processes Standard

- Engage in the major phases of the writing process—prewriting, drafting, revising, editing and publishing.
- Plan writing for different purposes and audiences.
- Apply writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices.

Benchmark(s) Grades K-2

- A, B, C, D, E, F, and G (see all: writing and editing processes).

Benchmark(s) Grade 3

- A, B, C, D, E, F, G, H and I (see all: writing and editing processes).

Ohio: Language Arts > Writing Applications Standard

- Understand various types of writing require different language, formatting and special vocabulary.
- Learn about the various purposes of writing.
- Use a small range of familiar forms.
- Select text forms to suit purpose and audience.
- Use content-specific vocabulary to achieve communication goals.

Benchmark(s) Grades K-2

- B. Write responses to literature that demonstrate an understanding of a literary work.

Benchmark(s) Grade 3

- B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.

Ohio: Language Art > Communications – Oral and Visual

- Learn to communicate effectively through exposure to good models and opportunities for practice.
- Learn to deliver presentations that effectively convey information and persuade or entertain audiences.

Benchmark(s) Grades K-2

- D. Speak clearly and at an appropriate pace and volume.
- E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.

Benchmark(s) Grade 3

- C. Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.
- E. Organize presentations to provide a beginning, middle and ending and include concrete details.

Grades K-1

Objective

Students will:

- Demonstrate understanding of the genre, fairy/folktale.
- Examine the fairy/folktale of Hansel and Gretel as interpreted in the Children's Theatre production and text versions of the story.
- Demonstrate an understanding of the oral tradition of storytelling.

Assessment

Students will be able to:

- Identify and analyze defining attributes of the story genre, fairy and folktale.
 1. *Very old tales told for entertainment*
 2. *Of oral tradition/original author unknown*
 3. *Includes conflict of good vs. evil (protagonist vs. antagonist)*
 4. *Magic and luck used for problem solving*
 5. *Usually a happy ending*
 6. *Lesson or moral embedded in the telling*
 7. *Things happen in 3's*
 8. *Action takes place in lands of make-believe; imaginative places*
- Identify and analyze defining attributes of the fairy/folktale genre as found in the story and play of Hansel and Gretel.
- Perform an oral telling of a favorite fairy/folktale.

Sample items to gauge student understanding:

1. A fairy/folk tale is a tale from long, long ago. True or False? (*true*)
2. Explain what is magic. (*use of special powers or influences; enchantment*)
3. Define the term, "protagonist," and the role such a character plays in a story. (*main character in a story or play; one who is usually good*)

Vocabulary

- Genre
- Fairy/folktale
- Oral tradition
- Protagonist
- Antagonist
- Magic
- Make-believe

Materials

- Book, Hansel and Gretel , retold and illustrated by Jane Ray
- Book, The Truth About Hansel and Gretel by Karina Law
- Handout: A Checklist for Fairy/Folk Tale Genre

Activity 1

The Making of a Folktale

Teacher will:

1. Introduce/review the concept of the story genre, fairy/folktales, through a reading of the book, Hansel and Gretel, retold and illustrated by Jane Ray.
2. Explain the term "retold" vs. "told," and share with students characteristics of the folktale genre. (*Emphasis on the terms protagonist and antagonist.*)
 - a. *Very old tales told for entertainment*
 - b. *Of oral tradition/original author unknown*
 - c. *Includes conflict of good vs. evil (protagonist vs. antagonist)*
 - d. *Magic and luck used for problem solving*
 - e. *Usually a happy ending*
 - f. *Lesson or moral embedded in the telling*
 - g. *Things happen in 3's*
 - h. *Action takes place in lands of make-believe; imaginative places*
3. Have student compare and contrast the play with the book text, to identify genre characteristics present in each. Question prompts:
 - a. Who was the protagonist(s)?
 - b. Who was the antagonist?
 - c. How was the number three used in the story and play?
 - d. What evidence was there of the use of magic?
 - e. Did the story have a happy ending? If so, why?
4. Have students read additional fairy/folktales to identify characteristics of story genre and record on the handout, A Checklist for Fairy/Folktale Genre.
5. Repeat the activity with a reading of the book, The Truth About Hansel and Gretel by Karina Law. Make a distinction of the differences in the story due to a retelling from another character's point of view.

Students will:

1. Identify characteristic of the fairy/folktale genre as found in the staged and text version of the story, Hansel and Gretel, and other tales.
2. Compare and contrast the use of those characteristics in various tales.

Activity 2

The Telling of a Folktale

Student will:

1. Select a favorite fairy or folktale for an oral retelling, or retell the story of Hansel and Gretel from another character's point of view.
2. Include characteristics of the genre in their retelling.

Grades 2-3

Objective

Student will:

- Demonstrate understanding of the genre, fairy/folktale.
- Examine the fairy/folktale of Hansel and Gretel as interpreted in the Children's Theatre production and text versions of the story.

Assessment

Student will be able to:

- Identify and analyze defining attributes of the story genre, fairy and folktale.
 1. *Very old tales told for entertainment*
 2. *Of oral tradition/original author unknown*
 3. *Includes conflict of good vs. evil (protagonist vs. antagonist)*
 4. *Magic and luck used for problem solving*
 5. *Usually a happy ending*
 6. *Lesson or moral embedded in the telling*
 7. *Things happen in 3's*
 8. *Action takes place in lands of make-believe; imaginative places*
- Identify and analyze defining attributes of the fairy/folktale genre as found in the story and play of Hansel and Gretel.
- Identify the elements of "protagonist" and "antagonist" in story genre and the role each plays in making meaning of the real world.

Sample items to gauge student understanding:

1. Discuss how fairy/folk tale genre aids understanding of the real world. (*focus on, and interpretation of the human condition*)
2. Explain what is magic. (*use of special powers or influences; enchantment*)
3. Define the terms, "protagonist," and "antagonist" and the role each plays in a story. (*protagonist—main character in a story or play; one who is usually of goodwill; antagonist—an opponent; one who is usually not of good will*)

Vocabulary

- Genre
- Fairy/folktale
- Ordinary
- Trickery
- Magic
- Protagonist
- Antagonist

Materials

- Book, Hansel and Gretel by James Marshall
- Handout: A Checklist for Fairy/Folk Tale Genre

Activity 1

Make Believe in Fairy Tales

Teacher will:

1. Ask students if they have ever desired to have the power of magic to use for problem-solving.
2. Introduce/review the story genre of fairy/ folktale as a form of fiction that includes ordinary people, an ordinary place, magic and/or trickery.
3. Read aloud the book, Hansel and Gretel by James Marshall emphasizing the elements of "make believe" and "magic" found present in the story.

4. Facilitate class discussion to identify characteristics and other elements of the fairy/folktale genre, reflecting on the book read, and through the reading of other texts. (*Option: Use of the handout, A Checklist for Fairy/Folktale Genre, to record observations and evidence.*)

Students will:

1. Listen to the book Hansel and Gretel by James Marshall, read aloud.
2. Identify fairy/folktale genre as found evident in the story text and in the staged version of the play. (Special emphasis on the characteristics of ordinary people (a family) in an ordinary setting (woods near home) and magic (the witch).

Activity 2

Reality in Folktales

Teacher will:

1. Facilitate class discussion to have students reflect on the characteristics of the fairy/folktale genre, and in particular the characters in the story and staged production of Hansel and Gretel.
2. Have students define the terms of "protagonist" and "antagonist," and identify those character roles in staged production of Hansel and Gretel.
3. Facilitate class discussion to address the techniques used to portray these characteristics of the characters. Question prompts:
 - a. Was there use of costume, setting and/or music accompaniments?
 - b. Did the actors perform using specific body movements, facial or voice expressions?
 - c. Did character dialogue, thought and action help to distinguish between the two-- "protagonist" and "antagonist," and between good and evil?
4. Continue a questioning process to have students consider why the presence of a "protagonist" and an "antagonist" is important to the fairy/folktale story genre. (Emphasis on lessons to be taught the audience.) Question prompt:
 - a. What observation about the human condition does this genre help us better understand (e.g., preference for truth over deception, belief in the benefits and rewards of hard work, desire for kindness and love, etc.)?
 - b. How does this genre help us to better understand our own realities vs. make-believe?
5. Have students to brainstorm current events and issues that could possibly one day become the source of a new folktale, making use of reports and stories as found in newspapers and magazines.

Students will:

1. Attend the Children's Theatre production of Hansel and Gretel.
2. Define the characteristics of "protagonist" and "antagonist," and how these characteristics were portrayed in the stage productions.
3. Provide rationale and evidence for how the presence of a "protagonist" and an "antagonist" in story helps one to better understand the real world.

Writing

Introductory

- Student will use the fairy/folktale checklist to embed the elements into a new version of the telling of Hansel and Gretel, addressing what happens on the journey home.

Intermediate

- Student will retell a favorite fairy/folktale using only visual illustrations, and no text. (*The challenge to portray the genre characteristics through pictures.*)

Advanced

- Student will select a favorite fairy/folktale and retell the tale to a public audience and tape their performance for class critique.

Student Self Selected Reading Suggestions for Further Genre

Exploration

- Butterfield, M. () Hansel and Gretel, Playtales.
- Grimm, J. and Grimm, W. (1978) The Brothers Grimm: popular folk tales. New York: Doubleday.
- Price, M.E. (1986) A Child's Book of Myths and Enchantment Tales. New York: Macmillan.
- Yolen, J. (1988) Favorite Folktales from Around the World. New York: Pantheon.



**Handout: Language Arts (K-3)
Checklist for a Fairy/Folktale Genre**

Name _____

Directions: Record your findings of fairy and folk tale characteristics in the appropriate spaces below.

Book Title _____

✓	Element	Record your findings in this column.
	Characters (Ordinary People)	Protagonist: Antagonist:
	Setting (Ordinary Place)	Real? or fictional?
	Problem	
	Events	
	Magic	
	Solution	