

UbD Template 2.0

How Grimm is Disney –On Culture, History, Horror, Struggle, and Communication

<p>ESTABLISHED GOALS</p> <p>CRIT 1.4 Classify information into logical Categories</p> <p>CRIT 1.7 Combine concepts, principles, and generalizations to generate a new understanding</p> <p>CRIT 1.8 Adapt information to be used in a different manner</p> <p>CRIT 1.11 Assess, according to the criteria, the organization, content, value, effectiveness and results of actions, decisions, ideas, or data</p> <p>CRIT 2.1 Demonstrate use of inductive reasoning</p> <p>CRIT 2.4 Interpret the meaning of statements</p> <p>CRIT 2.7 Make predictions</p> <p>CRIT 2.9 Identify and support personal points of view and/or those of others</p> <p>CRIT 2.12 Brainstorm possible solutions</p> <p>CRIT 2.23 Analyze the motives of an author, speaker, or artist (e.g., to persuade, inform, entertain, elaborate, etc.)</p> <p>CRIT 2.25 Compare and contrast different interpretations of a single work</p> <p>CRIT 2.27 Demonstrate and apply verbal and non-verbal techniques used to influence thinking (e.g., generalities, emotional appeals, biased print and non-print materials, body language, etc.)</p> <p>CRIT 2.29 Explore an idea or issue, examine the implication, and sift information for clarity</p> <p>CRIT 2.30 Expand and/or restructure an original idea (e.g., by adding details and integrating new ideas, etc.)</p> <p>CRET 1.3 Generate many alternatives in both verbal and non-verbal representations of ideas and feelings</p> <p>CRET 1.4 Generalize new and different approaches to problems</p> <p>CRET 1.8 Create unique products or ideas by combining materials or ideas</p> <p>CRET 1.13 Determine need for appropriate detail</p> <p>CRET 1.21 Create alternate outcomes/scenarios, endings, etc.</p>	<p>Transfer</p>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● appreciate and value the role culture, history, and personal intent infuses within storytelling and interaction with others ● Utilize compare and contrast in a wide variety of scenarios to better comprehend and solidify understanding ● Internalize a new vision of what constitutes personal happiness ● Appraise and understand the potential positive and negative impact of the horror genre ● Adapt and transform ideas into multiple formats and multiple interpretations ● Embrace the potential personal growth possible in struggles and deliberately choose attitudes which serve self and uplift others ● Recognize and accept that good things don't always happen to good people and bad things don't always happen to bad people --that sometimes goodness is its own reward ● Actively and enthusiastically engage in confident and effective communication skills ● Deliberately looks for ways to infuse creativity into all aspects of daily life 	
	<p>Meaning</p>	
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Culture, history, and point of view influence literature, beliefs, and interaction with others ● Comparing and contrasting are useful tools for gaining understanding of new learning ● Happiness is internal and seldom based on possessions or external features ● Exploring the dark side of humanity in credible arenas enhances self 	<p>ESSENTIAL QUESTIONS (will be simplified to level of students)</p> <ul style="list-style-type: none"> ● In what ways does culture and history transfer to an author's writing? In what ways does culture and history transfer to what we believe and how we respond to others? ● Why does or why doesn't comparing and contrasting enhance acquisition of knowledge? ● How could Helen Keller, who was blind, deaf, and mute from birth state that 	

<p>G 1.3 Discriminate between relevant and irrelevant information</p> <p>G 1.5 Use a variety of appropriate sources, including individual/community resources and primary/secondary resources</p> <p>G 1.14 Design an original product based on information gathered and share the product with an appropriate audience</p> <p>G 1.18 Evaluate the product</p> <p>PG 1.3 Develop and practice an attitude that fosters success</p> <p>PG 1.9 Develop a sensitivity to the feelings of other people</p> <p>PG 1.10 Discover abilities and limitations of others</p> <p>PG 1.20 Try difficult tasks</p> <p>PG 1.25 Translate one form of communication into a different form of communication</p> <p>T 2.2 Communicate to multiple audiences using media</p> <p>T 6.2 Select & use applications effectively</p> <p>SL 1.2 Students will recognize that they can have an impact in the world; whether this impact is positive or negative is a choice they make</p>	<p>understanding, point of view, and forecasting outcomes</p> <ul style="list-style-type: none"> ● Flexibility in creation brings newness to old ideas ● We grow in maturity through addressing problems in a positive manner, inspiring others in the process ● Fairness is seldom realized in all aspects of life, and there are many times we should be glad of that ● Effective communication is dependent upon preparedness which influences confidence, effectiveness, and joy in sharing ● Creativity is a choice that can infuse learning and enhance life 	<p>she found life so beautiful, while Napoleon Bonaparte who was rich, had fame and power and ruled much of the world, said he had never known six days of happiness? What is happiness? Is it okay to be sad? Is it okay to be angry? Is it okay to be afraid? When, if at any time, is it not okay to act on feelings? How do you NOT act on how you feel? Should you ever not act on how you feel?</p> <ul style="list-style-type: none"> ● What is the social purpose of the horror genre? What, if any, are the potential benefits and/or negative effects of the horror genre? ● Does something have to be completely original or new to be creative? ● How does personal attitude and vision transform suffering? What, if any, are the benefits of suffering? ● Is life fair? Why or why not, should we be glad that life is not fair? ● Why do you think so many people are afraid of speaking in public? ● Is the creative process a deliberate choice or a gift? ● Does the media affect our perception of what is perfection in personal appearance? If so, how?
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Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Culture strongly determines a story's construction, as well as personal beliefs and perception of others ● How to set up and utilize a graphic organizer to compare and contrast ● Possessions and physical appearance are not as important as mental attitude, positive experiences, and relationships ● Scary literature and media has the potential to both entertain and enlighten, however understanding where that is achieved and where that is NOT achieved is critical to responsible personal choice ● Combining established ideas in new ways results in unique creations ● Life is often unfair --accepting that truth empowers the individual to move forward in an appreciative, positive manner ● Practice is crucial for confidence and effectiveness in public speaking and other presentations 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Research to reveal an author's background as a means of better understanding his/her writing ● Developing a digital Venn diagram for comparing and contrasting ● Considering the "why" of happiness or unhappiness in specific fairy tale characters and transfer that ability to better self understanding ● Recognizing the difference between reality and fantasy in horror and understanding their ability to determine value in any media of that genre as they make choices in content ● Utilizing flexibility and unusual "pairing" in the development of creative approaches to responses to learning and daily life ● Considering the reality of fairness as it relates to themselves and others in the world ● Preparing themselves for public presentations, both in individual and group settings

Evaluative Criteria	Assessment Evidence
<p>Rubric – Self and Peer Assessment will be used for all, in addition to teacher observation</p>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> ● Student created chart citing elements of fairy tales for 10 Grimm’s tales ● Group (all G.T. classes) Grimm’s fairy tale display --development of large wall chart ● Fairy Tale Travel Guides –creation of travel brochure based on place of chosen country and a specific Grimm’s tale of their choosing (may include “imaginary” locales) ● Retelling of a Grimm tale (may NOT be the tale selected for the brochure project), set in the country of their travel brochure, using the elements of fairy tales as a structure for their writing. ● Student developed Venn diagram comparing and contrasting Perrault’s, Rodger and Hammerstein’s, Shelley Duvall’s version, our play script, and Grimm’s Cinderella versions ● Personal Struggle with Courage Reflection paper on individual of their choice ● Personal philosophy composition ● Creation of a short story based on the perspective of the so-called evil character in a Grimm’s tale ● Development of alternative writing “genre” for Cinderella ● Physical Appearance charts ● Creation of independent script and staging directions from a scene in selected Grimm’s tale ● Creation of a “magical object” exhibit in the hallway (object and accompanying story by each student) ● My Life – His/Her Life Project –oral presentation individual project ● Whole group “Something Permanent” book creation ● Evil –Should Children Know or Be Protected from horror genre? DEBATE ● Group Chart “Cinderella Ballet and Opera Transfer Ideas for our Play” ● Response to Individual, Small Group, and Whole Group coaching for Cinderella performance ● “Cinderella” performance for public

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| | <ul style="list-style-type: none">• Joe Brooner student created fairy tales |
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Summary of Key Learning Events and Instruction

UTILIZING the G.T. WEBSITE for resources, activities, etc., students will...

- Students will read the Junior Great Books version of Cinderella and participate in a discussion of essential questions in small groups, followed by class sharing.
- Explore the elements of fairy tales via video, discussion, and plugging those elements into Grimm's fairy tales that are not well known. Whole group chart will be created prior to individual chart creations, following rubric with the intent of covering as many of the Grimm's tales as possible with no duplication of tales –in the assembly of an ENTIRE G.T. Grimm's chart which will be displayed on wall.
- Students will view a video of what is believed to be the FIRST Cinderella type story, Yeh Hsien. They will discuss the impact of culture on the story after the viewing and the universal Cinderella tellings.
- Students will select a country they would like to visit (based on Places of the Week); they will do independent research of their chosen country, noticing cultural elements such as landmarks, foods, holidays, etc.. They will select a traditional fairy tale from that country and look for passages in the story that are particular to that place, researching those elements as well. They will then create a travel brochure that meshes the place with the story, including "fantasy" type places and objects in the tale as part of the brochure and treating them as if they were real.
- Students will read Perrault's Cinderella, Rodger and Hammerstein's Cinderella, Shelley Duvall's version, and Grimm's Cinderella versions. They will learn to create a digital Venn diagram and compare and contrast all four versions within their own digital Venn diagram.
- Students will read Tolstoy's, "The King's New Shirt," and participate in Junior Great Books style discussion, focusing on "What is happiness?" 1. Is the happy man content because he wants so little or because he has so little? Defend. 2. Why does it turn out that the happy man has no shirt? Can a person who appears to be fortunate still be unhappy? 3. According to the story, must one be poor in order to be happy? Explain.

- (for upper elementary) Students will investigate the role of the media in influencing our perception of physical perfection. Students will create two charts, using fashion/fitness magazines for one and magazines where candid photos of real people are found for the other. They will create a list of one word adjectives describing each chart –adding them to the project in order to determine, “What does the media suggest is the normal body type? A special session will be held for girls, using <http://selfesteem.dove.us/> and the video at <https://www.youtube.com/watch?v=hibyAJOSW8U>
- Students will view a variety of videos of individuals who overcame a personal struggle with courage. Students will then select one that interests them and do further research on that individual. They will then write a reflection piece addressing: “In what ways, if any, does this individual’s experience compare to Cinderella? How can I apply to my life what I learned from this individual –what does this say to me about happiness? What impact does a positive attitude by someone who has a struggle in life have on others? What impact did Cinderella’s attitude in her struggle have on others?”
- Students will listen to a guest speaker who overcame struggle in his/her life, seeking to understand how this person found happiness.
- Students will investigate the format of personal philosophy statements and construct their own.
- Students will discuss point of view/personal perception, especially as it applies to happiness and unhappiness –looking at selected Grimm’s tales and considering why characters are happy or unhappy.
- Discussion of parody/satire. Students will listen to class reading of “Seriously, Cinderella is so annoying!” They will randomly draw from a list of Grimm’s tales, reading their tale and determining “WHY” they think the main characters do what they do. They will then rewrite their tale from the perspective of the antagonist, providing their reader a NEW point of view in the form of a parody.
- Students will discuss the use of magical objects as an element in fairy tales. They will then each bring an object to school that will serve as the inspiration for an original fairy tale with that object being magical. The object and the accompanying story will be on display in the hallway.
- Fairness is something children firmly believe in and expect, yet life is not always fair. Students will read Mark Twain’s, “The Story of the Good Little Boy” and “The Story of the Bad Little Boy,” discussing the fairness in each and it’s connection to the real world. Students will compare their own lives to those of children in other countries, utilizing the “Children of the World” book library in the G.T. room. They will each develop a digital project (format of their choosing) that shows the contrast between their own life and that of the child they chose. This will be followed by his/her own personal response to: Is life fair? Do you wish it was? If so, why? If not, why?
- Students will view segments of the ballet of “Cinderella,” as well as the opera, “Cinderella.” The focus is: what can you apply from these art forms to your production of the play, “Cinderella?”
- Students will be introduced to the play script, talk about staging ideas, memorize lines, participate in coaching, rehearsals, and planning stage needs, etc. culminating with four performances of “Cinderella” for the school, community, and schools in other

locations. They will each select a scene in any Grimm tale of their choosing, and create a SCRIPT of that scene –along with staging directions, props, and set ideas.

- Are scary movies and books okay for kids? Is there a point at which horror is NOT appropriate for kids? What about evil characters and suspenseful scenes? What, if anything, can be learned from villains? Disney’s films all have villains. Grimm’s fairy tales are often filled with scary scenes and horrific characters? What is their purpose? Should children learn about real villains, such as those that appear on news programs and in newspaper. Why or why not? Students will read what the experts say (websites will be provided) and conduct a survey among the student body, addressing two opposing viewpoints (1. Children should know about the evil in the world and benefit from that knowing, and 2. Children should not know about the evil in the world and do not benefit from knowing about it). This will culminate with participation in a debate on the topic.
- Students will work together to create a G.T. program Cinderella book based on the style of Cynthia Rylant’s, “Something Permanent.” They will each select their image, create a non-rhyming poem that captures the image’s moment in time, and submit their page and image for entry in the book.
- Students will explore the wide variety of writing genres: horror, poetry, biography, graphic novel, detective story, humor, essay, textbook, science fiction, satire, autobiography, ghost story, historical nonfiction, song lyrics, play script: Using Cinderella as an idea, they will select a genre for their own adaptation.
- Students will discuss the difference between legend and history. Students will be introduced to the local legend of Joe Brooner, which has historical fact, as well. They will visit the Brooner gravesites and hear a retelling of that legend. They will also be introduced to the local legend of Martha’s Bridge. They will hear a reading, by a local author, that meshes the two legends together. Students will investigate what is history and what is merely legend about both stories. They will then utilize the elements of fairy tales to create their own fairy tale with either of these local legends as a “seed idea” for their story.