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# Literacy through Disney

A new format for teaching reading and writing  
skills in a High School English-based elective  
classroom

# Proposal

- o Class designed for sophomore through senior level
- o Allows students to compare and contrast multiple versions of a story
- o Will use literary texts, television clips, and full-length movies
- o Will address all types of writing from the Common Core State Standards
- o Will promote good reading strategies in all students

# Class Information

- Twenty weeks
- alternating ninety minute block classes
- Based in Disney Fairy Tales
- Both originals and modern adaptations
- Reading and Writing Common Core State Standards addressed
- Films and texts
- Participation = majority of grade

# Objectives

- Students will be able to use daily writings as a pre-writing strategy.
- Students will be able to interpret choices, elements and cultural influences on literature.
- Students will be able to critically think and write in a timed setting.
- Students will be able to read fairy tales and apply their lessons, morals, and themes outside of the classroom.
- In addition to individual unit objectives

# Journals

- o Daily Assignment
- o Prompts provided
- o Based on class discussion
- o Used as prewriting strategy
- o Graded
  - o Completion
  - o Inclusion of terms
  - o Inclusion of elements



# Assessment: Timed Essay

- o 80 minutes
- o Read one of two tales
  - o Classic: “The Wife of Bath’s Tale” --Chaucer
  - o Modern: “Ever After”— Kim Addonizio
- o Analyze the tale
- o Prompt: Is this a fairy tale? Why or Why not? Use the elements and stories that were used in class to support your thesis.



# Standards

- W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

# Units

- What is a Fairy Tale?
  - Princess Bride
  - Shrek
- Discovering and Employing the Elements
  - Beauty and the Beast
- Analyzing the Versions
  - Snow White
- Analyzing with Peers
  - Literature Circles





# Once Upon A Time

- o ABC Television show
- o Various fairy tales
- o Clips
- o Throughout multiple units
- o Adds another element



# What is a Fairy Tale?

- 3 weeks
- The Princess Bride
  - Book
  - Movie
- Introduction to fairy tale articles
- Identification of elements



# Texts

- Princess Bride Book & Movie
  - Abridged version
  - Claims basic elements
  - Not Disney
- Shrek
  - Clips
  - Satire of many tales
  - Good starting point



# Assessment: Informative Essay

- o 2-3 page paper
- o What are the elements of a fairy tale?
  - o Four elements minimum
- o Use evidence from the texts
- o Use journals as pre-writing



# Standards

- W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

# Discovering and Employing the Elements of a Fairy Tale

- o 4 weeks
- o Beauty and the Beast
  - o Multiple versions
  - o Novel
  - o Movies
- o Analysis of use of elements
- o Develop understanding of changes between tales





# Texts

- “Beauty and the Beast” — Villeneuve, Trans: Beaumont
- “Lady and the Lion” — Grimm
- “Wife of Bath’s Tale” — Chaucer
- *Beastly* — Alex Flinn
  - Book
  - Movie -- 2010
- Disney Film — 1991



# Assessment: Narrative Project

- Written Tale
- Media Portion
  - Multiple options include: video, webquest, blog, etc.
- Write your own version of a fairy tale and create a technological version of the tale to present to the class.





# Standards

- W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
- W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact

# Analyzing the Different Versions of a Tale

- 7 weeks
- Snow White
  - Multiple Versions
  - Novels
  - Films
- Analyzing the societal implications of the authorial choices
- Supported analysis



# Texts

- “Little Snow White”—Grimm
- *Snow*—Cameron Dokey
- *Mirror, Mirror*—Gregory Maguire
  - Novel
  - Movie--2012
- “Ever After”—Kim Addonizio
- *Snow White and the Huntsman*—2012



# Assessment: Persuasive Essay

- o 3-5 pages
- o Prompt: Pick one of the versions of Snow White and argue whether or not it is a fairy tale. Why or why not?
- o Use textual evidence
- o Use external evidence from reviews and critics



# Standards

- W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.



# Analyzing Fairy Tales with Peers

- o 4 weeks
- o Literature Circles
  - o 5 options
- o Less teacher support
- o Analysis of elements of fairy tales
- o Analysis of authorial choice



# Cinderella

- o “Cinderella”—Grimm
- o “Cinderella”—Perrault
- o “A Case Study of Emergency Room Procedure and Risk Management by Hospital Staff Members in the Urban Facility”—Stacey Richter
- o *Maid to Be Mine: A Regency Cinderella Story*—K.L. O’Keefe
- o *Cinderella* (Disney)—1950



# Little Red Riding Hood

- o “Little Red Cap” — Grimm
- o “Little Red Riding Hood” — Perrault
- o *Red Riding Hood* — Sarah Blakley-Cartwright
  - o Novel
  - o Movie





# Sleeping Beauty

- o “The Sleeping Beauty in the Wood”—Perrault
- o “Little Briar-Rose”—Grimm
- o *Beauty Sleep*—Cameron Dokey
- o *Sleeping Beauty* (Disney)—1959



# Rapunzel

- o “Rapunzel” —Grimm
- o *Golden*—Cameron Dokey
- o *Tangled* (Disney)-- 2010



# Little Mermaid

- o “The Little Mermaid”—Hans Christian Andersen
- o *Midnight Pearls*—Viquie and Craft
- o *The Little Mermaid* (Disney)—1989



# Assessment: Analysis Essay

- 5-7 pages
- Prompt: Analyze the versions of your tale and discuss why the authors' made their choices and what those choices say about society.
- Use textual and outside evidence to support your claim

# Improving Scores

This class will help improve reading and writing scores.

# CCSS

- Wyoming Adopted
- Implementation by 2014
- Meets the writing and reading standards
- All standards come from CCSS



# FUN FACTOR

- o Current content
- o Keeps kids interested
- o Texts
- o Movies
- o Television clips
- o Allows students variety



# Flexibility

- Created for High School
- Adjustable for all 6-12 grade levels
- Also useable as:
  - Language Arts Class
  - Junior High/ Middle School





**ANY QUESTIONS?**