**Once upon a Fairytale** by Adele Gabriel

**Objective**: Students will demonstrate their understanding of the basic concepts of playwriting by writing a 7-minute script of their own original fairy tale.

**Class Level**: Beginning

**Main Concepts:** Plot structure, Dialogue, Characterization, Setting, Genres.

**1994 National Standards**: Standard #1: Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history.

**Lesson Plans**

Lesson 1: Creative Juices

Students will demonstrate their ability to generate creative ideas by collaborating on a one-page scene involving two characters.

Lesson 2: Plot Structure

Students will demonstrate their understanding of basic dramatic plot structure by creating and performing a five-minute story.

Lesson 3: Character Creation

Students will demonstrate their understanding of different character types by writing / performing a two minute original character monologue.

Lesson 4: Dialogue

Students will demonstrate their understanding of effective dialogue by writing a 2 ½ minute scene between two people.

Lesson 5: "Far away and long ago" Setting

Students will demonstrate their understanding of mood, place, time, and setting by creating an original art piece (drawing, painting, sculpture, collage, etc.) depicting a scene and describe it in a paragraph.

Lesson 6: Genre

Students will demonstrate their understanding of different genres of stories by writing a script which adapts an existing fairy tale.

**Lesson 1: Creative Juices**

**Objective**

Students will demonstrate their ability to generate creative ideas by collaborating on a one-page scene involving two characters.

**Materials Needed**

Koosh Ball (or any kind of soft, small ball), chalk, chalkboard, writing paper, writing utensils, magazines, books, photos, props, etc., “Treasure Chest” (any kind of box / container  - can be decorated to look like a treasure chest), chalkboard, chalk.

**Related Documents**

* Creative Juices Supplement

**Lesson Directions**

**Anticipatory Set/Hook**

Upon entering the classroom, students will find teacher sitting on the floor, holding a Koosh Ball.  On the board will be written, “Please sit in a circle on the floor.”  Once everyone is one the floor, the teacher will introduce the begin telling a story.  It can start off very basic, and then get more dramatic.  After a few minutes, at a crucial point in the plot, the teacher will toss the Koosh Ball to the student beside him/her, and tell the student to take over the story, then pass it along.

**Instruction**

Step 1 – Directions: Once the students have each gone once, and the teacher gets the Koosh Ball back, teacher continues the story, but instead of passing it to next student, tosses it to a student in the circle (maybe across, diagonally, etc.). This process of tossing the Koosh and adding to the story will continue until everyone has gone four or five time, then the teacher will prompt the student that has the Koosh to finish the story.

Step 2 – Discussion: Teacher will discuss the activity with the students.

Prompt Questions for the Students: What did you think about that activity? How did you feel throughout that activity? What made the activity good or fun and why? What wasn’t good or fun about it and why? What was the hardest part of the activity? Why? What was the easiest thing about the activity? What made that easy for you? Did you find that coming up with parts of the story came easily to you, or did you really have to think in advance? How did this activity change for you when the Koosh was thrown randomly?

Step 3 – Instruction / Discussion: Teacher says, “Since none of you knew we were going to do this when you came in this morning, how did you get ideas for the story?”

Possible Responses: “Just guessed,” “Said whatever came into my head,” “It was something I heard on the radio / saw in a movie or on TV / read in a book,” “I’ve been thinking about that subject,” “Got the idea from my friends / family experiences.”

Teacher writes students’ responses on board. Says, “These are all how we come up ideas for stories and plays. I’m going to combine all these places we get ideas for stories from.” Teacher writes “EVERYWHERE” on the board.

Step 4 – Instruction / Discussion / Checking for Understanding: Teacher asks for a volunteer to come up front by him/her, and gives that student a slip of paper, asking the student not to read it until told to. The teacher role-plays with the student, telling the student an idea for a story. After telling the idea, teacher prompts the student to read the slip of paper, which reads “That’s a stupid idea!” The teacher asks the class what they thought of that response and how it would make them feel.

Possible Responses: “It was mean,” “It was judgmental,” “I would feel dumb,” etc.

Teacher writes on the board, “Get juices flowing now, judge later!” Emphasizes that brainstorming is all about getting creative juices flowing, judging and rewriting come later.

Step 5 – Direction / Activity: Teacher tells students to follow her/him outside. Takes students to a spot on school grounds (can be a field, courtyard, etc.) and hands them all paper and writing utensil. Teacher gives students 10 minutes to freewrite (without judging) their thoughts, feelings, ideas, anything they want but has to be something that they wouldn’t mind their grandmother reading.

Mid-Lesson Assessment: Teacher walks around the students and checks to see how they’re working. If some students are having trouble writing whatever thoughts, teacher can assess and provide prompt questions to get the students writing their thoughts / ideas / feelings down.

Step 6 – Discussion: Teacher discusses activity with students.

Questions to ask: How was this activity harder / easier than the Koosh Ball game? What made it easier / harder? How did you feel during this activity compared to earlier? What did you enjoy about this activity?

Step 7 – Directions: Teacher has students follow back inside. In the middle of the classroom, teacher has “Treasure Chest.” Asks students to each pick two items. Combine the two items they picked with the ideas generated during their freewriting time to come up with as many story ideas as they can, but at least two.

Step 8 – Discussion: After ten minutes, have students share their story ideas. After sharing their ideas, ask the students to discuss the experience.

Questions to ask: Did the addition of the items help your ideas? How?

Mid-Lesson Assessment Point: Determine the students’ understanding from the story ideas shared.

Step 9 – Objective Activity: Have students get together with person on their right. Using the story ideas they both came up with, have the pair combine one of each of their ideas into one main story. After they’ve come up with a final idea, they are to collaborate on a one page scene between two characters from their story.

Step 10 – Final Assessment: Students present their final collaborative pieces

Step 11 - Closure: Ask the students to share how they’ve felt throughout the process. What have you learned about getting story ideas? How can you apply the things we’ve done today to get story ideas in the future? Give students handout of ideas to help them write when they get stuck. Remind them that there are ideas for stories EVERYWHERE – they just have to look!

Grading Criteria:

- Participation: 25 pts

- Freewriting: 25 pts

- Story Ideas: 25 pts

- Final Piece: 25 pts

**Lesson 2: Plot Structure**

**Objective**

Students will demonstrate their understanding of basic dramatic plot structure by creating and performing a five-minute story.

**Materials Needed**

DVD player, TV, “Sleeping Beauty” DVD, illustrated children’s books of fairy tales, paper with locations and time periods written on them (chosen by the teacher), plot structure handout, chalkboard, chalk.

**Related Documents**

* Dramatic Plot Structure Supplement

**Lesson Directions**

**Anticipatory Set/Hook**

Show students scenes from Walt Disney’s “Sleeping Beauty” (Opening scene w/ curse, Briar Rose in forest, first meeting of Sleeping Beauty & Prince, finger prick on spinning wheel, Prince getting caught, Prince fighting Maleficent).  During the climax, as the Prince is fighting the dragon, stop the movie. Tell the students that’s the end.

**Instruction**

Step 1 – Discussion:  Ask the students to share how they feel about the story ending there.

Questions to ask:  How does your experience change when the story ends there?  How does it make you feel?  Is the story as good? Why is it important that all the parts of the story be included?  What would make the story better?

Possible Answers:  Feel uneasy, left hanging, story doesn’t make as much sense, story not as effective, not as enjoyable, story better when has a beginning, middle, end.

Step 2 –  Instruction:  Have a student go to the board.  Ask the class to describe what they saw in the clips.

LECTURE NOTES:

What was going on in the first scene?

Beginning or “Exposition” – where the background information is given to help the audience understand the story *(Have student write “Exposition” on the board)*

What was something important that happened in that scene?  (Witch arrives, puts curse on Sleeping Beauty)

Big incident known as “Inciting Incident” – an incident that gets the plot going (without it, there wouldn’t be any story) and sets up the rest of the story.  It happens at the end of the Exposition.  *(Student writes “Inciting Incident” on board.)*

What were the next scenes? (Briar Rose in the forest, meets Prince)

“Rising Action” – The basic conflict of the story is complicated as related secondary conflicts (and obstacles that get in the main character’s way) are introduced.  *(Student writes “Rising Action” on board)*

What happened next in the story?  (Sleeping Beauty pricks finger, Prince gets caught)

“Crisis” – the point in the story when you don’t know if the main character is going to win or not.  *(Student writes “Crisis” on the board)*

Describe the last scene we saw?  (Prince fighting dragon)

“Climax” or turning point – the moment that marks a change (for better or for worse) in the story when we figure out who is going to win and who is going to lose.  *(Student writes “Climax” on the board)*

We didn’t watch the entire climax - do we know who wins?  (Can’t tell because we didn’t finish watching it.)  Let’s see how the story ends. *(Show students the end of the movie, where Prince kills the dragon, kisses Sleeping Beauty, she wakes up and they live happily ever after.)*

What did we see?

“Denouement” or Resolution – the end of the story where all the loose ends are tied up, any questions the audience had are answered; includes all the action that happens after the climax.  *(Student writes “Denouement” on the board.)*

Step 3 –Checking for Understanding:  Hand out sheet with definitions of the principles of dramatic structure.  As go through the sheet and what’s on the board, have the students tell what part of the film was each part of the plot.

Mid-Lesson Assessment Point:  Clarify definitions and answer any questions the students may have.

Step 4 – Directions:  Have the students get into groups of 4-6 students.  In the center of the room, toss a pile of fairy tale picture books and have a student from each group choose one.  Give the students 15 minutes to go through the story and pick out the principles of dramatic plot structure. They’ll then have to act out the story for the rest of the class, omitting one of the principles of dramatic structure

Step 5 – Group Practice:  Each group has 5 minutes to act out their fairy tale.

Mid-Lesson Assessment Point:  Determine the student’s understanding and utilization of dramatic structure principles.

Step 6 – Discussion:  After each group goes, ask the students in the audience to describe what they saw and identify which principle was missing.

Step 7 – Objective Activity:  Give students slips of paper with scenarios on them (prepared earlier – the scenarios include location and time period). Students have 10 minutes to create a five minute story containing the dramatic structure principles taught earlier, which they will have to perform for the class.  Tell them you’ll be primarily looking for the principles of dramatic structure in their stories.

Step 8 –Final Assessment:  Each group will perform their story.  After each group performs, have them describe how they utilized the principles in their story.

Step 9 – Closure:  Each principle is important in dramatic plot structure.  The combination of all of them makes a story that is both interesting and enjoyable.  The next time you watch a movie or TV show, or the next time you read a book, try to find the principles of dramatic structure in the stories.  They are all around us, you can even find them in your everyday life.

Grading Criteria:

-          Participation (30 pts)

-          Group Fairy Tale (30 pts)

-          Final Project (40 pts)

**Lesson 3: Character Creation**

**Objective**

Students will demonstrate their understanding of different character types by writing / performing a two minute original character monologue.

**Materials Needed**

Merlin-type wizard costume or Mary Poppins-esque costume for teacher, large “carpet bag” / cardboard box / trunk, etc., aluminum foil, Seran wrap, plastic and paper bags, string, ribbon, masking tape, duct tape, newspaper, cardboard, wrapping paper, construction paper, toilet paper / paper towel rolls, scissors, glue, markers, writing utensils, index cards, chalkboard, chalk and eraser, character handout, character signs, DVD player, TV, “Cars” and “The Lion King” DVDs.

**Related Documents**

* Character Supplement

**Lesson Directions**

**Anticipatory Set/Hook**

 Teacher would be dressed as the wizard Merlin (from “The Sword and the Stone”) or Mary Poppins.  Teacher must speak in a voice and behave as that character would while explaining the activity to the students.  In the middle of the room would be a large “trunk” or “carpet bag” (really a box or bag decorated to look like one of those) and the students would have 15 minutes to put together a costume for a character they’ve created from the materials (aluminum foil, saran wrap, newspaper, etc.) in the box.  They can work with other students, but they must all come up with their own individual character & costume.

**Instruction**

Step 1 – Directions:  Once the students are attired, tell them it’s time to show off their new ensemble.  Have each student come and get an index card (to take notes on as they interview other students) and a writing utensil.  They’ll have to pair up with another student and “introduce” themselves and get to know one another, only they’ll respond “in character” – a character that corresponds to the costume and props they created.  They’ll have   five minutes to come up with more details about their character (such as name, where they live/are from, what they do, etc.), as well as any questions they want to ask their “interviewee.”

Step 2 – Guided Practice:  Teacher will demonstrate by choosing one student and asking a few sample questions, then have the student repeat the process on them.

Interview Questions for the Students:  Who are you?  What is your name / occupation / greatest ambition?  Where are you from?  Who is your arch nemesis?  What is your greatest strength / weakness?  What is your favorite thing to do?  Do you have a best friend?

Step 3 – Group Practice:  Let them break loose.  They’ll have 5 minutes to talk to the person to get to know them, and record at least five things they find out about each other on their index card.  After 5 minutes, have them find another student and repeat the process

Mid-Lesson Assessment Point:  Wander around the classroom, eavesdropping on the students conversations – maybe even ask a few questions of your own!

Step 4 - Discussion:  Transition – announce time’s up after giving the students a one-minute warning to “wrap up.”  Gather back together in a circle (now teacher is out of character) and ask the students about their experience.  Go around to each student and have them introduce the “characters” they interviewed, sharing what they discovered about them.  Other students who interviewed the same characters can chime in and add new and / or different information and share what they discovered about the people they “interviewed.”

Questions to ask students:  What was the most interesting thing you found out about the other “characters”?  How did you feel about this experience?  What was the most enjoyable part of this experience?  What was the most difficult part? Were there any similarities between your characters and what were they?  What was/were the biggest difference/differences?

Step 5 – Instruction / Discussion / Checking for Understanding:  Have each student go to the board and write the most interesting thing they learned about another’s character.  Have one student stay at the board and circle the overlapping / similar things after having the students pick them out.  Ask the students what all the things listed on the board have in common, what they all share, what they add to the characters, if anything.

Possible answers given by students:  All are interesting facts, all are details about the character, make the character more interesting / real / relatable / likeable / unlikeable.

Transition:  Ask the students to think of a favorite character from a story.  What is it about that character that makes them their favorite?

Step 6 – Instruction:  Assign two students to distribute the character handout.  Ask for volunteers to stand and read one of the definitions on the handout – have them read it “in character” as the character they created earlier.

Question to ask students:  Think about which category your favorite character falls under.

Step 7 – Instruction / Checking for Understanding:  Hand out signs with character types that correspond to the previous handout given.  Instruct the students to hold up the right sign when that character appears in the video clip - for the hero, hold up the “HERO” sign, etc.  Show first video clip – end scene from “The Lion King” featuring all four on handout: Hero, Heroine, Villain, Sidekick, Henchmen.  Show second video clip – final race scene from Pixar’s “Cars.”

Assessment Point: Notice which signs the students hold up for the characters in the scenes to gage whether they grasp the concepts.

Question for students:  What was the same about the characters in these clips?  What was different?

Possible answers:  Both contained the characters from the handout, characters were same type but different because individual and unique.

Transition:  “Think about what made the characters you ‘interviewed’ earlier interesting, and also keep in mind what made the characters in the clips engaging.”

Step 8 – Objective Activity / Final Assessment:  Give students paper and writing utensil and allow them 15 minutes to create a new character – either a hero, heroine, villain, sidekick, or henchman – and write a two minute monologue for that character which they’ll then perform, telling the students that you’re going to look for (and want them to look for in other students’ performance) interesting details, unique personality, and background development for the characters.

Step 9 – Closure:  Plot is important, but without engaging characters, even the best plot won’t keep an audience engaged.  Although stories usually contain the same types of characters (heroes, heroines, villains, etc.), it is the details about the characters and their unique traits that make them interesting and great, and thus enhance the story.  And just like these characters, we each have unique personalities, traits and backgrounds that we can use to positively contribute to the world around us.

Grading Criteria:

Participation (30 pts), Character w/ costume (30 pts), Final assessment (40 pts)

**Assessment**

 ·         Give students paper and writing utensil and allow them 15 minutes to create a new character – either a hero, heroine, villain, sidekick, or henchman – and write a two minute monologue for that character which they’ll then perform, telling the students that you’re going to look for (and want them to look for in other students’ performance) interesting details, unique personality, and background development for the characters.

**Lesson 4: Dialogue**

**Objective**

Students will demonstrate their understanding of effective dialogue by writing a 2 ½ minute scene between two people.

**Materials Needed**

Excerpts from “The Tempest,” “The Importance of Being Earnest,” “Everyman,” and “Tartuffe” (SEE LESSON SUPPLEMENTS), DVD player, TV, DVDs (*When Harry Met Sally, Pride & Prejudice, Penelope, The Incredibles, Sleepless in Seattle, While You Were Sleeping, Finding Nemo, Psych: Season 1*), video clips filmed earlier of people interacting on the street, at the mall, in a park, at a gas station, etc., chalk, chalkboard.

**Related Documents**

* Dialogue Supplement

**Lesson Directions**

**Anticipatory Set/Hook**

Tell the students that you need four brave people – two boys and two girls.  Have the four students get in front of the class and distribute scripts.  Have the students read from the scripts prepared earlier (dialogue from the four plays all mixed up into one scene).

**Instruction**

Step 1 – Discussion:  Ask the students to describe their thoughts and feelings during the scene.  Get the students’ feedback and whether the scene was effective or not.

Questions to ask:  Was this an effective scene?  Why or why not?  Could you follow it?  What was ineffective about it?  How could it be better?

Possible Answers:  Confusing, dialogue didn’t make sense, characters not listening to each other or responding to each other.

Step 2 –  Instruction:  Ask the students what makes good dialogue in a play.  Have a student go to the board and list the answers the students give.

Possible Answers:  Fits the characters, believable, advances the story, helps us learn about the characters, helps connect the audience to the story, adds to the conflict / intimacy / immediacy, etc.

From all the answers given, the teacher goes to the board and combines them to “simplify” to four answers:

LECTURE NOTES:

  Advances the plot and adds to the action

Fits the characters / reveals more about them

Conveys info and emotions to spark audience empathy

Creates immediacy and intimacy

Step 3 – Guided Practice / Discussion:  Have four students perform a scene from “The Importance of Being Earnest.”  Have the students describe how this dialogue was more effective and what made it so.

Step 4 – Discussion:  Show examples from films with effective dialogue.  After each clip, have the class share what was effective in the scenes and why.

*When Harry Met Sally* – “High maintenance / Low maintenance” scene

*Pride & Prejudice* – Mr. Darcy’s proposal to Elizabeth in the rain

*Penelope* – Max & Penelope playing chess through the mirror

*The Incredibles*- Bob & Helen’s fight while driving on the freeway

*Sleepless in Seattle*– Tom Hank’s character describing his late wife over the phone

*While You Were Sleeping*– First hospital scene with the entire family

*Finding Nemo*– Dory asking Marlin not to leave

*Psych*– “Spellingg Bee” episode when Shawn poses as the Spellmaster (“Banana”)

Mid-Lesson Assessment Point:  Have the students identify elements in the clips that make the dialogue effective.

Step 5 - Directions:  Show the students the silent clips the teacher filmed earlier.  While still working in pairs, have them come up with a 20 line scene between the two characters in the clips.

Step 6 – Discussion:  Have each pair perform their scenes (as the characters).  Ask the students to share what was effective in each one.

Assessment Point:  Determine the student’s understanding and utilization of effective dialogue.

Step 7 – Objective Activity:  Allow the students 15 minutes to individually create their own original scene that must have two characters and be 2 ½ pages long.  (Wander throughout the class and determine whether the students will need more time to finish.)

Step 8 – Final Assessment:  Students work with others to present their final scripts to the class.

Step 9 – Closure:  What was the most significant thing you gained today regarding effective dialogue?  How has your opinion of dialogue changed as you’ve learned about it?  Buddha said, “Whatever words we utter should be chosen with care, for people will hear them and be influenced by them for good or evil.” Whether using them to create dialogue in a play, or in our daily conversations, we need to remember that words are powerful and must be used with care.

 Grading Criteria:

-Participation (30 pts)

-Clip Scene (30 pts)

-Final Script (40 pts)

**Lesson 5: "Far away and long ago" Setting**

**Objective**

Students will demonstrate their understanding of mood, place, time, and setting by creating an original art piece (drawing, painting, sculpture, collage, etc.) depicting a scene and describe it in a paragraph.

**Materials Needed**

 Poster prints of Van Gogh’s “Starry Night,” “River View of Nijmegen with the Valkhof” by Salomon van Ruysdael, Edward Hopper’s “Nighthawks,” Peter Doig’s “Concrete Cabin,” “The Beast’s Castle” by Randy Souders, Norman Rockwell’s “The Homecoming,” and Salvador Dali’s “Persistence of Memory,” “The Lost Jockey” by Rene Magritte, “Water Lilies” by Monet, “The Virgin Chancellor Rolin” by Jan Van Eyck, “Silvermine” by Jeanine Jackson, and “Deli Grocery” by Howard Newman; art supplies (drawing paper, pencils, water-based paints, paintbrushes, colored pencils, crayons, watercolor paints, old magazines, glue sticks, glitter glue, erasers, Sculpey, poster board, construction paper, large Post-It paper, markers, DVD player, TV, “Lilo & Stitch” DVD, “Haunted Mansion” DVD, “Pride & Prejudice” DVD (2005 version).

**Related Documents**

* Setting Supplement
* Setting Rubric

**Lesson Directions**

**Anticipatory Set/Hook**

Students arrive in classroom which has been turned into a mock “art gallery” with posters of paintings on the wall.  Give each student a piece of paper and writing utensil – they have 15 minutes to observe the paintings, write down their observations, and describe their feelings and thoughts (can work individually or with another student).

**Instruction**

Step 1 – Directions:  When there is 2 minutes left, alert the students.  After the 15 minutes is up, throw the markers on the floor in the center of the room and tell each student to grab one.  Tell them to write any of their thoughts and observations on the Post-It papers that are on the walls next to each painting.  After 5 minutes, have them gather in the floor in a circle.

Step 2 – Discussion:  Ask the students to share their experience as an “art critic.”  Go through each painting and Post-It papers with the experiences written on them and ask the students to describe what they observe in each piece.  Go around the circle to have each student share at least one thing that they wrote on the Post-It paper.

Questions to ask the students:  What do you see in this picture?  How does it make you feel?  What thoughts does it bring up?  What about it makes you feel this way?  What about it makes you think these things?  What kind of a story would this painting tell?

Step 3 – Instruction / Discussion / Checking for Understanding:  Assign a student to take a marker and begin at one painting.  Ask the class what it is about each painting that creates certain emotions and thoughts within them.  Have the student circle the elements (written by the students on the Post-It paper) that create mood in the paintings.

Possible answers: Color, lines, definition, light, shadow, shape, perspective, contrast.

Transition:  Ask the students if they would be able to visualize the paintings and experience the same moods if the paintings were taken away and all they had were the Post-It papers with the writings on them.  How could they better convey the setting of the painting?

§  Possible Answers:  More detailed description, try to help the audience feel like they are there by appealing to their senses, describe it in a way that relates to audience so they can better visualize it.

Step 4 – Directions / Instruction:  Divide the students into groups and give each student a handout with the definition of setting and how to create setting / environment in a play.  Have the students go over the handouts in their groups and assign them to report back with one example from the handout that they found in at least one of the paintings. (SEE SUPPLEMENTAL HANDOUT)

Mid-Lesson Assessment Point:  Will be able to gauge the students’ understanding during their report.

Step 5 – Instruction / Discussion / Checking for Understanding:  Show the students clips from “Lilo & Stitch” (“Burning Love” scene), “Haunted Mansion” (Graveyard scene), and “Pride & Prejudice” (ball at Netherfield scene).  After each clip, ask the students to describe what they saw, and identify elements from the handout.

Step 6 – Objective Activity / Final Assessment:  The students will be given 20 minutes to create an original art piece depiction of a scene, utilizing the elements gone over previously that create mood and setting.  They can choose from any of the art mediums provided and can interact with other students to get feedback, however they must each produce their own piece.  The students also need to create a detailed description of the setting in the piece they’ve created.  Give each student a copy of the rubric so that they know what you will be looking for in their final products. When each student has completed his/her art piece and description, go around and have them present their final products to the class.

Formal Final Assessment:  Each student can earn up to 100 points for their final art piece / descriptive paragraph. (SEE SETTING RUBRIC)

Step 7 – Closure:  Ask the students why it is important to create a vivid, descriptive, detailed setting.  Does it help a play be more effective and enjoyable?  How?  Having convincing, intriguing characters isn’t enough; setting helps to ground the audience in the story, thus creating a more powerful overall experience.  Encourage the students to pay closer attention to the environment and settings around them, and the beautiful variety of moods these settings produce.

Grading Criteria:

 See Rubric

**Assessment**

 Objective Activity / Final Assessment:  The students will be given 20 minutes to create an original art piece depiction a scene, utilizing the elements gone over previously that create mood and setting.  They can choose from any of the art mediums provided and can interact with other students to get feedback, however they must each produce their own piece.  The students also need to create a detailed description of the setting in the piece they’ve created.  Give each student a copy of the rubric so that they know what you will be looking for in their final products.  When each student has completed his/her art piece and description, go around and have them present their final products to the class.

**Lesson 6: Genre**

**Objective**

Students will demonstrate their understanding of different genres of stories by writing a script which adapts an existing fairy tale.

**Materials Needed**

 DVD player, TV, DVDs (A *Cinderella Story, Ever After, Snow White: A* Tale *of Terror, CinderElmo*, Rogers & Hammerstein’s *Cinderella*, Bugs Bunny in “Little Red Riding Rabbit,” Faerie Tale Theatre’s *Little Red Riding Hood*,), illustrated children’s books of fairy tales, wrapping paper, slips of paper with genres and topics listed on them, two hotel front desk bells, “Game Show” questions (prepared earlier) and genre handout.

**Related Documents**

* Genre Supplements
* Final Rubric

**Lesson Directions**

**Anticipatory Set/Hook**

 Have the students watch clips from the DVDs listed under materials, telling them to pay close attention to the differences in the clips.

**Instruction**

Step 1 – Discussion:  Ask the students to describe what they saw in the clips.

Questions to ask:  What were some of the differences in the clips?  How did these differences impact you?  What did these differences do to the story?  How did they change it?  What do these changes add / take away?  How do they all effectively tell the same story even though they’re so different?

Possible Answers:  Some clips were funny, scary, musical, modern, old-fashioned; differences make the stories more accessible to different people, differences help the audience view the story in a different light, the stories all take the underlying themes and give them a unique spin.

Step 2 –  Instruction:  Ask the students to name some of the different types of stories viewed.  See if they can come up with other types of genres that we didn’t view clips of.  Distribute handout with definitions of genres.  Ask the students to match the clips to the definitions given.

Step 3 – Directions:  Divide class up into two teams (they can pick team names if they want to); set up a “podium”(can just be a desk or a table) in the front of the room that looks like it’s from a game show, with teacher being the Emcee.  Ask the students from each team who’s feeling the bravest, and have that person from each team come up front, where there are two bells on the podium.

Step 4 – Group Practice:  Ask students a question from the list made earlier.  Students need to “buzz in” (ring the bell) if they know the answer to the question on genres (like “Family Feud”).  Students will have to guess the genre of the story and explain it.  After question is answered, two more students will come up and answer the questions.

Mid-Lesson Assessment Point:  Determine which genres students understand and which ones need clarifying based on their ability to answer the questions.

Step 4 – Directions:  The “winning team” must pick partners from the other team.  Once all students are paired up, teacher distributes two slips of paper to each pair – one has genre type on it, one has topic on it.  Students must come up with a plot summary using that topic in the genre given.

Step 5 – Discussion / Checking for Understanding:  Pairs share their synopsis with the class; students determine which genre the synopsis is in and what makes it appropriate / effective in that genre.

Assessment Point:  Determine the student’s understanding and utilization of genre types.

Step 6 – Objective Activity: Place the children’s fairy tale book in the middle of the room and have each student come choose one.  They will be wrapped, so student won’t know which one they’re getting.  Wrapped in the book are the directions: “Choose a genre from the list received earlier. Write a synopsis of the fairy tale and a one-page scene in that genre.  Must be a different genre than its current one.”

Step 7 – Final Assessment:  Have each student share their finished adaptations.  Discuss as a class what was effective in each one.

Step 8 – Closure:  Genres create variety and interest in the stories we hear.  By taking an old story and changing its genre, we can give it a fresh, unique spin.  In the things you watch and read, see if you can determine its genre.

FINAL ASSIGNMENT:  Taking all the principles learned, create your own original fairy tale.  Can be written in any genre, but must contain the principles of plot structure, characterization, effective dialogue, and setting.  Must be 7 pages long.

Grading Criteria for Genre Lesson:

-          Participation (30 pts)

-          Synopsis w/ other student (30 pts)

-          Final Synopsis / Scene (40 pts)