

# *Fairies and Folk*

A Unit Exploring Fairytales and Folklore From the  
Modern Perspective

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## **Unit Rationale:**

When Americans think of fairy tales, Disney is an idea commonly associated with these fantastic stories of far away lands. Damsels in distress are saved by their knights in shining armor before riding into the sunset towards their happily ever after. These common connotations provide children with entertainment, but these tales are often far from their original telling. This unit is designed for an 8<sup>th</sup> grade general English class to explore these fairytales and folklore pieces from the modern perspective. Students will have the opportunity to re-approach familiar texts, enjoying the literary value while being challenged to understand their function as a fiction piece. Students will also be challenged to consider their own folkloric beliefs. This unit will also require students to apply their learning from readings, discussions, and class activities to their own creative expressions. It will utilize a variety of text formats and activities to reach all types of learners and areas of interests.

The purpose of this unit is to use information students don't consciously know they know, bringing to light the information they gathered as children and reexamining it in an academic setting. Their familiarity with the texts will allow the teacher to focus on language arts terminology, concepts, and tasks, making information, once merely childhood entertainment, meaningful and useful in relation to their current academic learning. Many texts are incorporated because of their familiarity and the scaffolding that knowledge creates for more in-depth interaction with the ideas presented in the texts. The first two weeks of lessons consist of material and activities focused at knowledge intake and placing information into a more organized context. These class periods are led by the instructor, who is constantly available to answer questions and clarify any misconceptions. The activities range in form and function;

some are for students to reflect on shared information and others challenge them to go a step further in analyzing the information and create new (but relevant ideas).

Each 50-minute class will begin with a journal entry. The task for each journal alternates each day, one day being a “Question of the Day” and the other a “Grammar Fitness” exercise. (Fitness, exercise...get it?!) Students will have a journal they brought in the first week of school; these journals stay in the classroom and will be where students will complete their warm-up work. At the end of the each week, the teacher will grade these entries for completion and correction (for the grammar exercises). Students will also have the opportunity to earn extra credit towards classwork assignments, though they may earn a maximum of five extra credit points. This is to help students become comfortable with sharing their ideas and to prevent students from being able to neglect classwork.

The unit is content- rather than task-focused. Students will read a variety of texts (short stories, poems, news articles), view several films and clips, and listen to relevant music. Additionally, students will be reading a novel independently outside of class and creating a reflective project to demonstrate understanding of the book. Inside the classroom, they will create a short fiction piece that will provide them the opportunities to express their personal interests while utilizing their knowledge of fairy tale characteristics and dramatic structure. Students will demonstrate their understanding of texts and language arts concepts through classroom activities and discussions. Discussions and journals will be especially key in guiding students as they begin to create new ideas and support those ideas with reasoning and clear and firm articulation.

Day-to-day classroom activities typically last no more than 20 to 30 minutes. Students often have the opportunity to collaborate with their peers, a task that helps them to develop

communication and cooperation skills. Many lessons build on prior ones, creating a type of scaffolding that should assist students in learning material and skills that will aid them in larger assignments. Technology is incorporated into several lessons; audiobooks are used to help auditory learners while films stimulate visual learners' interests. Students are encouraged to approach the teacher if connections aren't being made, and the teacher will grade each assignment in a timely manner to consistently assess if learning is occurring.

Daily tasks are used in conjunction with one of the larger assignments for this unit of study. Most notably students will be learning about the elements of plot and story development. This information will be essential in their creation of their own short story, to be based on the stories and folkloric creatures previously discussed in class. This assignment is graded on format and function rather than content. This is in the hopes that students will use the opportunity to write about something of personal interests. Though it must still be relevant to and/or inspired by a fairy tale character, creature, or plot, students will be required to make the story different and uniquely their own. Students will also showcase their knowledge of grammar, as instructed through the "Grammar Fitness" journal activities.

Early in the unit, students will be exposed to 16 novels. Each student will choose a novel that interests them to read outside of class, on their own time. After finishing the novel, students will complete either an artistic response or film adaptation of their book. This allows students to utilize their innate creativity to do more than state the plot and theme. These will not be a strenuous grade but rather a tool for the teacher to gauge participation and effort. Students will also have the opportunity to explore their peers' ideas through a gallery art walk and film viewing session.

The beauty of the language arts classroom is that there are multiple paths that can be taken to reach the same end goal. This unit uses stories and concepts students are already familiar with to focus on helping students come into pre-adulthood as they learn how to develop and support original thoughts and refine grammatical skills to aid in the articulation of these ideas. Most children enjoy the stories from their childhood, a jumping-off point for their motivation in participating in this unit of study. By also incorporating science and history, even students with no interests in literature with (hopefully) find something they like in the material and/or tasks they're encountering. The effective teacher utilizes what students already know to help them reach a new level of understanding, a feat this unit intends to achieve.

## Unit Goals:

- read a variety of texts, familiar and unfamiliar
- gain a new perspective and understanding of commonly heard folk stories
- collaborate with their teachers and peers in a variety of learning tasks
- express ideas verbally and artistically, using support for their thoughts

## Unit Objectives: SWBAT-

- **draw** clues to discover learning unit
- **read** a variety of texts, including both fiction and nonfiction novels short stories, and news articles
- **participate** in class discussions and independent and group activities
- **apply** the elements of plot to a variety of short stories and writing
- **compare** and **contrast** texts and ideas
- **analyze** music lyrics to determine song messages
- **write** daily journal entries expressing ideas
- **correct** journal sentences demonstrating grammatical understanding
- **create** a folklore-like creature
- **write** a short story, **implementing** knowledge of plot structure and grammar
- **debate** and **support** points of view on the influence of fairy tales
- **create** an art or film response to a novel

## **Common Core Standards:**

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop



- experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Grade Distrubtion for Unit:**

15% Participation

15% In-Class Assignments

20% Journal Entries

20% Short Story

30% Novel Project

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

E: 0-59%

## Daily Plans and Activities:

### Week One

#### Day 1

##### **Warm-Up Journal-Question of the Day-6 minutes**

Students will have 4 minutes to answer the following journal question in their writer's notebook: *What is a fairy tale? What role have fairy tales played in your life, if any?* (minimum of five sentences)

The teacher will then take 2 minutes to allow students to share their answers for extra credit points.

##### **Pictionary-25 minutes**

The teacher will divide the class into two equal groups, probably based on where they sit. Each team will take turns playing Pictionary on the whiteboard. The artist will have 60 seconds to draw; only their team may guess. (The teacher will have a hat with the options in them.)

\* Options will be: Rapunzel, Little Red Riding Hood, Hansel & Gretel, Snow White, Cinderella, Sleeping Beauty, vampires, werewolves, Big Foot, and the Loch Ness Monster.)

##### **Unit Introduction-10 minutes**

The teacher will have students guess what they think the next unit will be.

The teacher will define and discuss fairy tales and folklore and explain the benefits of studying it.

The teacher will briefly overlay the activities for the unit. (No formal information will be handed out.)

##### **Video-5 minutes**

Students will watch the trailer for the film *The Brothers Grimm*.

(<http://www.virginmedia.com/movies/find/the-brothers-grimm/trailers>)

**Homework:** none

##### **Resources:**

- *The Brothers Grimm* trailer, courtesy of Virgin Media

##### **Materials:**

- whiteboard, markers, erasers
- paper (for Pictionary options)
- computer with Internet and projection capabilities
- projector

#### Day 2

##### **Warm-Up Journal-Grammar Fitness-10 minutes**

Students will have 5 minutes to copy and correct two sentences with grammatical errors, and make the corrections.

The teacher will take 5 minutes to go over the answers.

\*Grammar Fitness exercises can be found in Appendix A.

##### **Reading-10 minutes**

The teacher will read “Little Red Riding Hood” aloud to the students, who will be asked to follow along in their books. (Page 101-105 of *Grimm’s Fairy Tales*)

**Discussion-15 minutes**

The teacher will explain theme and morals. The teacher will ask students to identify both in “Little Red Riding Hood.” Students will write the definition and answer for each on a piece of notebook paper that they will keep for the entirety of the unit.

The teacher will then explain *personification* to students. (Students will add this term and definition to their notes page.) The teacher will ask students what examples of personification are in the text for the wolf. (She/he will keep a list on the whiteboard.)

**Notes-8 minutes**

The teacher will draw a *plot diagram* on the whiteboard, and students will copy it on their notes paper. The teacher will place each part of the plot on the diagram, defining it as she/he goes (*exposition, rising action, climax, falling action, resolution*). Students will do the same, keeping a list of the terms and definitions below the diagram.

**Homework:** none

**Resources:**

- *Grimm’s Fairy Tales*, by Jakob and Wilhelm Grimm

**Materials:**

- whiteboard, markers, erasers
- *Grimm’s Fairy Tales*, by Jakob and Wilhelm Grimm

### Day 3

**Warm-Up Journal-Question of the Day-6 minutes**

Students will have 4 minutes to answer the following journal question in their writer’s notebook: *If you could be a part of any fairy tale, which would you choose? Who would you be? Why?*

The teacher will then take 2 minutes to allow students to share their answers for extra credit points.

**Reading-20 minutes**

The teacher will have students listen to a recording of “Hansel and Gretel.” (Page 56-63 of *Grimm’s Fairy Tales*)

**Discussion/Notes-10 minutes**

The teacher will explain *protagonists* and *antagonists* to students. As the teacher identifies and defines each term, students will add them to their literary elements notes. Students will identify the protagonist(s) and antagonist in “Hansel and Gretel.”

**Independent Work-12 minutes**

On a scrap sheet of paper, each student will plot the events of “Hansel and Gretel” on a new plot diagram. They will have 5 minutes to do this.

The teacher will then take 7 minutes to have students share ideas. The teacher will emphasize that there isn’t always one definitive right answer; she/he will make a plot diagram on the board listing all of the student’s contributions (in shorthand).

**Closing-2 minutes**

Student diagrams will be turned in as exit slips.

**Homework:** none

**Resources:**

- *Grimm's Fairy Tales*, by Jakob and Wilhelm Grimm
- *Hansel and Gretel* podcast, courtesy of USF Lit2Go (via iTunes)

**Materials:**

- whiteboard, markers, erasers
- *Grimm's Fairy Tales*, by Jakob and Wilhelm Grimm
- *Hansel and Gretel* podcast (iTunes)
- computer (with iTunes and audio capabilities)

**Day 4****Warm-Up Journal-Grammar Fitness-10 minutes**

Students will have 5 minutes to copy and correct two sentences with grammatical errors, and make the corrections.

The teacher will take 5 minutes to go over the answers.

**Reading/Independent Work-20 minutes**

The teacher will hand out copies of Venn diagrams to the students. She/he will explain the purchase of a Venn diagram and challenge student to create one comparing and contrasting the original story of "Cinderella" (to be read aloud) with the Disney film version.

\*Students who are not familiar with the Disney version should compare it with another princess story they are familiar with, being sure to note which story they use instead.

The teacher will read the story of "Cinderella" aloud to the students. Students will note the similarities and differences between the stories. (Page 86-93 of *Grimm's Fairy Tales*) The students will have 5 additional minutes to wrap up their ideas after the reading is finished.

**Discussion-15 minutes**

The teacher will ask for a student volunteer to come to the board to be the "scribe." The teacher will begin the discussion by asking students to think of things that these stories (and other fairy tales they know) have in common. The scribe will make a list of the answers on the board.

\*Possible questions: What do the plots have in common? What is similar about the characters? What about the setting? What do you think the authors are trying to tell us through these stories.

**Homework:** none

**Resources:**

- *Grimm's Fairy Tales*, by Jakob and Wilhelm Grimm

**Materials:**

- whiteboard, markers, erasers
- *Grimm's Fairy Tales*, by Jakob and Wilhelm Grimm
- Venn diagram handout-Appendix B

**Day 5****Warm-Up Journal-Question of the Day-6 minutes**

Students will have 4 minutes to answer the following journal question in their writer's notebook: *What do you think is the meaning of the following quote?: "Fairy Tales are more than true; not because they tell us that dragons exist, but because they tell us that dragons can be beaten."* -G.K. Chesterton

The teacher will then take 2 minutes to allow students to share their answers for extra credit points.

**Project Presentation-12 minutes**

The teacher will tell the students about the culminating project for the unit. Students will each choose one novel to read outside of class. The student will keep a reader response notebook as they read their novel. (The teacher will model on the board the setup of the entries and will emphasize that there will be a minimum requirement of 15 entries.)

The teacher will hand out the rubric and go over the rubric for the projects.

**Book Choosing-25 minutes**

The teacher will divide students into two groups; each group will have a set of notecards with novel names, authors, and synopses on them. The teacher will give the students 90 seconds to read the synopsis before rotating write the names of five novels they'd be interested in reading it on a sheet of notebook paper.

**Closing-7 minutes**

The project sign-up list will be passed around the class. Each student will sign up for one novel (only two students may read a novel) and indicate which type of project they'd like to do.

**Homework:**

- obtain a copy of novel
- begin reading novel at home

**Resources:**

- quote by G.K. Chesterton, courtesy of thinkexist.com
- book summaries, courtesy of Barnes and Noble
- based on rubric template, courtesy of Microsoft Office

**Materials:**

- whiteboard, markers, erasers
- rubric (30 copies)-Appendix C
- book summaries, printed and cut out (2 copies of each book)-Appendix D
- final project description (30 copies)-Appendix E
- final project sign-up sheet (1 copy)-Appendix F

## Week Two

### Day 6

#### **Warm-Up Journal-Grammar Fitness-10 minutes**

Students will have 5 minutes to copy and correct two sentences with grammatical errors, and make the corrections.

The teacher will take 5 minutes to go over the answers.

**Note:** The teacher will need The desks should be set in groups of 5. Each table should have a fully charged iPod and portable speaker on it. The teacher will have the iPod preset on the song for that table, as well as the volume of the speakers (so as to avoid the room getting too noisy). Tables should also be as distanced as possible to help students here their song better. Each table should also have 5 copies of the lyrics of one of the songs--that will be the table where that song is listened to.

#### **Directions-5 minutes**

The teacher will hand out the *Inspired Music* handouts while explaining the task.

#### **Group Work-30 minutes**

Students will listen to the song at their table, following along with the lyrics. As they listen to the song, they should determine which

#### **Closing-5 minutes**

Students should wrap up their thoughts and turn in their worksheet before leaving class.

#### **Homework:**

- continue reading novel at home

#### **Resources:**

- "Fairytale," by Sara Bareilles
- "Princess of China," by Coldplay (ft. Rihanna)
- "Barefoot Cinderella," by Hannah Montana
- "The Frog Prince," by Keane
- "Mirror Mirror," by M2M

#### **Materials:**

- 5 iPods (each w/ the 5 songs for the lesson)
- 5 portable speakers (with iPod attachment)
- *Inspired Music* handout (30 copies)-Appendix G
- "Princess of China" lyrics printout (5 copies)-Appendix H
- "The Frog Prince" lyrics printout (5 copies)-Appendix I
- "Barefoot Cinderella" lyrics printout (5 copies)-Appendix J
- "Fairytale" lyrics printout (5 copies)-Appendix K
- "Mirror Mirror" lyrics printout (5 copies)-Appendix L

### Day 7

#### **Warm-Up Journal-Question of the Day-6 minutes**

Students will have 4 minutes to answer the following journal question in their writer's notebook: *Do you believe in anything folkloric (such as Bigfoot, the Loch Ness Monster,*



vampires, werewolves)? Which ones and why? If you don't, what do you think about those who do believe in them?

The teacher will then take 2 minutes to allow students to share their answers for extra credit points.

### **Independent Reading and Summarizing-15 minutes**

The teacher hand out copies of "Vlad Tepes: The Historical Dracula."

The teacher will have students count off by ten. Each number will be assigned a section of the reading. (Groups: Origin of the Name "Dracula," Historical Background, History of Wallachia Prior to Vlad III-split in half, Life of Vlad III, Atrocities of Vlad Tepes-split in half, The End of Vlad III-split in half, Origins of the Vampire Myth)

Each student will read their section and write a minimum of 3 key points from the reading.

### **Pair and Share-10 minutes**

The students will then get with the other student(s) who read the same section as them.

The pair or trio will compare notes and decide on the 3 points they think are most important for the class to know.

Each group will write their points on the strips of poster board the teacher will be handing out as groups discuss.

### **Class Compilation-10 minutes**

The teacher will have each group (in order) present their points. After they've shared, the students will post their poster board strip on the board, starting at the top with each new post underneath the prior.

### **Culture Discussion/Closing-5 minutes**

The teacher will discuss the role that history and culture plays in folklore. (Points to touch on: vampire traditions in Eastern Europe, supernatural animals and events in Native American culture, etc.)

### **Homework:**

- continue reading novel at home

### **Resources:**

- Vlad Tepes: The Historical Dracula, courtesy of Dr. Elizabeth Miller

### **Materials:**

- strips of poster board (at least 10)
- markers for poster board
- "Vlad Tepes: The Historical Dracula" handouts (30 copies)-Appendix M

## **Day 8**

### **Warm-Up Journal-Grammar Fitness-10 minutes**

Students will have 5 minutes to copy and correct two sentences with grammatical errors, and make the corrections.

The teacher will take 5 minutes to go over the answers.

**Note:** The desks should be set in groups of 5. Each table should have a half sheet of paper with a story on it on the table. This should all be set-up before the students come into the room.

### **Overview/Instructions-10 minutes**

The teacher will give an overview about some of the assumed characteristics of werewolves and the legend of werewolves.

- \*Werewolves only take their wolf form during the full moon.
- \*People become werewolves by being bitten by one.
- \*Werewolves can take the form of animals other than a wolf.
- \* When a werewolf is killed, it will return to its human form.
- \* The only way to kill a werewolf is with a silver bullet.

The teacher will then explain the rotation pattern and the task

**Reading/Chart-30 minutes**

Students should already be seated at a table. (The teacher will move students if needed.)

The teacher will hand out the Werewolf Worksheet

One group member will read the story aloud to the rest of the group members. They should rotate reading so that each person has a term by the end of the table rotation. Each story either "confirms" or "refutes" a claim about werewolves. Students will decide which claim the story addresses, write if it proves or disproves the claim, and cite evidence from the text that supports their conclusion.

(The group may work together, but each student will need to complete and turn in their own worksheet.)

**Homework:**

- continue reading novel at home

**Resources:**

- werewolf short stories (detailed in Reference section), courtesy of the University of Pittsburgh

**Materials:**

- printouts of werewolf short stories (1 story per table-5 total)-Appendix N
- "Werewolf" worksheet handouts (30 copies)-Appendix O

## Day 9

**Warm-Up Journal-Question of the Day-6 minutes**

Students will have 4 minutes to answer the following journal question in their writer's notebook: *Do you think science might play a role in explaining some of these creatures? Why? (Be sure to elaborate!)*

The teacher will then take 2 minutes to allow students to share their answers for extra credit points

**Teacher Presentation-10 minutes**

The teacher will give a PowerPoint presentation about the Loch Ness Monster. This will discuss the facts, and what is known about Loch Ness and the Monster.

**Divide/Instructions-5 minutes**

The teacher will ask the students to take a minute or two to decide whether or not they believed in the Loch Ness Monster. The teacher will have the "believers" sit on one side of the room, the "skeptics" on the other.

Once the students have moved to their new seats, the teacher will tell the students to write a piece for the newspaper either advertising visiting the Loch to see Nessie OR convincing people not to come to the Loch (because it's not true). Two paragraphs minimum.

**Independent Work-20 minutes**

The students will use this time to complete their work on their own. Talking will be allowed; students will be encouraged to share ideas.

**Closing-5 minutes**

The teacher will collect the students' writings for grading.

**Homework:**

- continue reading novel at home

**Resources:**

- Loch Ness Monster PowerPoint, courtesy of Slide Share

**Materials:**

- computer with project capabilities
- projector
- Loch Ness Monster PowerPoint

**Day 10****Warm-Up Journal-Grammar Fitness-10 minutes**

Students will have 5 minutes to copy and correct two sentences with grammatical errors, and make the corrections.

The teacher will take 5 minutes to go over the answers.

**Lecture-20 minutes**

The teacher will show a PowerPoint that features some of the science and/or logic behind these legends.

- \*Vampires-porphyria (allergic to sunlight), telomeres (cells that could keep us young if chemically activated), iron cravings caused by anemia, mental psychosis
- \*Werewolves-hypertrichosis (thick hair growth over the face and body), ergot poisoning (causes hallucinations), rabies, wolf hybrids (aggressive wolf/dog hybrids may explain village attacks), porphyria (can also cause hallucination), collective hysteria (group mentality)
- \*Loch Ness Monster-plesiosaur (pre-historic-like animal), faked photograph, another large animal (like a whale)

**Create A Monster-20 minutes**

The teacher will challenge the students to create their own folkloric creature now. After drawing their picture, students will write one paragraph (5 sentences) telling the story of their creature.

They may use the ones we've discussed as a jumping-off point, but their idea needs to be original in some way.

**Closing/Sharing-4 minutes**

Students will be asked to share their ideas by showing the picture and reading the story.

The teacher will collect the pictures and stories for grading.

**Homework:**

- continue reading novel at home
- begin working on project

**Resources:**

- *Vampire* article, by J. Kaplan, courtesy of Fox News

- *Werewolf* article, by T. Wilson, courtesy of How Stuff Works
- *Loch Ness Monster* article, by R. Carroll, courtesy of The Skeptic's Dictionary

**Materials:**

- computer with projector capabilities
- projector
- blank paper (at least 30 sheets)
- markers

## **Week Three**

\*Note: For days 13-19, the teacher should have the school's computer lab reserved for the entire class period.

### **Day 11**

#### **Warm-Up Journal-Question of the Day-5 minutes**

Students will have 4 minutes to answer the following journal question in their writer's notebook: *What's your favorite fairy tale or folkloric creature? Why?*

The teacher will then take 1 minutes to allow students to share their answers for extra credit points.

#### **Video-45 minutes**

The teacher will hand out question worksheet for film.

Students will view the episode "King Arthur" from the National Geographic Channel's series, *Is It Real?*

Students will answer questions as they view the film, turning them in as they leave class.

#### **Homework:**

- continue reading novel at home
- continue working on project

#### **Resources:**

- "King Arthur" episode of *Is It Real?*, courtesy of National Geographic

#### **Materials:**

- computer with DVD player and projector capabilities
- projector
- "King Arthur" video handouts (30 copies)-Appendix P

### **Day 12**

#### **Warm-Up Journal-Grammar Fitness-10 minutes**

Students will have 5 minutes to copy and correct two sentences with grammatical errors, and make the corrections.

The teacher will take 5 minutes to go over the answers.

#### **Opening-10 minutes**

The teacher will read the article, "Cyclops Shark and Other Cryptic Creatures Make October Creepy" aloud to the class.

#### **Creative Writing Introduction-15 minutes**

The teacher will hand out the short story prompt and rubric papers to each student. He/she will present the prompt to students and review the requirements for the assignment.

#### **Brainstorming-10 minutes**

Students will be given time to brainstorm ideas, keeping a written list of possible writing ideas.

Students will be asked to hold onto these brainstorming notes until the next class period.

#### **Homework:**

- continue reading novel at home

- continue working on project

**Resources:**

- *Cyclops Shark* article, by S. Pappas, courtesy of Live Science
- short story rubric, courtesy of W. O'Donovan

**Materials:**

- "Cyclops Shark" article (teacher copy)
- short story prompt-Appendix Q
- short story rubric-Appendix R

## Day 13

**Warm-Up Journal-Question of the Day-6 minutes**

Students will have 4 minutes to answer the following journal question in their writer's notebook: *Do you enjoy writing? Why or why not? Be specific.*

The teacher will then take 2 minutes to allow students to share their answers for extra credit points.

\*After finishing the journal activity, the teacher will lead the students to the pre-reserved computer lab. Students should bring all materials.

**Review/Instructions-10 minutes**

The teacher will draw a plot diagram on the whiteboard. He/she will ask students to identify the elements of plot and will write them in their appropriate spot on the diagram.

The teacher will also draw the outline of a flow chart, explaining the concept to the students and suggesting it as an acceptable alternative. (Remind students they **MUST** have pre-writing material to turn in with their final draft.)

The teacher will have students pull out the sheet of paper with their brainstorming notes. He/she will instruct them to begin creating a plot diagram or flow chart once they've chosen a topic.

**Independent Work-10 minutes**

Students will work independently on their ideas, asking for peer or teacher input when necessary.

**Writing/Teacher Conference-20 minutes**

As students continue to build pre-writing ideas (and begin writing their first drafts, if ready), the teacher will visit each student work station to discuss his/her ideas, giving suggests or feedback as needed.

**Homework:**

- continue reading novel at home
- continue working on project

**Resources:** none

**Materials:**

- full computer lab access (1 computer per student)
- whiteboard, markers, erasers

## Day 14

**Warm-Up Journal-Grammar Fitness-10 minutes**

Students will have 5 minutes to copy and correct two sentences with grammatical errors, and make the corrections.

The teacher will take 5 minutes to go over the answers.

\*After finishing the journal activity, the teacher will lead the students to the pre-reserved computer lab. Students should bring all materials.

### **Archetypes/Characterization-10 minutes**

The teacher will discuss several commonly used/seen archetypes in literature (damsel in distress, hero, trickster, wise old man/woman, great mother) to help students determine what types of characters they'd like to include.

The teacher will also discuss character developing. He/she should emphasize that though the students may or may not necessarily have characters that fit into one of these archetypes, at least one of the main characters should change and evolve over time. (This could be a positive or negative change.)

### **Writing-25 minutes**

Students will have the rest of the class period to work on their stories.

The teacher will use this time to meet with any students he/she didn't talk to yesterday.

Once that's finished, the teacher will circulate the computer lab, monitoring students' progress and assisting when necessary.

### **Homework:**

- have one page of draft completed (due by next day)
- continue reading novel at home
- continue working on project

**Resources:** none

### **Materials:**

- full computer lab access (1 computer per student)
- whiteboard, markers, erasers

## **Day 15**

### **Warm-Up Journal-Question of the Day-6 minutes**

Students will have 4 minutes to answer the following journal question in their writer's notebook: *What have you found to be most difficult about writing a short story? Easiest?* The teacher will then take 2 minutes to allow students to share their answers for extra credit points.

\*After finishing the journal activity, the teacher will lead the students to the pre-reserved computer lab. Students should bring all materials.

### **Instructions-5 minutes**

The teacher will tell students they will be workshopping their drafts today. Clarify that this is NOT for grammar; the purpose is to get feedback on your ideas for your story and make sure your writing thus far is descriptive and clear.

He/she will write the following questions on the board:

- \*Who are the main characters?
- \*Does the author use strong descriptions to depict the characters, setting, and events?
- \*Does the developing plot make sense?
- \*Is there anything that is unclear and/or confusing?

### **Workshopping-10 minutes**

Students will pair off and workshop their drafts, using the displayed questions as guides for their discussion and feedback.

**Writing-25 minutes**

The students will have the remainder of the period to continue writing, using the workshop feedback in their continued writing.

The teacher will circulate the computer lab, monitoring students' progress and assisting when necessary.

**Homework:**

- work on stories (if extra time is needed)
- finish reading novel at home
- continue working on project

**Resources:** none

**Materials:**

- full computer lab access (1 computer per student)
- whiteboard, markers, erasers



## Week Four

### Day 16

#### **Warm-Up Journal-Grammar Fitness-10 minutes**

Students will have 5 minutes to copy and correct two sentences with grammatical errors, and make the corrections.

The teacher will take 5 minutes to go over the answers.

\*After finishing the journal activity, the teacher will lead the students to the pre-reserved computer lab. Students should bring all materials.

#### **Sensory Details-7 minutes**

The teacher will write the five senses (sight, sound, smell, touch, taste) on the whiteboard.

The teacher will discuss the idea of using sensory details in creative writing, particularly in describing a setting or situation. He/she will challenge students to use sensory details somewhere in their writing, if they haven't already done so.

#### **Writing-30 minutes**

Students will have the rest of the class period to work on their stories.

The teacher will circulate the computer lab, monitoring students' progress and assisting when necessary.

#### **Homework:**

- continue working on project

**Resources:** none

#### **Materials:**

- full computer lab access (1 computer per student)
- whiteboard, markers, erasers

### Day 17

#### **Warm-Up Journal-Question of the Day-6 minutes**

Students will have 4 minutes to answer the following journal question in their writer's notebook: *Who is your all-time favorite character? (Tell us what book, movie, or TV show he/she is from.) What is it that you like about them so much?*

The teacher will then take 2 minutes to allow students to share their answers for extra credit points.

\*After finishing the journal activity, the teacher will lead the students to the pre-reserved computer lab. Students should bring all materials.

#### **Discussion-5 minutes**

The teacher will take several minutes to remind students about character development. He/she will discuss how characters evolve and change over time, using stories read during week one as example.

#### **Writing-35 minutes**

Students will have the rest of the class period to work on their stories. Students should focus on their characters and their evolution.

The teacher will circulate the computer lab, monitoring students' progress and assisting when necessary.

**Homework:**

- continue working on project

**Resources:** none**Materials:**

- full computer lab access (1 computer per student)
- whiteboard, markers, erasers

**Day 18****Warm-Up Journal-Grammar Fitness-10 minutes**

Students will have 5 minutes to copy and correct two sentences with grammatical errors, and make the corrections.

The teacher will take 5 minutes to go over the answers.

\*After finishing the journal activity, the teacher will lead the students to the pre-reserved computer lab. Students should bring all materials.

**Resolution-5 minutes**

Students should be very close to finishing their writing of their story. The teacher will discuss resolution and the importance of closing up the story rather than just dropping off the ending.

**Writing-35 minutes**

Students will have the rest of the class period to work on their stories.

The teacher will circulate the computer lab, monitoring students' progress and assisting when necessary.

**Homework:**

- continue working on project
- finish writing draft (all writing/length-no mechanical edit)
- bring a printed copy of story to next class

**Resources:****Materials:**

- full computer lab access (1 computer per student)
- whiteboard, markers, erasers

**Day 19****Warm-Up Journal-Question of the Day-6 minutes**

Students will have 4 minutes to answer the following journal question in their writer's notebook: *Think about a time when someone told you something about yourself that you didn't want to hear. What did they say? How did you respond?*

The teacher will then take 2 minutes to allow students to share their answers for extra credit points.

\*After finishing the journal activity, the teacher will lead the students to the pre-reserved computer lab. Students should bring all materials.

**Instructions-8 minutes**

The teacher will have students pull up their fully written draft.

He/she will hand out the grammar checklist and go over it with the students.

**Peer Editing-35 minutes**

Each student will pair with another student.

Students will complete their self-edit on their handout. Once they've finished, they will swap stories and handouts with their partners and fill out the peer edit on their partners' handouts.

They will have 10 minutes to complete their self-editing, 18 minutes to complete the peer editing section, and the remaining 7 minutes to discuss their papers.

**Homework:**

- continue working on project
- make final polishes on story
- bring in final copy of story to next class (for grading)

**Resources:**

- editing handout, courtesy of readwritethink.com

**Materials:**

- full computer lab access (1 computer per student)
- whiteboard, markers, erasers
- editing handout-Appendix S

## Day 20

**Warm-Up Journal-Grammar Fitness-10 minutes**

Students will have 5 minutes to copy and correct two sentences with grammatical errors, and make the corrections.

The teacher will take 5 minutes to go over the answers.

**Organizing/Instruction-10 minutes**

The teacher will have all the students stand up from their desk. He/she will tell them he/she will make a statement. The students who agree with the statement will move to the left side of the room; the students who disagree with the statement will move to the right.

\*"Fairytale are a bad influence on children because they give them unrealistic expectations about their capabilities, ambitions and dreams, and relationships."

**Class Debate-30 minutes**

The teacher will tell students they have 7 minutes to come up with an argument for their point. Each group will choose a representative to present their ideas. The group that agrees with the statement will state their claim first. Once they've presented their point, the other side will be given the opportunity to rebuttal. (Any group member may respond and there may be more than one response.) The floor will then go back to the agreement side to respond to the rebuttal.

This same process will be repeated for the disagreement team.

**Homework:**

- finish novel project

**Resources:** none

**Materials:** none

## Week Five

### Day 21

#### **Warm-Up Journal-Question of the Day-6 minutes**

Students will have 4 minutes to answer the following journal question in their writer's notebook: *Do you like reading plays? What is good or bad about reading a play rather than seeing it performed?*

The teacher will then take 2 minutes to allow students to share their answers for extra credit points.

#### **Film-44 minutes**

The students will watch the film recording of the play *Into The Woods*. There will be no supplemental work in accordance with the movie; this will be a reward for their hard work throughout this unit and provide less stress and responsibility, allowing students to focus on their projects.

#### **Homework:**

- finish novel project

#### **Resources:**

- *Into The Woods* DVD recording, courtesy of Image Entertainment

#### **Materials:**

- computer with DVD player and projector capabilities
- projector

### Day 22

#### **Warm-Up Journal-Grammar Fitness-10 minutes**

Students will have 5 minutes to copy and correct two sentences with grammatical errors, and make the corrections.

The teacher will take 5 minutes to go over the answers.

#### **Film-40 minutes**

The students will watch the film recording of the play *Into The Woods*. There will be no supplemental work in accordance with the movie; this will be a reward for their hard work throughout this unit and provide less stress and responsibility, allowing students to focus on their projects.

#### **Homework:**

- put final touches on project (due next class)

#### **Resources:**

- *Into The Woods* DVD recording, courtesy of Image Entertainment

#### **Materials:**

- computer with DVD player and projector capabilities
- projector

### Day 23

#### **Warm-Up Journal-Question of the Day-6 minutes**

Students will have 4 minutes to answer the following journal question in their writer's notebook: *Choose one fairytale and cast it. (For instance, if you made a Cinderella movie, who'd play the lead? Stepmother? Stepsisters? The Prince?)*

The teacher will then take 2 minutes to allow students to share their answers for extra credit points.

**Film-44 minutes**

The students will continue watch the film recording of the play *Into The Woods*. There will be no supplemental work in accordance with the movie; this will be a reward for their hard work throughout this unit and provide less stress and responsibility, allowing students to focus on their projects.

**Homework:** none

**Resources:**

- *Into The Woods* DVD recording, courtesy of Image Entertainment

**Materials:**

- computer with DVD player and projector capabilities
- projector

## Day 24

**Warm-Up Journal-Grammar Fitness-10 minutes**

Students will have 5 minutes to copy and correct two sentences with grammatical errors, and make the corrections.

The teacher will take 5 minutes to go over the answers.

**Collect Final Projects-2 minutes**

The teacher will collect the students' final projects

**Film-20 minutes**

The students will finish watching the film recording of the play *Into The Woods*.

The teacher will be setting up the art responses on the back and side wall of the classroom while the students view the film.

**Gallery Walk-15 minutes**

The teacher will have the students walk around the classroom, observing their peers' art creations. For an exit slip, each student will write on a slip of paper which response was their favorite and why.

**Homework:** none

**Resources:**

- *Into The Woods* DVD recording, courtesy of Image Entertainment

**Materials:**

- computer with DVD player and projector capabilities
- projector

## Day 25

**Warm-Up Journal-Question of the Day-6 minutes**

Students will have 4 minutes to answer the following journal question in their writer's notebook: *Just for fun-If you had to choose between an extra thumb or no thumb, which would you choose and why? Explain.*

The teacher will then take 2 minutes to allow students to share their answers for extra credit points.

**Video Viewing-40 minutes**

The teacher will play each of the videos the students have turned in. At the end of all of the viewings, the students will each turn in a slip of paper with their favorite film listed. This will be collected as an exit slip. (Winners for favorite art response and favorite film will be announced the following week and be rewarded with their favorite candy bar.)

**Homework:** none

**Resources:** none

**Materials:**

- computer with DVD player and projector capabilities
- projector

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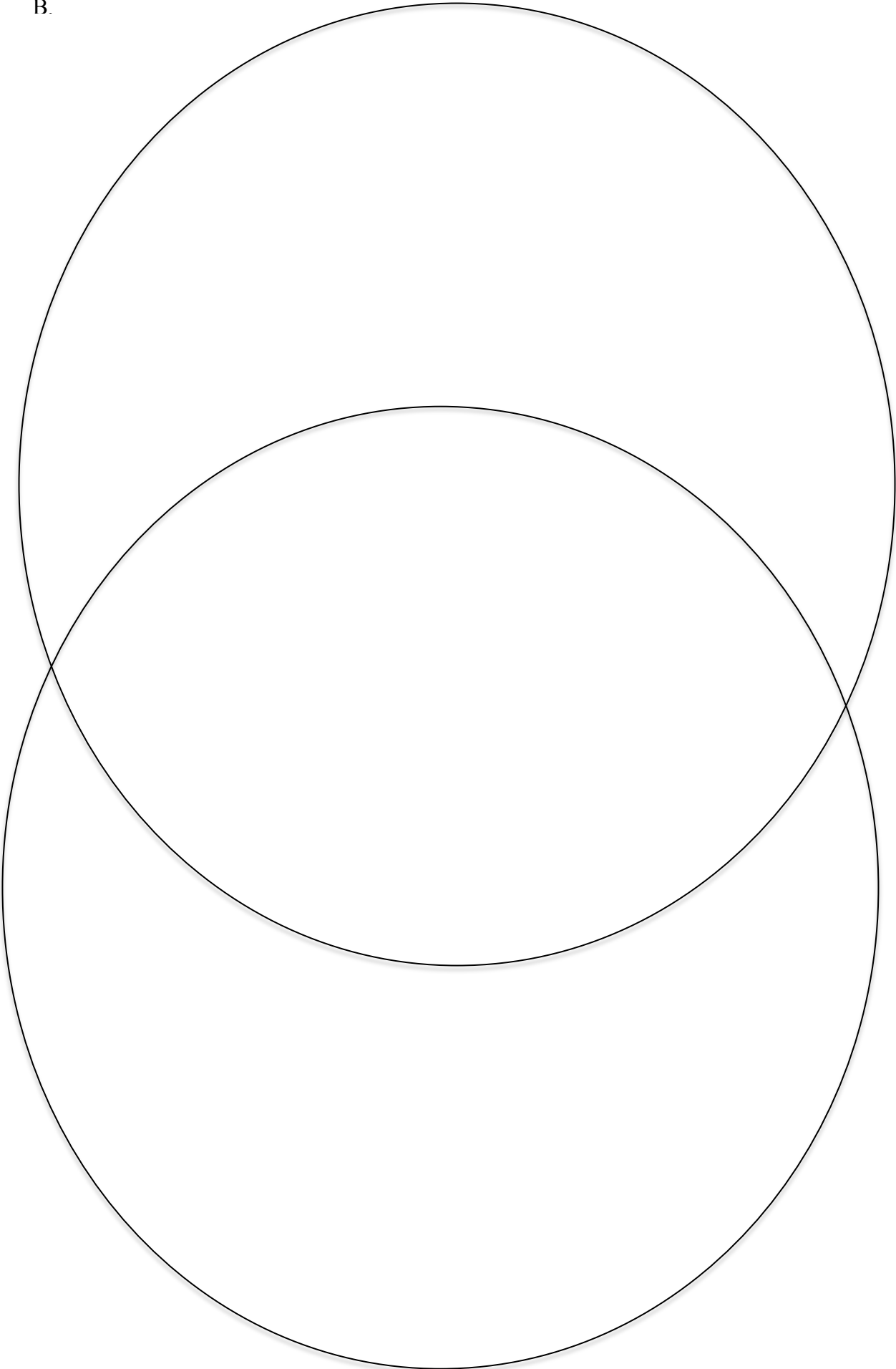
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## Appendices

### A. Grammar Fitness Sentences

1. i ain't gonna read no fairy tales. (I'm not going to read any fairy tales.)
2. if i was you, i wouldnt read this books neither. (If I were you, I wouldn't read those books either.)
3. he said hed take us to the fare after school got done. (He said he'd take us to the fair after school was done.)
4. i said i didnt wanna go with him i wanted to go this weekend instead
5. what you wanna do tonite? (What do you want to do tonight?)
6. i dont know lets go to the movies (I don't know; let's go to the movies.)
7. just cuz people dont act like you dont mean there wierd. (Just because people don't act like you doesn't mean they're weird.)
8. i dont like to read nothing but harry potter books (I don't like to read anything but the Harry Potter books.)
9. do you like harry potter or twilight mostest? (Do you like Harry Potter or Twilight best?)
10. i think chronicles of narnia best (I think The Chronicles of Narnia are the best.)
11. i aint gonna go to the park cuz its raining outside (I'm not going to go to the park because it's raining outside.)
12. joey asked sally do you wanna go to the dance with me (Joey asked Sally, "Do you want to go to the dance with me?")
13. id love too sally exclaimed ("I'd love to!" Sally exclaimed.)
14. when i go to school in the morning i had to walk hear. (When I go to school in the morning, I have to walk here. / When I went to school in the morning, I had to walk here.)
15. the statute of liberty is in new york city new york. (The Statue of Liberty is in New York City, New York.)
16. i aint never ben theyre though. (I haven't ever been there though.)
17. i have 2 sibilings 1 older and 1 younger (I have two siblings, one older and one younger.)
18. My brother anthony is 10 years older than my sister gianna. (My brother, Anthony, is ten years older than my sister, Gianna.)
19. my family lives in cambridge massuchsetts just outside of boston. (My family lives in Cambridge, Massachusetts, just outside of Boston.)
20. we lived their all my life. (We have lived there for all of my life.)
21. I cant wait to go to hawaii at summer break. (I can't wait to go to Hawaii for/during summer break.)
22. Its going to be so fun i can't wait (It's going to be so fun; I can't wait! / It's going to be so fun. I can't wait.)
23. cinderella is my favoritest story but emily says she don't like it. (Cinderella is my favorite story, but Emily says she doesn't like it.)
24. emily likes hansel and gretel more than any thing else. (Emily likes "Hansel and Gretel" more than anything else.)

B.



NAME: \_\_\_\_\_

C.

## Fairytale/Folklore Final Project Rubric

Name:

Novel:

Project Type:

Score Levels	Content	Conventions	Organization	Presentation
4	<ul style="list-style-type: none"> <li>▪ Is well thought out and was intentionally included</li> <li>▪ Reflects full knowledge and understanding of novel</li> <li>▪ Has clear goal that is related to the topic</li> <li>▪ Is detailed and relevant to novel and task at hand</li> </ul>	<ul style="list-style-type: none"> <li>▪ No spelling, grammatical, or punctuation errors</li> <li>▪ High-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information is clearly focused in an organized and thoughtful manner</li> <li>▪ Information is constructed in a logical pattern to demonstrate understanding of the novel and task</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multimedia or art is used to clarify and illustrate the main points</li> <li>▪ Format enhances the content</li> <li>▪ Presentation captures audience attention</li> <li>▪ Presentation is organized and well laid out</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ Is well thought out and was intentionally included</li> <li>▪ Reflects some knowledge and understanding of novel</li> <li>▪ Has clear goal that is related to the topic</li> <li>▪ Is somewhat detailed and relevant to novel and task at hand</li> </ul>	<ul style="list-style-type: none"> <li>▪ Few (1 to 3) spelling, grammatical, or punctuation errors</li> <li>▪ Good use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information demonstrates understanding of the novel and task</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multimedia or art is used to illustrate the main points</li> <li>▪ Format is appropriate for the content</li> <li>▪ Presentation captures audience attention</li> <li>▪ Presentation is well organized</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ Includes information from the novel</li> <li>▪ Reflects minimal knowledge and understanding of novel</li> <li>▪ Has no clear goal</li> <li>▪ Not detailed and/or irrelevant to the novel and task at hand</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimal (3 to 5) spelling, grammatical, or punctuation errors</li> <li>▪ Low-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project has a focus but might stray from it at times</li> <li>▪ Information appears to have a pattern, but the pattern is not consistently carried out in the project</li> <li>▪ Information loosely demonstrates understanding of the novel and task</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multimedia loosely illustrates the main points</li> <li>▪ Format does not suit the content</li> <li>▪ Presentation does not capture audience attention</li> <li>▪ Presentation is loosely organized</li> </ul>

<p><b>D.</b> <i>A World Away: The Quest of Dan Clay, Book One</i> By T.J. Smith</p> <p>Nine hundred years ago, fifty men committed such unspeakable acts that even hell proved insufficient punishment for them. To avert a potential underworld mutiny of horrific proportions, these fifty insurrectionists were relocated through a portal from the pit of hell to the dark Eldritch Forest of another world, parallel to our own. Upon their banishment, the condemned men were transformed into hideous half-man and half-serpent creatures. Thirteen years ago, William Clay — then a mere child — disappeared from a nearby forest, never to be seen again. Only recently, his younger brother, Dan, acquired information on the history and folklore of the forest from a questionable source. After analyzing the facts and legends, Dan suspects that his brother fell through the portal and is being held captive in the parallel world by the fifty fiends. Join Dan and three friends as they embark on an out-of-this-world journey where they are hunted by savage beasts along the footpath to a demonic castle. The pages within are your passport to A World Away where the unimaginable becomes reality, the unnatural becomes the norm, and the uninvited become fitting prey.</p>	<p><i>Ella Enchanted</i> By Gail Carson Levine</p> <p>At her birth, Ella of Frell was the unfortunate recipient of a foolish fairy's gift — the "gift" of obedience. Ella must obey any order given to her, whether it's hopping on one foot for a day and a half, or chopping off her own head! But strong-willed Ella does not tamely accept her fate. Against a bold backdrop of princes, ogres, giants, wicked stepsisters, and fairy godmothers, Ella goes on a quest to break the curse — once and for all. In this incredible debut novel comes the richly entertaining story of Ella of Frell, who at birth was given the gift of obedience by a fairy. Ella soon realizes that this gift is little better than a curse, for how can she truly be herself if at anytime anyone can order her to hop on one foot, or cut off her hand, or betray her kingdom and she'll have to obey? Against a bold tapestry of princes, ogres, giants, wicked stepsisters, and fairy godmothers, Ella's quest to break the curse once and for all.</p>
<p><i>A Connecticut Yankee in King Arthur's Court</i> By Mark Twain</p> <p><i>A Connecticut Yankee in King Arthur's Court</i> begins when Hank Morgan, a skilled mechanic in a nineteenth-century New England arms factory, is struck on the head during a quarrel and awakens to find himself among the knights and magicians of King Arthur's Camelot. What follows is a culture clash of the first magnitude, as practical-minded Hank, disgusted with the ignorance and superstition of the people, decides to enlighten them with education and technology.</p>	<p><i>Beastly</i> By Alex Finn</p> <p>Love is never ugly. I am a beast. A beast! Not quite wolf or bear, gorilla or dog but a horrible new creature who walks upright. I am a monster. You think I'm talking fairy tales? No way. The place is New York City. The time is now. It's no deformity, no disease. And I'll stay this way forever—ruined—unless I can break the spell. Yes, the spell, the one the witch in my English class cast on me. Why did she turn me into a beast who hides by day and prowls by night? I'll tell you. I'll tell you how I used to be Kyle Kingsbury, the guy you wished you were, with money, perfect looks, and the perfect life. And then, I'll tell you how I became perfectly . . . beastly.</p>
<p><i>Twilight</i> By Stephenie Meyer</p> <p>Isabella Swan's move to Forks, a small, perpetually rainy town in Washington, could have been the most boring move she ever made. But once she meets the mysterious and alluring Edward Cullen, Isabella's life takes a thrilling and terrifying turn. Up until now, Edward has managed to keep his vampire identity a secret in the small community he lives in, but now nobody is safe, especially Isabella, the person Edward holds most dear. The lovers find themselves balanced precariously on the point of a knife -- between desire and danger. Deeply romantic and extraordinarily suspenseful, <i>Twilight</i> captures the struggle between defying our instincts and satisfying our desires. This is a love story with bite.</p>	<p><i>The Storyteller's Daughter</i> By Cameron Dokey</p> <p>In a faraway kingdom, a king has been betrayed. Deeply hurt and bitterly angry, he vows never to be deceived again. Unfortunately, the king's plan to protect himself will endanger all of the realm's young women, unless one of them will volunteer to marry the king — and surrender her life. To everyone's relief and horror, one young woman steps forward. The daughter of a legendary storyteller, Shahrazad believes it is her destiny to accept this risk and sacrifice herself. On the night of her wedding to the king, Shahrazad begins to weave a tale. Fascinated, the king lets her live night after night. Just when Shahrazad dares to believe that she has found a way to keep her life — and an unexpected love — a treacherous plot will disrupt her plan. Now she can only hope that love is strong enough to save her.</p>
<p><i>Seventh Son</i> By Orson Scott Card</p>	<p><i>Revenge of the Witch</i> By Joseph Delaney</p>

<p>From the author of <i>Ender's Game</i>, an unforgettable story about young Alvin Maker: the seventh son of a seventh son. Born into an alternative frontier America where life is hard and folk magic is real, Alvin is gifted with the power. He must learn to use his gift wisely. But dark forces are arrayed against Alvin, and only a young girl with second sight can protect him.</p>	<p>From the author of <i>Ender's Game</i>, an unforgettable story about young Alvin Maker: the seventh son of a seventh son. Born into an alternative frontier America where life is hard and folk magic is real, Alvin is gifted with the power. He must learn to use his gift wisely. But dark forces are arrayed against Alvin, and only a young girl with second sight can protect him.</p>
<p><b><i>Cloaked</i></b> By Alex Finn</p> <p>I'm not your average hero. I actually wasn't your average anything. Just a poor guy working an after-school job at a South Beach shoe repair shop to help his mom make ends meet. But a little magic changed it all.</p> <p>It all started with a curse. And a frog kidnapping. And one hot-looking princess, who asked me to lead a rescue mission.</p> <p>There wasn't a fairy godmother or any of that. And even though I fell in love along the way, what happened to me is unlike any fairy tale I've ever heard. Before I knew it, I was spying with a flock of enchanted swans, talking (yes, talking!) to a fox named Todd, and nearly trampled by giants in the Everglades.</p> <p>Don't believe me? I didn't believe it either. But you'll see. Because I knew it all was true, the second I got cloaked.</p>	<p><b><i>Lost Voices</i></b> By Sarah Porter</p> <p>Fourteen-year-old Luce has had a tough life, but she reaches the depths of despair when she is assaulted and left on the cliffs outside of a grim, gray Alaskan fishing village. She expects to die when she tumbles into the icy waves below, but instead undergoes an astonishing transformation and becomes a mermaid. A tribe of mermaids finds Luce and welcomes her in—all of them, like her, lost girls who surrendered their humanity in the darkest moments of their lives. Luce is thrilled with her new life until she discovers the catch: the mermaids feel an uncontrollable desire to drown seafarers, using their enchanted voices to lure ships into the rocks. Luce possesses an extraordinary singing talent, which makes her important to the tribe—she may even have a shot at becoming their queen. However her struggle to retain her humanity puts her at odds with her new friends. Will Luce be pressured into committing mass murder?</p>
<p><b><i>The Merry Adventures of Robin Hood</i></b> By Howard Pyle</p> <p>He robbed from the rich and gave to the poor, and had escapades enough to please any adventure-loving child. Now even the youngest readers can have the chance to enter Sherwood Forest with Robin's band of merry men, and meet such unforgettable characters as Friar Tuck, Little John, Allan-a-Dale, the nasty Sheriff of Nottingham, and wicked King John. Every moment of the story is filled with action and excitement.</p>	<p><b><i>Tentacles</i></b> By Roland Smith</p> <p>Troubled waters! Cryptids--mythological creatures like the Loch Ness monster and Sasquatch--are Travis Wolfe's obsession, and he'll travel to the ends of the earth for proof. For cousins Marty and Grace, who have lived with Wolfe ever since Marty's parents disappeared, this means adventure--and danger! Now they're all en route to the South Pacific to track down a giant squid, but the freighter they're on seems to be haunted, and someone on board is determined to sabotage their mission. Will Marty and Grace get to the bottom of this fishy business, or end up at the bottom of the sea?</p>
<p><b><i>In A Dark Wood</i></b> By Michael Cadnum</p> <p>No one has gets past Geoffrey, Sheriff of Nottingham--until the day a new villain appears in the forest. Cunning, treacherous, and against all expectations, a man to respect, his name is Robin Hood. The Sheriff will never be the same. As their deadly game of cat and mouse begins, on time of torture and violence, Geoffrey stands at the crossroad of his life with everything left to lose. Who will be the victor?</p>	<p><b><i>The Last Enchantment</i></b> By Mary Stewart</p> <p>Arthur Pendragon is King! Unchallenged on the battlefield, he melds the country together in a time of promise. But sinister powers plot to destroy Camelot, and when the witch-queen Morgause — Arthur's own half sister — ensnares him in an incestuous liaison, a fatal web of love, betrayal, and bloody vengeance is woven.</p>
<p><b><i>The Hobbit</i></b> By J.R.R. Tolkien</p> <p>Whisked away from his comfortable, unambitious life in his hobbit-hole by Gandalf the wizard and a company of dwarves, Bilbo Baggins finds himself caught up in a plot to raid the treasure hoard of Smaug the Magnificent, a large and very dangerous</p>	<p><b><i>Eragon</i></b> By Christopher Paolini</p> <p>Fifteen-year-old Eragon believes that he is merely a poor farm boy—until his destiny as a Dragon Rider is revealed. Gifted with only an ancient sword, a loyal dragon, and sage advice from an old storyteller, Eragon is soon swept into a dangerous tapestry of</p>

dragon.

magic, glory, and power. Now his choices could save—or destroy—the Empire.

## Fairy Tale/Folklore Final Project

After you've finished reading your novel for this unit, you will be challenged to create a creative response that demonstrates understanding of the novel. You have two options of how to respond:

1. Create a 3-5 minute video that either depicts an important scene from the novel or creates a new scene using the characters and information from the story. (If you choose this option, you may work independently or with the other student reading your novel.) It must be in DVD format or uploading to Youtube (or a similar video sharing site) because we will view these in class from my computer.
2. Create an artistic representation of the novel. This could be a painting, a mobile, a diorama, etc. However, it must require a rigorous amount of work. (i.e. splatter painting and other such ambiguous and effortless responses will NOT earn you a passing grade.)

In addition to your creative response, you must write a two-page (double spaced, Times New Roman, 12 pt font, 1" margins) description of your response. Your description should answer and elaborate on the following questions:

- What novel did you read?
- What type of project did you complete? Why?
- How does your video or art piece represent the novel?
- What is the image you chose to depict important to the novel's theme or purpose?
- Did you enjoy the book?



F.

## Final Project Sign-Up

No more than two students may read the same novel. Sign your name next to the novel you'd like to do. Then, indicate if you plan to do a multimedia or artistic response project.

\*\*If you have another novel you'd like to read, it must be approved by me by **THIS** Wednesday.

<b>Book</b>	<b>Name</b>	<b>Project Type</b>
<i>In A Dark Wood</i> By Michael Cadnum		
<i>Seventh Son</i> By Orson Scott Card		
<i>The Last Apprentice: Revenge of the Witch</i> By Joseph Delaney		
<i>The Storyteller's Daughter</i> By Cameron Dokey		
<i>Beastly</i> By Alex Finn		
<i>Cloaked</i> By Alex Finn		
<i>Ella Enchanted</i> By Gail Carson Levine		
<i>Twilight</i> By Stephenie Meyer		
<i>Eragon</i> By Christopher Paolini		
<i>Lost Voices</i> By Sarah Porter		
<i>The Merry Adventures of Robin Hood</i> By Howard Pyle		
<i>Tentacles</i> By Roland Smith		

<i>A World Away: The Quest of Dan Clay, Book One</i> By T.J. Smith		
<i>The Last Enchantment</i> By Mary Stewart		
<i>A Connecticut Yankee in King Arthur's Court</i> By Mark Twain		
<i>The Hobbit</i> By J.R.R. Tolkien		

G.

### **Inspired Music**

You will listen to a song at each station. Complete one question set per question. Remember--there isn't necessarily a right or wrong answer to the last question. You just have to be able to defend it!

1. Song title and artist:

Fairytale character, story, or being alluded to in song:

Theme or message of the song:

2. Song title and artist:

Fairytale character, story, or being alluded to in song:

Theme or message of the song:

3. Song title and artist:

Fairytale character, story, or being alluded to in song:

Theme or message of the song:

4. Song title and artist:

Fairytale character, story, or being alluded to in song:

Theme or message of the song:

5. Song title and artist:

Fairytale character, story, or being alluded to in song:

Theme or message of the song:

# Princess Of China

## Coldplay ft. Rihanna

Once upon a time somebody ran  
Somebody ran away saying fast as I can  
I've got to go... got to go

Once upon a time we fell apart  
You're holding in your hands the two Halves of my heart

Once upon a time, we burn bright  
Now all we ever seem to do is fight  
On and on...  
And on and on and on...

Once upon a time on the same side.  
Once upon a time on the same side, the same game  
And why'd you have to go, have to go and throw it all on my fame

I could've been a Princess, You'd be a King  
Could've had a castle, and worn a ring  
But no, you let me go

I could've been a Princess, You'd be a king  
Could've had a castle, and worn a ring  
But no, you let me go

And stole my star

You stole my star

Cause you really hurt me  
No you really hurt me  
Cause you really hurt me  
No you really hurt me  
Cause you really hurt me  
Oooooooh no you really hurt me  
Cause you really hurt me  
Oooooooh no you really hurt me..

# The Frog Prince

Keane

An old fairytale told me  
The simple heart will be prized  
again  
A toad will be our king  
And ugly ogres are heroes

Then you'll shake  
Your fist at the sky  
"Oh why did I rely  
On fashions and small fry?"

All promises broken  
Feed your people or lose your  
throne  
And forfeit your whole kingdom  
I'd sooner lose it than still live in it  
alone

You were our golden child  
But the gentle and the mild  
Inherit the earth, while

Your prince's crown  
Cracks and falls down  
Your castle hollow and cold  
You've wandered so far  
From the person you are  
Let go brother, let go  
Cos now we all know

Soon, someone will put a spell on  
you  
Perfume, treasure, sorcery, every  
trick they know  
You will lie in a deep sleep  
That's when

Your prince's crown  
Cracks and falls down  
Your castle hollow and cold  
You've wandered so far  
From the person you are  
Let go brother, let go  
Cos now we all know

# Barefoot Cinderella

## Hannah Montana

Every morning  
 I wake up to find  
 I always dream the same.  
 Every night I come to my  
 window  
 When you call my name  
 But the way the words  
 You say just fall like rain  
 Till I'm drowning in the sound of  
 your invitation

When you ask do you wanna  
 dance, my barefoot Cinderella  
 Don't need no slippers or a party  
 dress,  
 The way you're lookin' right  
 Now is what I like the best  
 And then you...  
 Say do you wanna take a  
 chance?  
 Stay with me forever  
 No one will ever be more  
 beautiful  
 My barefoot, my barefoot  
 cinderella

A dream world is always perfect  
 But that's not my real life  
 Wish you did but you don't know  
 Then me I am inside  
 I pray that you'll come lookin'  
 and I won't hide  
 I'm smiling when you find me  
 Cause I've been waiting

For you ask do you wanna  
 dance, my barefoot Cinderella  
 Don't need no slippers or a party  
 dress,  
 The way you're lookin' right  
 Now is what I like the best  
 And then you...  
 Say do you wanna take a  
 chance?  
 Stay with me forever  
 No one will ever be more  
 beautiful  
 My barefoot, my barefoot  
 Cinderella

When I close my eyes it starts,  
 yeah,  
 Like a movie for my heart,  
 Here comes my favourite part.

When you ask "do you wanna  
 dance, my barefoot Cinderella"  
 Don't need no slippers or a party  
 dress,  
 You're what I like the best  
 And then you...

Say "do you wanna take a  
 chance?  
 Stay with me forever  
 No one will ever be more  
 beautiful,  
 Oh, Cinderella

# Fairytale

## Sara Bareilles

Cinderella's on her bedroom floor  
 She's got a  
 Crush on the guy at the liquor  
 store  
 Cause Mr. Charming don't come  
 home anymore  
 And she forgets why she came  
 here  
 Sleeping Beauty's in a foul mood  
 For shame she says  
 None for you dear prince, I'm tired  
 today  
 I'd rather sleep my whole life away  
 than have you keep me from  
 dreaming

'cause I don't care for your  
 fairytales  
 You're so worried about the maiden  
 though you know  
 She's only waiting on the next best  
 thing

Snow White is doing dishes again  
 cause  
 What else can you do  
 With seven itty-bitty men?  
 Sends them to bed and calls up a  
 friend  
 Says will you meet me at  
 midnight?  
 The tall blonde lets out a cry of  
 despair says

Would have cut it myself if I knew  
 men could climb hair  
 I'll have to find another tower  
 somewhere and keep away from  
 the windows

Once upon a time in a faraway  
 kingdom  
 Man made up a story said that I  
 should believe him  
 Go and tell your white knight that  
 he's handsome in hindsight  
 But I don't want the next best  
 thing  
 So I sing and hold my head down  
 and I break these walls round me  
 Can't take no more of your  
 fairytale love

I don't care  
 I don't care  
 Worry bout the maiden though you  
 know  
 She's only waiting spent the whole  
 life being graded on the sanctity of  
 patience and a dumb  
 Appreciation  
 But the story needs some mending  
 and a better happy ending  
 Cause I don't want the next best  
 thing  
 No no I don't want the next best  
 thing



# Mirror Mirror

## M2M

Mirror mirror lie to me  
 Show me what I wanna see  
 Mirror mirror lie to me

Why don't I like the girl I see  
 The one who's standing right in  
 front of me  
 Why don't I think before I speak  
 I should have listened to that voice  
 inside me  
 I must be stupid, must be crazy,  
 must be out of my mind  
 To say the kind of things I said last  
 night

Mirror mirror hanging on the wall  
 You don't have to tell me who's the  
 biggest fool of all  
 Mirror mirror I wish you could lie to  
 me  
 And bring my baby back, bring my  
 baby back to me

Mirror mirror lie to me  
 Show me what I wanna see  
 Mirror mirror lie to me  
 Show me what I wanna see

Why did I let you walk away  
 When all I had to do was say I'm  
 sorry  
 I let my pride get in the way  
 And in the heat of the moment I  
 was to blame  
 I must be stupid, must be crazy,  
 must be out of my mind

Now in the cold light of the day I  
 realize

Mirror mirror hanging on the wall  
 You don't have to tell me who's the  
 biggest fool of all  
 Mirror mirror I wish you could lie to  
 me  
 And bring my baby back, bring my  
 baby back to me

If only wishes could be dreams  
 And all my dreams could come true  
 There would be two of us standing  
 here in front of you  
 If you could show me that  
 someone that I used to be  
 Bring back my baby, my baby to  
 me

Mirror mirror hanging on the wall  
 You don't have to tell me who's the  
 biggest fool of all  
 Mirror mirror I wish you could lie to  
 me  
 And bring my baby back, bring my  
 baby back to me

Mirror mirror hanging on the wall  
 You don't have to tell me who's the  
 biggest fool of all  
 Mirror mirror I wish you could lie to  
 me  
 And bring my baby back, bring my  
 baby back to me

## Vlad Tepes: The Historical Dracula

### Introduction

Most authorities believe the character of Dracula in Bram Stoker's novel was based upon the historical figure Vlad Tepes (pronounced tse-pesh), who intermittently ruled an area of the Balkans called Wallachia in the mid 15<sup>th</sup> century. He was also called by the names Vlad III, Vlad Dracula and Vlad the Impaler. The word Tepes stands for "impaler" and was so coined because of Vlad's propensity to punish victims by impaling them on stakes, then displaying them publicly to frighten his enemies and to warn would-be transgressors of his strict moral code. He is credited with killing between 40,000 to 100,000 people in this fashion.

### Origin of the name "Dracula"

King Sigismund of Hungary, who became the Holy Roman Emperor in 1410, founded a secret fraternal order of knights called the *Order of the Dragon* to uphold Christianity and defend the Empire against the Ottoman Turks. Its emblem was a dragon, wings extended, hanging on a cross. Vlad III's father (Vlad II) was admitted to the Order around 1431 because of his bravery in fighting the Turks. From 1431 onward Vlad II wore the emblem of the order and later, as ruler of Wallachia, his coinage bore the dragon symbol.

The word for dragon in Romanian is "drac" and "ul" is the definitive article. Vlad III's father thus came to be known as "Vlad Dracul," or "Vlad the dragon." In Romanian the ending "ulea" means "the son of". Under this interpretation, Vlad III thus became Vlad Dracula, or "the son of the dragon." (The word "drac" also means "devil" in Romanian. The sobriquet thus took on a double meaning for enemies of Vlad Tepes and his father.)

### Historical Background

To appreciate the story of Vlad III it is essential to understand the social and political forces of the region during the 15<sup>th</sup> century. In broad terms this is a story of the struggle to obtain control of Wallachia, a region of the Balkans (in present-day southern Romania) which lay directly between the two powerful forces of Hungary and the Ottoman Empire.

For nearly one thousand years Constantinople had stood as the protecting outpost of the Byzantine or East Roman Empire, and blocked Islam's access to Europe. The Ottomans nonetheless succeeded in penetrating deep into the Balkans during this time. With the fall of Constantinople in 1453 under Sultan Mohammed the Conqueror, all of Christendom was suddenly threatened by the armed might of the Ottoman Turks. The Hungarian Kingdom to the north and west of Wallachia, which reached its zenith during this same time, assumed the ancient mantle as defender of Christendom.

The rulers of Wallachia were thus forced to appease these two empires to maintain their survival, often forging alliances with one or the other, depending upon what served their self-interest at the time. Vlad III is best known by the Romanian people for his success in standing up to the encroaching Ottoman Turks and establishing relative independence and sovereignty (albeit for a relatively brief time).

Another factor influencing political life was the means of succession to the Wallachian throne. The throne was hereditary, but not by the law of primogeniture. The boyars (wealthy land-owning nobles) had the right to elect the voivode (prince) from among various eligible members of the royal family. This allowed for succession to the throne through violent means. Assassinations and other violent overthrows of reigning parties were thus rampant. In fact, both Vlad III and his father assassinated competitors to attain the throne of Wallachia.

### **History of Wallachia Prior to Vlad III**

Wallachia was founded in 1290 by Radu Negru (Rudolph the Black). It was dominated by Hungary until 1330, when it became independent. The first ruler of the new country was Prince Basarab the Great, an ancestor of Dracula. Dracula's grandfather, Prince Mircea the Old, reigned from 1386 to 1418. Eventually, the House of Basarab was split into two factions—Mircea's descendant's, and the descendants of another prince named Dan (called the Danesti). Much of the struggles to assume the throne during Dracula's time were between these two competing factions.

In 1431 King Sigismund made Vlad Dracul the military governor of Transylvania, a region directly northwest of Wallachia. (Vlad III was born during this time, in the latter part of 1431.) Vlad was not content to serve as mere governor, and so gathered supporters for his plan to seize Wallachia from its current occupant, Alexandru I, a Danesti prince. In 1436 he succeeded in his plan, killing Alexandru and becoming Vlad II. (Presumably there was an earlier prince also named Vlad.)

For six years Vlad Dracul attempted to follow a middle ground between his two powerful neighbors. The prince of Wallachia was officially a vassal of the King of Hungary and Vlad was still a member of the Order of the Dragon and sworn to fight the infidel. At the same time the power of the Ottomans seemed unstoppable. Vlad was forced to pay tribute to the Sultan, just as his father, Mircea the Old, had been forced to do.

In 1442 Vlad attempted to remain neutral when the Turks invaded Transylvania. The Turks were defeated, and the vengeful Hungarians under John Hunyadi—the White Knight of Hungary--forced Vlad Dracul and his family to flee Wallachia. In 1443 Vlad regained the Wallachian throne with Turkish support, but on the condition that Vlad send a yearly contingent of Wallachian boys to join the Sultan's Janissaries. In 1444, to further assure to the Sultan his good faith, Vlad sent his two younger sons--Vlad III and Radu the Handsome--to Adrianople as hostages. Vlad III remained a hostage in Adrianople until 1448.

In 1444 Hungary broke the peace and launched the Varna Campaign, led by John Hunyadi, in an effort to drive the Turks out of Europe. Hunyadi demanded that Vlad Dracul fulfill his oath as a member of the Order of the Dragon and a vassal of Hungary and join the crusade against the Turks, yet the wily politician still attempted to steer a middle course. Rather than join the Christian forces himself, he sent his oldest son, Mircea. Perhaps he hoped the Sultan would spare his younger sons if he himself did not join the crusade.

The results of the Varna Crusade are well known. The Christian army was utterly destroyed in the Battle of Varna. John Hunyadi managed to escape the battle under inglorious conditions. From this moment forth John Hunyadi was bitterly hostile toward

Vlad Dracul and his eldest son. In 1447 Vlad Dracul was assassinated along with his son Mircea. Mircea was apparently buried alive by the boyars and merchants of Tirgoviste. (Vlad III later exacted revenge upon these boyars and merchants.) Hunyadi placed his own candidate, a member of the Danesti clan, on the throne of Wallachia.

On receiving news of Vlad Dracul's death the Turks released Vlad III and supported him as their own candidate for the Wallachian throne. In 1448, at the age of seventeen, Vlad III managed to briefly seize the Wallachian throne. Yet within two months Hunyadi forced him to surrender the throne and flee to his cousin, the Prince of Moldavia. Vlad III's successor to the throne, however—Vladislov II—unexpectedly instituted a pro-Turkish policy, which Hunyadi found to be unacceptable. He then turned to Vlad III, the son of his old enemy, as a more reliable candidate for the throne, and forged an allegiance with him to retake the throne by force. Vlad III received the Transylvanian duchies formerly governed by his father and remained there, under the protection of Hunyadi, waiting for an opportunity to retake Wallachia from his rival.

In 1453, however, the Christian world was shocked by the final fall of Constantinople to the Ottomans. Hunyadi thus broadened the scope of his campaign against the insurgent Turks. In 1456 Hunyadi invaded Turkish Serbia while Vlad III simultaneously invaded Wallachia. In the Battle of Belgrade Hunyadi was killed and his army defeated. Meanwhile, Vlad III succeeded in killing Vladislav II and taking the Wallachian throne.

Vlad III then began his main reign of Wallachia, which stretched from 1456-1462. It was during this period that he instituted his strict policies, stood up against the Turks and began his reign of terror by impalement.

### **The Life of Vlad III (1431-1476)**

Vlad III was born in November or December of 1431 in the Transylvanian city of Sighisoara. At the time his father, Vlad II (Vlad Dracul), was living in exile in Transylvania. The house where he was born is still standing. It was located in a prosperous neighborhood surrounded by the homes of Saxon and Magyar merchants and the townhouses of the nobility.

Little is known about the early years of Vlad III's life. He had an older brother, Mircea, and a younger brother, Radu the Handsome. His early education was left in the hands of his mother, a Transylvanian noblewoman, and her family. His real education began in 1436 after his father succeeded in claiming the Wallachian throne by killing his Danesti rival. His training was typical to that of the sons of nobility throughout Europe. His first tutor in his apprenticeship to knighthood was an elderly boyar who had fought against the Turks at the battle of Nicolopolis. Vlad learned all the skills of war and peace that were deemed necessary for a Christian knight.

In 1444, at the age of thirteen, young Vlad and his brother Radu were sent to Adrianople as hostages, to appease the Sultan. He remained there until 1448, at which time he was released by the Turks, who supported him as their candidate for the Wallachian throne. Vlad's younger brother apparently chose to remain in Turkey, where he had grown up. (Radu is later supported by the Turks as a candidate for the Wallachian throne, in opposition to his own brother, Vlad.)

As previously noted, Vlad III's initial reign was quite short (two months), and it was not until 1456, under the support of Hunyadi and the Kingdom of Hungary that he returned to the throne. He established Tirgoviste as his capitol city, and began to build his castle some distance away in the mountains near the Arges River. Most of the atrocities associated with Vlad III took place during this time.

## **Atrocities of Vlad Tepes**

More than anything else the historical Dracula is known for his inhuman cruelty. Impalement was Vlad III's preferred method of torture and execution. Impalement was and is one of the most gruesome ways of dying imaginable, as it was typically slow and painful.

Vlad usually had a horse attached to each of the victim's legs and a sharpened stake was gradually forced into the body. The end of the stake was usually oiled and care was taken that the stake not be too sharp, else the victim might die too rapidly from shock. Normally the stake was inserted into the body through the buttocks and was often forced through the body until it emerged from the mouth. However, there were many instances where victims were impaled through other body orifices or through the abdomen or chest. Infants were sometimes impaled on the stake forced through their mother's chests. The records indicate that victims were sometimes impaled so that they hung upside down on the stake.

Vlad Tepes often had the stakes arranged in various geometric patterns. The most common pattern was a ring of concentric circles in the outskirts of a city that was his target. The height of the spear indicated the rank of the victim. The decaying corpses were often left up for months. It was once reported that an invading Turkish army turned back in fright when it encountered thousands of rotting corpses impaled on the banks of the Danube. In 1461 Mohammed II, the conqueror of Constantinople, a man not noted for his squeamishness, returned to Constantinople after being sickened by the sight of twenty thousand impaled Turkish prisoners outside of the city of Tirgoviste. This gruesome sight is remembered in history as "the Forest of the Impaled."

Thousands were often impaled at a single time. Ten thousand were impaled in the Transylvanian city of Sibiu in 1460. In 1459, on St. Bartholomew's Day, Vlad III had thirty thousand of the merchants and boyars of the Transylvanian city of Brasov impaled. One of the most famous woodcuts of the period shows Vlad Dracula feasting amongst a forest of stakes and their grisly burdens outside Brasov while a nearby executioner cuts apart other victims.

Although impalement was Vlad Dracula's favorite method of torture, it was by no means his only method. The list of tortures employed by this cruel prince reads like an inventory of hell's tools: nails in heads, cutting off of limbs, blinding, strangulation, burning, cutting off of noses and ears, mutilation of sexual organs (especially in the case of women), scalping, skinning, exposure to the elements or to wild animals, and burning alive.

No one was immune to Vlad's attentions. His victims included women and children, peasants and great lords, ambassadors from foreign powers and merchants. However, the vast majority of his victims came from the merchants and boyars of Transylvania and his own Wallachia.

Many have attempted to justify Vlad Dracula's actions on the basis of nascent

nationalism and political necessity. Many of the merchants in Transylvania and Wallachia were German Saxons who were seen as parasites, preying upon Romanian natives of Wallachia. The wealthy land owning boyars exerted their own often capricious and unfaithful influence over the reigning princes. Vlad's own father and older brother were murdered by unfaithful boyars. However, many of Vlad Dracula's victims were also Wallachians, and few deny that he derived a perverted pleasure from his actions.

Vlad Dracula began his reign of terror almost as soon as he came to power. His first significant act of cruelty may have been motivated by a desire for revenge as well as a need to solidify his power. Early in his main reign he gave a feast for his boyars and their families to celebrate Easter. Vlad was well aware that many of these same nobles were part of the conspiracy that led to his father's assassination and the burying alive of his elder brother, Mircea. Many had also played a role in the overthrow of numerous Wallachian princes. During the feast Vlad asked his noble guests how many princes had ruled during their lifetimes. All of the nobles present had outlived several princes. None had seen less than seven reigns. Vlad immediately had all the assembled nobles arrested. The older boyars and their families were impaled on the spot. The younger and healthier nobles and their families were marched north from Tirgoviste to the ruins of his castle in the mountains above the Arges River. The enslaved boyars and their families were forced to labor for months rebuilding the old castle with materials from a nearby ruin. According to the reports they labored until the clothes fell off their bodies and then were forced to continue working naked. Very few survived this ordeal.

Throughout his reign Vlad continued to systematically eradicate the old boyar class of Wallachia. Apparently Vlad was determined that his own power be on a modern and thoroughly secure footing. In the place of the executed boyars Vlad promoted new men from among the free peasantry and middle class; men who would be loyal only to their prince.

Vlad Tepes' atrocities against the people of Wallachia were usually attempts to enforce his own moral code upon his country. He appears to have been particularly concerned with female chastity. Maidens who lost their virginity, adulterous wives and unchaste widows were all targets of Vlad's cruelty. Such women often had their sexual organs cut out or their breasts cut off, and were often impaled through the vagina on red-hot stakes. One report tells of the execution of an unfaithful wife. Vlad had the woman's breasts cut off, then she was skinned and impaled in a square in Tirgoviste with her skin lying on a nearby table. Vlad also insisted that his people be honest and hard working. Merchants who cheated their customers were likely to find themselves mounted on a stake beside common thieves.

### **The End of Vlad III**

Although Vlad III experienced some success in fending off the Turks, his accomplishments were relatively short-lived. He received little support from his titular overlord, Matthias Corvinus, King of Hungary (son of John Hunyadi) and Wallachian resources were too limited to achieve any lasting success against the powerful Turks.

The Turks finally succeeded in forcing Vlad to flee to Transylvania in 1462. Reportedly, his first wife committed suicide by leaping from the towers of Vlad's castle into

the waters of the Arges River rather than surrender to the Turks. Vlad escaped through a secret passage and fled across the mountains into Transylvania and appealed to Matthias Corvinus for aid. The king immediately had Vlad arrested and imprisoned in a royal tower.

There is some debate as to the exact length of Vlad's confinement. The Russian pamphlets indicate that he was a prisoner from 1462 until 1474. However, during this period he was able to gradually win his way back into the graces of Matthias Corvinus and ultimately met and married a member of the royal family (possibly the sister of Corvinus) and fathered two sons. It is unlikely that a prisoner would be allowed to marry a member of the royal family. As the eldest son was about 10 years old at the point Vlad regained the Wallachian throne in 1476, his release probably occurred around 1466.

**Note:** The Russian narrative, normally very favorable to Vlad, indicates that even in captivity he could not give up his favorite past-time; he often captured birds and mice and proceeded to torture and mutilate them. Some were beheaded or tarred-and-feathered and released. Most were impaled on tiny spears.

Another possible reason for Vlad's rehabilitation was that the new successor to the Wallachian throne, Vlad's own brother, Radu the Handsome, had instituted a very pro-Turkish policy. The Hungarian king may have viewed Dracula as a possible candidate to retake the throne. The fact that Vlad renounced the Orthodox faith and adopted Catholicism was also surely meant to appease his Hungarian captor.

In 1476 Vlad was again ready to make a bid for power. Vlad Dracula and Prince Stephen Bathory of Transylvania invaded Wallachia with a mixed contingent of forces. Vlad's brother, Radu, had by then already died and was replaced by Basarab the Old, a member of the Danesti clan. At the approach of Vlad's army Basarab and his cohorts fled. However, shortly after retaking the throne, Prince Bathory and most of Vlad's forces returned to Transylvania, leaving Vlad in a vulnerable position. Before he was able to gather support, a large Turkish army entered Wallachia. Vlad was forced to march and meet the Turks with less than four thousand men.

Vlad Dracula was killed in battle against the Turks near the town of Bucharest in December of 1476. Some reports indicate that he was assassinated by disloyal Wallachian boyars just as he was about to sweep the Turks from the field. Other accounts have him falling in defeat, surrounded by the ranks of his loyal Moldavian bodyguard. Still other reports claim that Vlad, at the moment of victory, was accidentally struck down by one of his own men. The one undisputed fact is that ultimately his body was decapitated by the Turks and his head sent to Constantinople where the sultan had it displayed on a stake as proof that the horrible Impaler was finally dead. He was reportedly buried at Snagov, an island monastery located near Bucharest.

## **The Origins of the Vampire Myth**

It is certainly no coincidence that Bram Stoker chose the Balkans as the home of his famous vampire. The Balkans were still basically medieval even in Stoker's time. They had only recently shaken off the Turkish yoke when Stoker started working on his novel and the superstitions of the Dark Ages were still prevalent.

The legend of the vampire was and still is deeply rooted in the Balkan region. There have always been vampire-like creatures in the mythologies of many cultures. However,

the vampire, as he became known in Europe and hence America, largely originated in the Slavic and Greek lands of Eastern Europe.

A veritable epidemic of vampirism swept through Eastern Europe beginning in the late seventeenth century and continuing through the eighteenth century. The number of reported cases rose dramatically in Hungary and the Balkans. From the Balkans the plague spread westward into Germany, Italy, France, England and Spain. Travelers returning from the Balkans brought with them tales of the undead, igniting an interest in the vampire that has continued to this day.

Philosophers in the West began to study the phenomenon. It was during this period that Dom Augustin Calmet wrote his famous treatise on vampirism in Hungary. It was also during this period that authors and playwrights first began to explore the vampire myth. Stoker's novel was merely the culminating work of a long series of works that were inspired by the reports coming from the region.

## **Bibliography**

Most of the information provided on this site was obtained from a document entitled "*The Historical Dracula*," by Ray Porter. See <http://www.eskimo.com/~mwirkk/vladhist.html> for more information.

Additional information was obtained from the following Web sites:

- <http://www.geocities.com/Athens/Aegean/7545/Dracula.html>
- <http://www.mediaport.org/~eric/dracula/history/history.html>
- <http://www.ucs.mun.ca/~emiller/owner.htm>



## **The Werewolf of Jarnitz**

### **A. Haas**

In the vicinity of Jarnitz there lived a werewolf who had the ability to transform himself into all kinds of different shapes. This werewolf spent the nights stealing sheep from their enclosures, for in those days the sheep were kept at night in enclosures in the open fields. For several nights in a row the shepherd, armed with a loaded gun, had kept watch for the night robber. He had already hit the werewolf several times, as he had clearly seen, but the bullets seemed to have done him no harm, and he had escaped with his booty every time. Then the shepherd loaded his gun with bullets made of inherited silver, which never fail. Thus this time he would be successful.

Following his custom, the werewolf appeared again that night. But as he was approaching the enclosure, he immediately sensed that this time the shepherd might do him in. Therefore he quickly turned himself into a human, walked up to the shepherd, and said to him in a familiar tone, "You don't have to shoot me dead!" That so unsettled the shepherd that he lowered his gun, which he had been aiming at the intruder.

The werewolf never again dared to steal sheep from the Jarnitz enclosures.

## **The Werewolf Wife**

### **A. Kuhn and W. Schwartz**

In Caseburg on the island of Usedom a man and his wife were cutting hay in a meadow. After a while the woman told the man that she was uneasy and could not stay there any longer, and she went away. Earlier she had told him that if a wild animal were to come upon him he should throw his hat toward it and run away, and then no harm would come to him. The man had promised her that he would do this.

After the woman had been away for a while, a wolf swam across the Swina and approached the harvesters. The man threw his hat at it, which the beast immediately ripped into small pieces. Meanwhile one of the workers crept up to the wolf with a pitchfork and stabbed it to death from behind. Instantly it was transformed. They were all astounded to see that it was the farmer's wife that the worker had killed.

## **The Werewolf in Hindenburg**

### **J. D. H. Temme**

One still believes in werewolves in the Altmark. Even today in the village of Hindenburg they tell about a man who could turn himself into a wolf, and there are people still alive who knew him during their childhood.

He had a strip of leather made from wolf skin which still had its hair. Whenever he tied it around his body, he turned into a wolf. Then he had such extraordinary strength that he could pull an entire load of hay by himself or grab a whole ox in his mouth and carry it away. In this state he had the nature of a wolf. He strangled cattle and even ate humans. He once pursued one of his neighbors, who narrowly escaped from him. But however furious he became, he did spare his wife. She knew a magic charm that brought him under control, a charm that he himself had taught her. Then she would take off the leather strip, and he would become a reasonable human once again.

## **Fox Hill near Dodow**

### **Karl Bartsch**

In the village of Dodow near Wittenburg there lived an old woman who possessed a fox strap. With its help she could transform herself into a fox, and thus her table never lacked for geese, ducks, and all kinds of poultry.

Her grandchild knew about it, and one day when the schoolmaster was talking about magic in the school, the child told about the fox strap, and the next day brought it to school.

The schoolmaster took it into his hand and unintentionally approached his head with it. Suddenly he was standing before the children, transformed into a fox. They broke out with a deafening noise. This so frightened the little schoolmaster that he jumped out the window with a single leap.

He ran to the hill that lay near the village and there built himself a den.

One day a great hunt was organized, and our fox was among those pursued by the huntsmen. A bullet hit him, and suddenly a schoolmaster was lying there before the bewildered huntsman. The bullet had struck the fox strap and ripped it apart.

In memory of this event the people of Dodow gave the name Fox Hill to the place where their schoolmaster had lived.

## **Werewolf Rock**

### **Jacob and Wilhelm Grimm**

In the meadow facing Seehausen near the Magdeburg village of Eggenstedt, not far from Sommerschenburg and Schöningen, there is a large rock, called "Wolf Rock" or "Werewolf Rock."

A long, long time ago a stranger sojourned near the Brandsleber Forest, which belonged to the Hackel and the Harz districts. No one knew who he was, nor where he came from. Known everywhere by the name "the Old Man," he would often show up without notice in the villages and offer his services, which he performed to the satisfaction of the country people. He was most often engaged to herd sheep.

It happened that a cute spotted lamb was born in a herd belonging to a shepherd named Melle from Neindorf. The stranger asked the shepherd repeatedly and fervently to give it to him, but the shepherd refused.

On shearing day Melle engaged the Old Man to help out. When he returned he found everything in order; all the work had been done, but neither the Old Man nor the spotted lamb were there. For a long time no one heard anything about the Old Man.

Finally one day he unexpectedly appeared before Melle, who was grazing his sheep in the Katten Valley. He called out sneeringly: "Good day, Melle, your spotted lamb sends his greetings!"

Angered, the shepherd grabbed his crook in order to avenge himself. Then suddenly the stranger changed shape and sprang at him as a werewolf. The shepherd took fright, but his dogs attacked the wolf with fury. The wolf fled. Pursued, it ran through forest and valley until it reached the vicinity of Eggenstedt. Here the dogs surrounded him. The shepherd called out: "Now you will die!" Then the Old Man, again in human form, begged to be spared, offering to do anything. But the shepherd furiously attacked him with his stick, when suddenly a sprouting thorn bush stood before him. But the vengeful shepherd did not spare him, hacking away at the branches instead. The stranger once again turned himself into a human and begged for his life. But hard-hearted Melle remained unmoved. Then the stranger attempted to make his escape as a werewolf, but a blow from Melle brought him dead to the earth. A rocky cliff marks the spot where he fell and was buried, and will be named after him for all eternity.

**NAME:**

Read the story at each table. Each story either "confirms" or "refutes" a characteristic of werewolves or a facet of werewolf folklore. After reading the story at the table, determine which trait is addressed in the story. Write if it confirms or refutes that trait; then, cite evidence from the text that supports your claim.

\*Note: It does **NOT** have to be a direct quote but can be paraphrased instead. It **MUST**, however, be in a complete sentence.

<b>The Claim Confirmed or Refuted</b>	<b>The Evidence</b>
Werewolves only take their wolf form during the full moon.	
People become werewolves by being bitten by one.	
Werewolves can take the form of animals other than a wolf.	
When a werewolf is killed, it will return to its human form.	
The only way to kill a werewolf is with a silver bullet.	

## **National Geographic: Is It Real? King Arthur**

1. What century is King Arthur said to have existed in?
2. What empire was falling when King Arthur became a leader?
3. What was the ultimate quest of Arthur and his knights?
4. What country did the recruited mercenaries comes from?
5. Who are the three men the legendary Arthur may have been based on?
6. Who wrote the first direct mention of King Arthur?
7. What is the book that presents Arthur as we know him?
8. What was the King's symbol of office?
9. Who is Merlin based on? Morgana?
10. What modern British royal may be a direct descendent of Arthur?
11. What is the name of the "castle" that was likely Arthur's?
12. Do you think Arthur was real? Why or why not?

## Short Story Assignment

Over the past few weeks, we've read a lot of stories from different pieces of folklore and discussed several horrifying (but maybe real?) creatures. We've also discussed some literally elements, like personification, protagonists, and antagonists, and learned how to create a plot diagram. Now it's time to put that knowledge into practice, and show me what you've learned in a FUN and UNIQUE way!

**The Challenge:** Write a short story of your own that looks something like what we've read. Your characters, setting, plot, conflicts, etc. are all up to you! You may use a character or setting as a jumping-off point but the rest should be 100% original. (For instance, Cinderella can be your main character but it should not be the same story of the glass slipper and Prince Charming.) If you want to write a werewolf story, perfect. Princesses in distress more you're thing? Go for it. As long as your story includes all of the pieces of the plot diagram, the details are completely up to you.

\*Note: It is to be MODELED after and INSPIRED by our stories. Your characters, events, and conflicts should be unique and cater to your personal interests. If you worry your story is not enough you and too much Grimms Brothers, come see me and I'll help you make the story what you want it to be.

### The Logistics:

- 4-6 FULL pages (double spaced)
- 12 point Times New Roman font
- 1" margins all around

**The Grading System:** This assignment will be worth a total of 30 points.

- 5 possible points for characterization
- 5 possible points for organization
- 5 possible points for diction
- 5 possible points for originality
- 5 possible points for mechanics
- 5 possible points for pre-writing (plot diagram, character list, etc.)

**Your final draft is due \_\_\_\_\_!**

**Remember, your story must be 100% school appropriate.**

	5	4	3	2	1
CHARACTERIZATION	The characters are so believable that they seem to be real people, complete with personalities and histories.	The characters are believable, complete with personalities and histories.	The characters are somewhat believable, but the reader is left with questions about their personalities and histories.	The characters would be much more believable if they had personalities and histories.	The characters need more development in order for them to be at all believable.
ORGANIZATION	The story has a clear exposition, climax and resolution, yet the plot flows without distraction to the reader.	The story has a clear exposition, climax and resolution, but the plot is a bit choppy because the story is so rigidly organized.	The story has a clear exposition, climax and resolution, but the plot is very choppy because the story is so rigidly organized.	The story has some clarity in its exposition, climax or resolution, but it is difficult to identify all three.	The story is in the developing stages of organization, but does not yet have a clear exposition, climax or resolution.
DICTION	The writer has used just the right words and phrases to describe the story elements. The writer “shows,” but does not “tell.”	The writer has used just the right words and phrases to describe the story elements.	The writer has used some good words and phrases to describe the story elements.	The writer has included a few words and phrases to describe the story elements.	The writer has is in the developing stages of choosing the right words and phrases to tell the story.
ORIGINALITY	The story is clever and well thought-out. The reader will be surprised with all the twists the writer has included in the story.	The story has some clever aspects to it. The reader will be surprised with a few twists the writer has included in the story.	The story has a few clever aspects to it. The reader may find a few phrases and events in the story that have appeared in other stories.	The story has only one or two clever aspects to it. The reader may find quite a number of phrases and events in the story that have appeared in other stories.	The story needs more imaginative development. There are so many common phrases and events in it that it reads just like any story.
MECHANICS	There are no grammatical, punctuation or spelling errors in this paper.	There are few grammatical, punctuation or spelling errors in this paper.	There are some grammatical, punctuation or spelling errors in this paper, but it doesn’t slow the reader too much.	There are enough grammatical, punctuation or spelling errors in this paper to make it sort of difficult to read.	There are so many grammatical, punctuation or spelling errors in this paper that it is distracting to the reader.

S.

Name:

Partner's Name:

Date:

	Self-Editing		Peer Editing		
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	Comments & Suggestions
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		
	Quotation marks are included where needed.		Quotation marks are included where needed.		
Capital Letters	I checked for capitals at the beginning of sentences.		I checked for capitals at the beginning of sentences.		
	Proper nouns begin with capital letters.		Proper nouns begin with capital letters.		
Grammar	My sentences are complete thoughts and contain a noun and a verb.		Sentences are complete thoughts and contain a noun and a verb.		
	I don't have any run-on sentences.		There are no run-on sentences.		
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling is correct.		