

Defining Happily Ever After: Traditional, Realistic, and Personal

LAE4360 Conceptual Unit

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Rationale:

This unit is intended for a tenth grade Honors English Language Arts class. The unit has been designed for a newer school that is equipped with in-class technologies such as overhead projectors, doc cameras, internet access, and Apple iPads. The unit is intended for students that are independent and capable of using higher order thinking skills on a daily basis. The unit is strongly discussion-driven and requires active participation from all students in order to be truly effective. In a perfect world, the unit would motivate itself through constantly growing ideas that have been fostered by the class discussions.

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This unit draws on a piece of literature and society that we are all familiar with: Happily Ever After. As children, we are fed ideas as to what this might mean via Disney princesses and fantastic stories of witches and dragons in magical lands. While these pieces of childhood are valuable and crucial to nurture a growing imagination, dragons do not exist and we are not all princes and princesses. This unit was built to help students define what Happily Ever After means traditionally and then facilitate the development of their own Happily Ever After. Helping them along the way, they will keep a daily journal, participate in literature circles, and complete a multicultural autobiography among other daily activities.

The first week of the unit is centered on the classic story of Cinderella. They will begin by defining the elements of Cinderella's fairy tale ending and then they will be pushed to questions those elements. Through the manipulation of Cinderella's story, they will begin to explore new options in the fairy tale genre. Towards the end of the week, they will be required to read about Cinderella's from other cultures and in order to become aware of the elements that foster a happy ending for different cultures and transitively, different people. Finally, they will be asked to consider what the stories would look like without the Suspension of Disbelief. After this "veil" has been lifted, the students will be ready to venture into modern day, real-life Happily Ever After's.

The second week of the unit focuses mainly on the collision between traditional fairy tale endings and realistic success stories. The students will expand their knowledge of a traditional fairy tale and begin researching the different ways success and happiness can be achieved in reality. Without the help of magic and fairy godmothers, the students will be able to identify the building blocks of personal success. This is all very important in a teenager's journey to self-awareness and the assertion of their individual needs. At this time in their lives, they will begin to make many difficult decisions and the ability to see things clearly and adapt themselves according to their own happiness is crucial.

The third week will focus solely on the students' personal Happily Ever After's. They will be taking a look into their future and be given the opportunity to identify some of their life goals. As they work, they will get a better idea of the things that will build their own Happily Ever After's.

It is also important at this stage that the students recognize the diversity in each other's Happily Ever After's. With the knowledge and respect of each other's wants and needs they will be nurturing skills that are necessary to succeed in society.

The final week will be left for presentations and literature circle wrap-up. The books they have been reading vary from traditional to non-conventional to realistic. The books will encourage the many differences that individual Happily Ever After's can have. Throughout the unit, they will be given the opportunity to discuss their characters' happiness along with their own and the way in which the two are similar or different.

As the students present their final autobiographies, the differences between individual happy endings will be brought to focus again. It is crucial that they recognize this time as a way to affirm their individualities as well as their connections to each other through their Autobiography. Everything they have learned up until this point should be reflected in their presentations.

This unit is above all a way to get students to think of themselves and where they would like to end up someday. While they make their journey to this discovery, the discussion of traditional fairy tales and realistic happy endings will inspire them to be creative in setting goals, both short term and long term.

I hope that the teacher and students that implement this unit will leave it with a strong affirmation of and pride in the things that make them happy. I also hope that the students are able to gain confidence in their abilities and as well as little guidance in reaching their goals. This unit is meant to be fun and it is designed to challenge social norms; I do hope that it is truly effective.

Above all, I hope that it is as enjoyable to read and teach as it was for me to create.

Common Core Standards:

Literature:

Key Ideas and Details

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Writing:

Text Types and Purposes

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Text Types and Purposes (continued)

- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

Comprehension and Collaboration

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas

- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

Conventions of Standard English

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Knowledge of Language

- L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objectives and Goals:

Students Will Be Able To (SWBAT):

- Write brief responses to journal prompts daily.
- Participate in productive class discussion.
- Listen to directions attentively.
- Ask relevant and substantial questions.
- Write three hypothetical paragraphs.
- Complete a plot pyramid effectively.
- Connect more different types of Happily Ever After's over time.
- Work collaboratively in groups of 3-5.
- Analyze the definition of traditional fairy tale endings.
- Analyze the Suspension of Disbelief in discussion.
- Create a comic strip representing the use of the Suspension of Disbelief in a fairy tale.
- Record their progress while reading using a KWL Chart
- Exercise proper grammar in their writing.
- Create a hypothetical autobiography of their lives using a multimedia platform.
- Reflect on the use of traditional and realistic fairy tale elements within the movie *Enchanted*.
- Use effective note-taking skills.
- Participate in class activities successfully.
- Distinguish attainable goals from unattainable goals.
- Identify the steps necessary to achieve your goals.
- Define what is required to reach a Happily Ever After in a traditional fairy tale.
- Define what is required to reach a successful ending in reality.
- Define what they will be required to do to reach their goals.
- Review each other's work.
- Criticize their peers work constructively.

Materials:

- Daily Journals
- Overhead Projector
- Internet Access
- Class Set of Apple iPads
- Kitchen Times
- Whiteboard
- Dry-Erase Markers
- Paper
- Pencil
- Markers
- Crayons
- Computer Lab
- DVD Player
- 5-6 Copies Each of:
 - *Ella Enchanted* by Gail Carson Levine
 - *Beast* by Donna Jo Napoli
 - *Speak* by Laurie Halse Anderson
- All Attachments in Appendices

Grade Distribution:

| Assignment | Points |
|--|------------|
| Journal Entries (5 Points Each)* | 75 |
| Paragraph 1: "How it should have ended..." | 25 |
| Paragraph 2: "I'd believe that..." | 25 |
| Paragraph 3: "I would be..." | 25 |
| Autobiography Proposal | 10 |
| <i>Enchanted</i> Reflection | 40 |
| Discussion Notes (10 Points Each) | 30 |
| In-Class Activities (10 Points Each) | 80 |
| Participation | 20 |
| Literature Circle KWL Charts | 100 |
| Multicultural Autobiography | 100 |
| TOTAL | 530 |

*Extra Credit Opportunity: If the student completes all fifteen journal entries, they will be given 5 E.C. points to add to the assignment of their choice from the unit.

**Extra Credit Opportunity: If the student turns in their completed portfolio before the official due date, 10 E.C. points will be added to the portfolio's final grade.

Daily Planning

Week One: Traditional

Day 1

| Time | Activity | Direction |
|--------|--|--|
| 5 min | Journal Entry: Draw or Write what “Happily Ever After” means. | All journal entry prompts should be written on the board throughout this unit. As the students begin to write, encourage them to define “Happily Ever After” in its purest sense based on their background knowledge. Give the students two minutes to complete the activity. |
| 5 min | Disney Slideshow: Make note of the similarities and differences in these images. | Before showing the Power Point, direct students to mentally take note of the similarities and differences between all of the pictures. Show the “Happily Ever After: According to Disney” Power Point to the students, giving each slide about ten seconds. Go through the slideshow twice. (Power Point located in Appendix A.1) |
| 20 min | Discussion: What makes these images part of a happy ending? | Students should know from previous class discussions that they will need to turn in Discussion Notes in order to earn participation points. Remind them of this and begin the discussion after the slideshow. The discussion should focus around the central question, “What makes these images part of a happy ending?” Write the question on the board to keep it in focus. As the discussion progresses, foster the conversation with questions that both describe and challenge the definition of Happily Ever After. Such as, “What could you remove from the endings that wouldn’t compromise its status as a happy one?” or “What lead to these endings that can’t be seen in the final scenes?” As discussion time comes to a close, ask students to consider their journal entries from the beginning of class and apply them to the images as you show the slideshow again. Ask them to wrap up their Discussion Notes and pass them in. |
| 15 min | Unit Overview: Describe to the students what they can expect over the next few weeks and the assignments they will be completing. | Explain to them the focus of the unit and briefly describe what will be expected of them over the following few weeks. Use this speech as a guide: “This unit will cover what Happily Ever After means traditionally, realistically and to each of you personally. You’ll be participating in |

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| | | <p>literature circles and reading novels that challenge the traditional aspects of a fairy tale ending. Within these circles, you'll be responsible for keeping a reading log to be turned in. The major assignments for the unit will be a multimedia autobiography presentation that outlines your own happily ever after and an extended definition of happily ever after based on what we cover in the unit. As always, you'll be writing in your journals daily. At the end of the unit, those who have completed every journal entry will get five extra credit points to add to an assignment from the unit of their choice. Any questions?"</p> <p>Answer any questions briefly and hand out a copy of the unit's grade distribution. (Grade Distribution located in Appendix A.1)</p> |
| 5 min | Homework Assignment: "How it should have ended..." Paragraph | <p>This is the first of three homework paragraphs the students will be assigned. Before explaining the assignment, show the last couple minutes of Disney's <i>Cinderella</i>. Then, give the following directions:</p> <p>"Rewrite this short scene in one paragraph the way you would have preferred the movie to end. Make sure to include only elements that actually exist in the story (for example, do not add characters or make plot changes). You can change anything that happens within these last two minutes, but keep it within the constraints of the traditional Cinderella story. "</p> <p>Give them the example provided in the appendices and answer any questions they may have. Let them know that the paragraph is due first thing tomorrow.</p> <p>(Link to <i>Cinderella</i> clip and Paragraph Example located in Appendix A.1)</p> |

Day 2

| Time | Activity | Direction |
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| 5 min | Journal Entry: Have you ever seen a sequel to a great movie and hated it? Why or why not? | As the students write in their journals, ask them to think of the expectations they had for the sequel and how they were or were not met. Remind students to turn their Paragraph 1 into the homework basket by the board. |
| 5 min | Activity Set-Up | Before grouping students, give them the following directions |

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| | | <p>“Within your groups you will discuss what happened after the ending of a given fairy tale. Together, decide whether or not the ending of the original story was good or bad for the characters involved and if they are continuing to live happily.”</p> <p>Group students using the count-off method into groups of 3-4 students each. Have each group elect a scribe to take notes of their discussion.</p> |
| 10 min | Group Discussion: What happened after “The End”? | <p>After the groups are formed, give each group a strip of paper with a mainstream fairy tale title and description. As they work collaboratively, walk from group to group to make sure they are on task and being productive.</p> <p>(Story Slips located in Appendix A.2)</p> |
| 10 min | Discussion Skit Set-Up | <p>Now that the students have had a chance to discuss, give them the following directions: “Now, quickly create a one minute skit in your groups that represents the after-ending of your story. Remember to keep things brief and appropriate. This doesn’t need to be perfect; it should be fun and entertaining. Any questions?”</p> <p>Answer any questions and supervise the students as they create their skits.</p> |
| 15 min | Skit Performances | <p>Ask for a volunteer group to go first. As the groups perform their skits, remind everyone to keep in mind what parts of the original endings have been kept or left out.</p> |
| 5 min | Summary: Brief Discussion | <p>To wrap up the lesson, ask the students some general questions about the lesson: “How did the endings of your stories impact the decisions you made in your groups?” “If the endings had been different, like the endings you wrote in your Paragraph 1’s, what changes would you have made?”</p> |

Day 3

| Time | Activity | Direction |
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| 5 min | Journal Entry: List your top three favorite fairy tale moments in three sentences. | Encourage the students to think of moments outside of the big ones, like Snow White’s kiss or Cinderella’s pumpkin coach. |
| 10 min | Plot Pyramid: What builds a traditional Happily Ever After? | <p>Post Freytag’s Pyramid on the overhead or draw it on the board so everyone can see it clearly.</p> <p>Give students the following directions: “On your own sheet of paper, draw this plot pyramid and fill it in according to one of your favorite fairy tales. Make note of where your</p> |

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| | | <p>favorite fairy tale moments fall on the pyramid and what parts of the story are necessary to reach the resolution.”</p> <p>As they work, answer questions when necessary. When they are done, have them pass them in to be collected for activity points. (Freytag’s Pyramid located in Appendix A.3)</p> |
| 30 min | Book Pass: Literature Circle Choices | <p>The remainder of the class will consist of a class-wide book pass to help the students determine what book they would like to read for their literature circles. To set up the pass, give every student a copy of either <i>Ella Enchanted</i> (Gail Carson Levine), <i>Beast</i> (Donna Jo Napoli), or <i>Speak</i> (Laurie Halse Anderson) so that no two consecutive students have the same book. This activity will need at least six copies of each book which can be found at the media center for check out. Give students the following instructions:</p> <p>“During this book pass, you will be given ten minutes to preview each book. In these ten minutes you can begin reading the book, flip through the chapters, or anything else that might better acquaint you with the story. If nothing else, make sure to write down the title and author and a few points to remind you about the story later. I’m going to set a timer and when it rings, pass your book to the right and begin previewing the next book you are given.”</p> <p>Supervise the book pass and encourage the students to ask questions about the books.</p> |
| 5 min | Summary: Which book? | <p>As a wrap-up, have the students read over their notes from the book pass and let them know that they will need to turn in their final choices on Friday (this assignment will be given on a Wednesday) so that they can be put into literature circles.</p> |

Day 4

| Time | Activity | Direction |
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| 10 min | Journal Entry: Caught-Ya | <p>Instead of an individual journal entry, the students will collaboratively correct a paragraph that contains errors and record the activity in their journals. Use a paragraph from an anonymous student’s work from another class period and put it on the doc came. Add</p> |

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| | | <p>grammar mistakes and spelling errors as needed. This is an activity that is done once a week and they are comfortable with the procedure. Give the following directions if there is any confusion:</p> <p>“Copy the given paragraph into your journals as it is. When finished, look up to the front and we will correct the paragraphs errors together. In a different colored pen, crayon or marker, make the corrections on your own page and make any notes necessary.”</p> |
| 5 min | Activity Set-Up | <p>Transition the students by giving each of them one of the class’s iPads (they are familiar with the rules). Give them the following website: http://library.thinkquest.org/TQ0310228/ And the following directions:</p> <p>“On this page you will find numerous variation of the Cinderella Story by country and culture. Take a few minutes to browse through them and pick one that you want to use for today’s activity. When you pick one, follow the given link to the full story and begin reading.”</p> <p>As always when using the iPads, make sure the students are on the assigned website and are behaving appropriately.</p> |
| 25 min | Disney’s Cinderella VS Multicultural Cinderella Venn Diagram | <p>Hand out the Venn Diagram Worksheet to each student. The students should be familiar with how to use a Venn Diagram, in the event that they are not, give the following directions:</p> <p>“Finish reading your stories. Then, on one side of the diagram, list things specific to Disney’s story and on the other, list things specific to the multicultural version you chose. In the middle, list their similarities. Under the diagram in the lines provided, give a one paragraph summary of your findings. Spelling and grammar will count.”</p> <p>As the students work, supervise their use of the iPads and answer any questions that may arise. Towards the end of the given time period, give the students a five minute warning and remind them to finish up their paragraphs. When finished, have the students return the iPads to their docks.</p> <p>(Venn Diagram Worksheet located in Appendix A.4)</p> |
| 10 min | Activity Summary | <p>When the students have returned to their seats, use the overhead to show the Cinderella</p> |

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| | | <p>ThinkQuest page. Go through each story briefly and ask for one student to volunteer one piece of information about each story from their Venn Diagrams. If no one chose any one of the specific stories, skip it and move to the next. This summary should move quickly, but if an opportunity for productive classroom arises, take advantage of the moment and lead discussion with questions that juxtapose the Disney version and multicultural versions of Cinderella.</p> <p>Before the bell rings, remind students that they will need to turn in their final book choice for their literature circles tomorrow in class.</p> |
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Day 5

| Time | Activity | Direction |
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| 5 min | Journal Entry: What are some things you have found a little too unrealistic while watching T.V. or in a movie, or while reading a book? | As the students write, pass around the Literature Circles Book Sign-Up Sheet and have them write down the book they have chosen. Give the students five minutes to think and write independently, then transition into the activity set-up. (Literature Circles Book Sign-Up Sheet located in Appendix A.5) |
| 10 min | Suspension of Disbelief Discussion | Have a couple of students volunteer to read the Suspension of Disbelief article aloud. When finished, ask the students to think about all of the ridiculous things they have seen happen under the Suspension of Disbelief. After a couple of minutes, ask some students to volunteer their thoughts. Conduct a small class discussion and transition into the activity. (Suspension of Disbelief located in Appendix A.5) |
| 20 min | Cartoonist: Draw your own Suspension of Disbelief comic strip. | Give students the Blank Comic Strip Template and the following directions: "Using this template, draw your own comic about the Suspension of Disbelief. You can be as minimalist or creative as you want. Here are some examples." Show the Comics to the students on the overhead and leave them up for them to use as a guide. This should be a fun activity. As long as the students are being productive and behaving respectfully, social discussion is encouraged. As they work, walk around and discuss the |

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| | | students' comics and ideas with them. Answer questions as needed and provide crayons and markers for those who would like to use them. Give them a five minute warning when it is time to wrap-up their comics. |
| 10 min | Cartoonist: Sharing | After they have finished drawing, ask students to volunteer to share their comics with the class using the doc cam. Remind the students to be respectful of each other as they share. Encourage discussion of the comics and the events they depict. As always, take advantage of any opportunities for productive class discussion. Collect the comics for activity points. |
| 5 min | Cartoonist: Summary | As class ends, ask the students to think of ways that a traditional fairy tale would have to function without the Suspension of Disbelief. For example, without her Fairy Godmother and the use of magic, how would Cinderella get to the ball? In short, what would make traditional fairy tales wholly believable? Also, instruct students to begin reading their Literature Circle books over the weekend. |

Week Two: Realistic

Day 1

| Time | Activity | Direction |
|--------|---|--|
| 5 min | Journal Entry: What's the most believable ending of a traditional fairy tale? | Ask the students to think of a fairy tale that ends believably by modern standards. For example, is it probable that Snow White could be brought back from a coma with a single kiss? In this respect, ask them to consider what they think is the most believable end to a traditional fairy tale. |
| 10 min | Discussion Set-Up | Show the students the trailer for <i>A Cinderella Story</i> from IMDb on the overhead. (Link: http://www.imdb.com/video/screenplay/vi1135870233/) After the trailer finishes, have them prepare a couple of questions or thoughts regarding the realistic version of Cinderella for a Fishbowl Discussion. Explain to them how the discussion will work: “We will move eight desks into a circle at the front of the room. Eight volunteers will go first in discussing the questions and thoughts you have prepared. Only the eight people in the ‘fishbowl’ may participate in the discussion. If you are outside of the circle and do not wish to participate, take notes of what is being discussed. If you do want to join in the discussion, quietly tap a member of the circle that has finished sharing and take their place in the discussion. At the end of the discussion, everyone will be required to turn in their Discussion Notes so make sure to pay attention.” Answer any questions the students may have before moving into a circle. |
| 30 min | Fishbowl Discussion | As the students discuss their thoughts and questions, foster their conversation with questions such as: “What modern adaptations could be made to other fairy tale stories without compromising the original ending?” “What would you have done differently in adapting this story?” “Are there other examples of this kind of adaptation available to us?” Etc... Remember to keep the conversation focused on realistic and modern adaptations to traditional fairy tales. Throughout the discussion make sure |

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| | | <p>students are given equal opportunity to speak and contribute; it may be best to pause discussion periodically and ask if someone else would like to join the center circle. Give the students a five minute warning to wrap up. Before closing the discussion completely, ask if there are any last thoughts that anyone might want to share.</p> <p>As they return to their desks, collect their Discussion Notes.</p> |
| 5 min | Homework Assignment: "I'd believe that..." Paragraph | <p>This is the second of the three paragraphs they will write for the unit. Give them the following directions:</p> <p>"In one paragraph, explain the changes you would make to your favorite fairy tale in order to adapt it for modern day. Refrain from using magic or other fantastical elements and try to keep it as close to the original story as possible. Make it believable and realistic. The paragraph is due tomorrow in class."</p> <p>Give them the example provided in the appendices and answer any questions they may have. Let them know that the paragraph is due first thing tomorrow.</p> <p>Remind the students to keep reading their literature circle books as well.</p> <p>(Example located in Appendix B.1)</p> |

Day 2

| Time | Activity | Direction |
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| 10 min | Journal Entry: Realistically, we're not all going to end up with a prince or princess, what types of real-life Happily Ever After's are there? Can you think of specific examples? | This journal entry may take a few extra minutes. As they write, remind them to turn in their Paragraph 2 to the homework basket by the board. |
| 5 min | Activity Set-Up | For this activity, the students will each need their own iPad to work with. As they are passed out, describe what they will be doing: "Once you receive your iPad, begin researching real-life success stories. They can be anything from how someone became famous to how someone overcame an awful illness. Be creative in your selection." |
| 10 min | Activity Research | Give the students ample time to find a story to use for the activity. As they work, supervise their use of the iPads and ensure they are on task and using the internet appropriately. |
| 20 | What builds this story? | Display Freytag's Plot Pyramid on the overhead |

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| min | | <p>for this activity.</p> <p>Give the students the following directions: “After reading through your story carefully, complete a plot pyramid for the story on your own sheet of paper. On the bottom or on the back, describe what steps were necessary for the story’s successful outcome. Reference the plot pyramid you completed last week and compare the building blocks that were necessary for a traditional Happily Ever After with the ones that are necessary for a realistic happy ending.” Continue to supervise their use of the iPads and answer questions as necessary. Give them a five minute warning to wrap up. (Plot Pyramid located in Appendix A.3)</p> |
| 5 min | Activity Close | Collect their plot pyramids for activity points and have them return their iPads to their docks. |

Day 3

| Time | Activity | Direction |
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| 5 min | Journal Entry: What building blocks does the main character of your literature circle book need to reach their Happily Ever After? | Today the students will begin their literature circles. They should already be about ¼ of the way through their books and have an idea of what is important to the main character’s happiness. This journal entry should focus on the building blocks necessary for each character to reach a Happily Ever After. |
| 10 min | Activity Set-Up | <p>Before breaking the students into their literature circles, explain the reading logs they are required to keep as you pass out the KWL Chart:</p> <p>“While in your literature circles, you are required to keep a KWL (Know, Want to Know, Learned) chart individually. As a group, you should discuss the background knowledge that you are bringing to your group, the things you are questioning throughout the book, and the things you are learning. Between lit circle meetings, add to your KWL charts while reading in order to better contribute to your group discussions.”</p> <p>After questions have been answered, divide students into their groups that have been previously assigned based on the books they have chosen and how many students are in the class. There may be more than one group for each book, but no group should have less than</p> |

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| | | three or more than five members. (KWL Chart located in Appendix B.3) |
| 30 min | Literature Circles: Main Character's Happily Ever After | Once in their groups, give the students the topic for today's discussion: "In your groups, discuss what you all believe to be necessary for your main character's happiness. Keep track of what you know, want to know, and have learned using your KWL Chart. Make notes as necessary and ask questions as needed." Supervise their discussions and ensure that they are on task. Give them a five minute warning when time comes to a close. |
| 5 min | Literature Circles Close | Have the students return to their individual seats and encourage them to write a brief summary of their group's discussion in the notes section of their KWL Chart. |

Day 4

| Time | Activity | Direction |
|--------|----------------------------------|--|
| 5 min | Journal Entry: Caught-Ya | Instead of an individual journal entry, the students will collaboratively correct a paragraph that contains errors and record the activity in their journals. Use a paragraph from an anonymous student's work from another class period and put it on the doc came. Add grammar mistakes and spelling errors as needed. This is an activity that is done once a week and they are comfortable with the procedure. Give the following directions if there is any confusion: "Copy the given paragraph into your journals as it is. When finished, look up to the front and we will correct the paragraphs errors together. In a different colored pen, crayon or marker, make the corrections on your own page and make any notes necessary." |
| 45 min | Movie: Disney's <i>Enchanted</i> | Begin the movie as soon as possible and give the following directions: "You will be given a writing assignment for this movie, so please pay close attention. Take notes as you watch. Make sure to pay attention to the traditional fairy tale elements that have been juxtaposed with modern day elements." As the students watch the movie, supervise their behavior and make sure they remain on task. |

Day 5

| Time | Activity | Direction |
|--------|----------------------------------|---|
| 5 min | Journal Entry: Catch Up | <p>Have the students write a few sentences about <i>Enchanted</i> to remind themselves where the story left off the day before. As they write, give them the weekend's homework assignment:</p> <p>"This weekend, write a one page reflection on <i>Enchanted</i>. Make sure to include the different ways that the movie included and adapted the elements of traditional Happily Ever After to make it more realistic. Also, include your opinion on what would have given this story a better Happily Ever After. Spelling and grammar will count and you will need to turn in at least one page of notes from the movie with your reflection."</p> <p>Answer any questions they may have.</p> |
| 45 min | Movie: Disney's <i>Enchanted</i> | <p>Begin the movie as soon as possible but give students this reminder:</p> <p>"You have been given a writing assignment for this movie, so please pay close attention. Take notes as you watch. Make sure to pay attention to the traditional fairy tale elements that have been juxtaposed with modern day elements."</p> <p>As the students watch the movie, supervise their behavior and make sure they remain on task.</p> |

Week Three: Personal

Day 1

| Time | Activity | Direction |
|--------|---|--|
| 10 min | Journal Entry: Brainstorm Autobiography | Collect the students <i>Enchanted Reflection</i> and Notes. (Grading Rubric located in Appendix C.1) Have the students consider what will build their own Happily Ever After and give them the Assignment Handout. Discuss the project together and answer any questions. Tell the students that they will need to turn in their Autobiography Proposals on Wednesday. The proposals will be a summary of the Snapshot activity from this lesson. (Assignment Handout located in Appendix C.1) |
| 30 min | Snapshots: 5, 10, 15, 20...Years | Give the following directions: “On your own piece of paper, spend five minutes describing your life five, ten, fifteen, and twenty years from now. Consider what you want to achieve within each of these time frames and the things that will be most important to your happiness at these ages. I will let you know when to move to the next ‘Snapshot.’” Set the timer to five minutes and supervise the students as they write. At the end of the first five minutes, move the students to their ten year snapshot and so on until they have finished writing their thirty year snapshots. |
| 10 min | Snapshot Summary | After the students have finished writing, conduct a small class discussion. Pose the following question: “Did you notice any similarities between your Happily Ever After’s and traditional ones?” As they discuss, also ask them about the differences. Before class ends, remind them that they need to be reading their literature circle books daily. |

Day 2

| Time | Activity | Direction |
|-------|---|---|
| 5 min | Journal Entry: What’s attainable versus what’s unrealistic? | Have the students give a couple examples of attainable goals that would lead them to a Happily Ever After along with some common unrealistic expectations. For example, going to college and walking on the moon, respectively. |

| | | |
|--------|---------------------|---|
| 10 min | Discussion Set-Up | <p>Give the students the following instructions: “Individually, write down three personal goals of yours that you think will be easily achieved, three goals that are attainable but that will be difficult to achieve, and three goals that would be next to impossible to achieve.” Give the examples: Passing your driver’s license test, getting into the college of your choice, and becoming an international rock star.</p> <p>Remind them that all of the goals they list should be attainable by some means, even if they are difficult to achieve. Very few people become rock stars, but it is possible.</p> <p>As they write, answer questions as needed.</p> |
| 30 min | Fishbowl Discussion | <p>Create a circle of eight desks at the front of the room and begin a Fishbowl Discussion like the one used in the previous week. The students should now be comfortable with the procedure. Foster the discussion with questions such as: “What makes this specific goal so attainable, or not?” and “What types of steps would be necessary to reach these goals?”</p> <p>As they discuss make sure they are on topic and are being respectful of each other’s goals.</p> <p>As they return to their desks, have them turn in their Discussion Notes.</p> |
| 5 min | Discussion Wrap-Up | <p>Before the students leave, ask them to consider how each of the goals they have discussed could be incorporated into their Autobiographies.</p> <p>Also, remind them to bring their KWL Charts to class the following day and to read to the half-way point of their books.</p> |

Day 3

| Time | Activity | Direction |
|--------|--|---|
| 5 min | Journal Entry: What parts of your book’s main character’s happiness is similar to your own? different? | Have the students compare themselves to the main characters of the books they are reading. Collect their Autobiography Proposals for a completion grade of 10 points. |
| 35 min | Literature Circles: Compare/Contrast Yourself and Your Character | Within their circles, have students update their KWL Charts. In addition, walk from group to group and foster discussion in each one. Ask students questions such as: “What choices would you have made differently in this book?” or “What parts of this book are similar to your autobiographies or different from them?” |
| 5 min | Homework Assignment: “I would be...” | This is the last of the three paragraphs they will |

| | | |
|--|-----------|--|
| | Paragraph | <p>write for the unit. Give them the following directions:</p> <p>“In one paragraph, explain what traditional fairy tale character you most identify with. Describe your similarities and differences.”</p> <p>Give them the example provided in the appendices and answer any questions they may have. Let them know that the paragraph is due first thing tomorrow.</p> <p>Remind the students to keep reading their literature circle books as well.</p> <p>(Example located in Appendix C.3)</p> |
|--|-----------|--|

Day 4

| Time | Activity | Direction |
|--------|--------------------------|--|
| 5 min | Journal Entry: Caught-Ya | <p>Remind students to turn in their Paragraph 3 at the homework basket by the board.</p> <p>Instead of an individual journal entry, the students will collaboratively correct a paragraph that contains errors and record the activity in their journals. Use a paragraph from an anonymous student’s work from another class period and put it on the doc came. Add grammar mistakes and spelling errors as needed. This is an activity that is done once a week and they are comfortable with the procedure. Give the following directions if there is any confusion:</p> <p>“Copy the given paragraph into your journals as it is. When finished, look up to the front and we will correct the paragraphs errors together. In a different colored pen, crayon or marker, make the corrections on your own page and make any notes necessary.”</p> |
| 10 min | Peer Review Set-Up | <p>Pass back the students’ Autobiography Proposals and given them some time to make any changes they would like to before they begin reviewing. Describe the activity for them:</p> <p>“We will be doing a Speed-Dating Peer Review. You will spend five minutes with another student briefly discussing your proposals and getting ideas from each other. I will let you know when to switch speakers and when to rotate partners. Bring your notebooks and a pen/pencil with you to take notes.”</p> <p>Help the students line the desks face-to-face in a row and answer any questions.</p> |

| | | |
|--------|--------------------------|---|
| 30 min | Speed-Dating Peer Review | Set the timer for 2.5 minutes and when it goes off, tell the students to switch speakers. After another 2.5 minutes, have the students rotate partners. One side of the desks will rotate to the right, set the timer again and continue. |
| 5 min | Wrap-up | Have the students return to their desks and finish their notes from the Peer Review. Before they leave, remind them to keep reading their literature circle books. |

Day 5

| Time | Activity | Description |
|--------|----------------------------------|---|
| 10 min | Journal Entry: What's it to you? | Have the students describe what Happily Ever After means to them in relation to everything they have learned throughout the unit. As they write, conduct a brief class discussion on the elements of Happily Ever After and how those elements will be present or absent in their autobiographies. |
| 5 min | Activity Set-Up | Today's class will be a work day for students to spend working on their autobiographies. Have the students finish their journal entries and collect their things to head to the media center. |
| 35 min | In-Class Work Day: Media Center | Students will be given time in the media center to work on their autobiographies in the computer lab. Supervise their progress and ensure that they are on task and using the internet appropriately. Before the students leave, remind them that they need to finish their literature circle books over the weekend. |

Week Four: Literature Circle Wrap-Up and Presentations

Day 1

| Time | Activity | Description |
|--------|-----------------------------|--|
| 5 min | Literature Circle Wrap-Up | Have the students get into their lit circle groups. |
| 10 min | Literature Circles | Give the groups the following directions: “Discuss the endings of your books together. Were your expectations met? Were you disappointed? Etc...” Supervise their conversations and facilitate discussion if needed. |
| 20 min | Literature Circle Summaries | After the groups have talked independently, go around the room and have each group give a quick oral summary of their group’s book and discussions. They can use their KWL Charts as a guide. Make sure that every student and group is respected by their peers. When finished, collect the KWL Charts. |
| 10 min | Grammar Review | Before the students begin presenting their projects, it is important that proper grammar is discussed. Open the review to the students’ concerns and answer any questions they may have about spelling and grammar. |
| 5 min | Presentation Preview | Answer any last minute questions about the Autobiography Presentations that the students may have. Also, put the presentation schedule on the overhead for students to see what day they will be presenting. (This schedule will have to be made ahead of time by the teacher using this unit.) |

Days 2-5

| Time | Activity | Direction |
|--------|-----------------------------|---|
| 50 min | Autobiography Presentations | Before presentations begin, remind the students to be respectful of their peers. Students will be required to give constructive criticism to their peers on the Presentation Feedback Handout. Pass this out and begin the presentations. Each student will be given 5 – 6 minutes. The Feedback Handouts will be collected at the end of each class for activity points (four total). (Presentation Feedback Handout located in Appendix D) |

Appendices

Appendix A.1

Happily Ever After Slideshow:





EXAMPLE:

Paragraph 1: “How it should have ended...”

The Prince’s butler walked casually over to Cinderella holding the perfect glass slipper, ready to place it on her foot. Furious, Cinderella’s step-mother rushed between them and snatched the slipper from the butler. Screaming for Drizella and Anastasia to follow her, she scrambled for the door. In a burst of energy, the butler launches himself over Cinderella towards the Evil Step-Mother but trips and knocks the other glass slipper out of Cinderella’s apron. It shatters on the floor and in an instant Drizella snatches the other slipper and smashes it to the floor as well. The glass mixes together and all evidence of the second slipper is disguised. Devastated, Cinderella runs to her room and cries. The butler leaves without ever realizing that Cinderella had a second slipper.

Unit Grade Distribution:

| Assignment | Points |
|--|------------|
| Journal Entries (5 Points Each)* | 75 |
| Paragraph 1: "How it should have ended..." | 25 |
| Paragraph 2: "I'd believe that..." | 25 |
| Paragraph 3: "I would be..." | 25 |
| Autobiography Proposal | 10 |
| <i>Enchanted</i> Reflection | 40 |
| Discussion Notes (10 Points Each) | 30 |
| In-Class Activities (10 Points Each) | 80 |
| Participation | 20 |
| Literature Circle KWL Charts | 100 |
| Multicultural Autobiography | 100 |
| TOTAL | 530 |

***Extra Credit Opportunity:** If you complete all fifteen journal entries, you will be given 5 E.C. points to add to the assignment of your choice from the unit.

****Extra Credit Opportunity:** If you turn in your completed portfolio before the official due date, 10 E.C. points will be added to the portfolio's final grade.

Appendix A.2

Story Slips:

The Three Little Pigs

Three pigs try to escape the huffing and puffing Big Bad Wolf. The first pig quickly builds a house of straw and it is no match for Big Bad, he blows it right down. The pig runs to the second pig's house which he has spent some time making out of sticks. The house is still not strong enough, however, and Big Bad blows it right over. The two pigs run to the third pig's house which has been meticulously built out of bricks. This house is finally strong enough to withstand Big Bad's blows and the pigs survive!

Goldilocks and the Three Bears

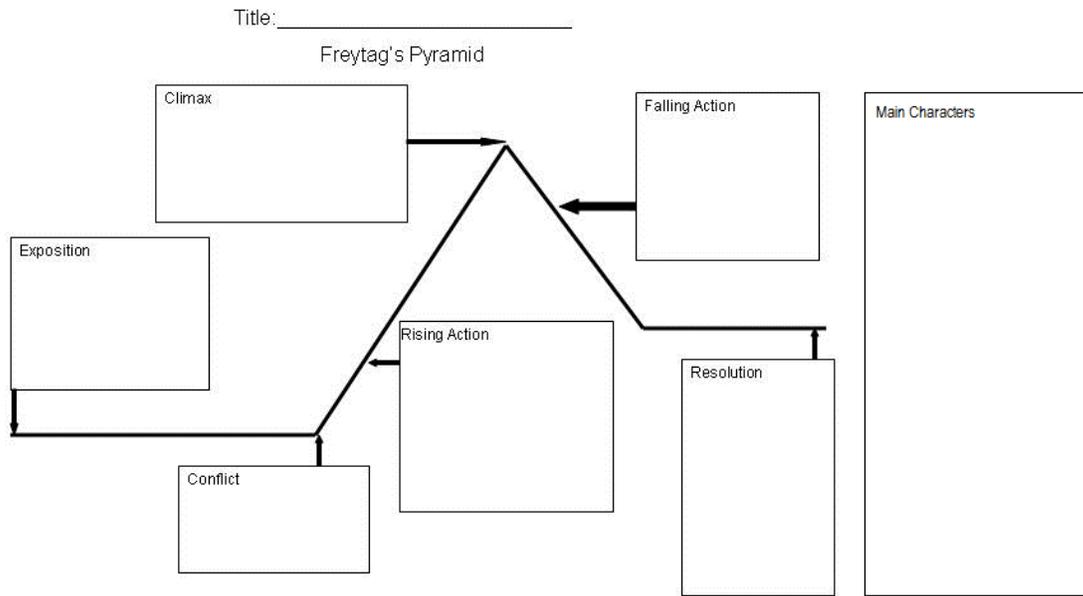
Goldie is hungry and tired, looking for something to eat when she comes across a cabin in the woods. Inside there are three bowls of porridge, three chairs, and three beds. She tries each of them until finally finding the right fit for her. She falls asleep in the smallest bed and is woken up by Baby Bear. Terrified, she runs out of the house screaming and vows to be more respectful of other people's property.

Little Red Riding Hood

Little Red is on her way to visit her sickly grandmother. While on her way, the Wolf sees her and decides he's going to eat the old lady first and then trick Little Red into coming close enough to eat, too. When Little Red eventually makes her way to her grandmother's house, she notices something is different about the old lady's teeth. Then she realizes that it's actually the Wolf dressed up as her grandmother! Before she knows it, she is eaten up too. Then a huntsman arrives, cuts open the Wolf's stomach and finds Little Red and her grandmother safe and sound.

Appendix A.3

Plot Pyramid:



Appendix A.4

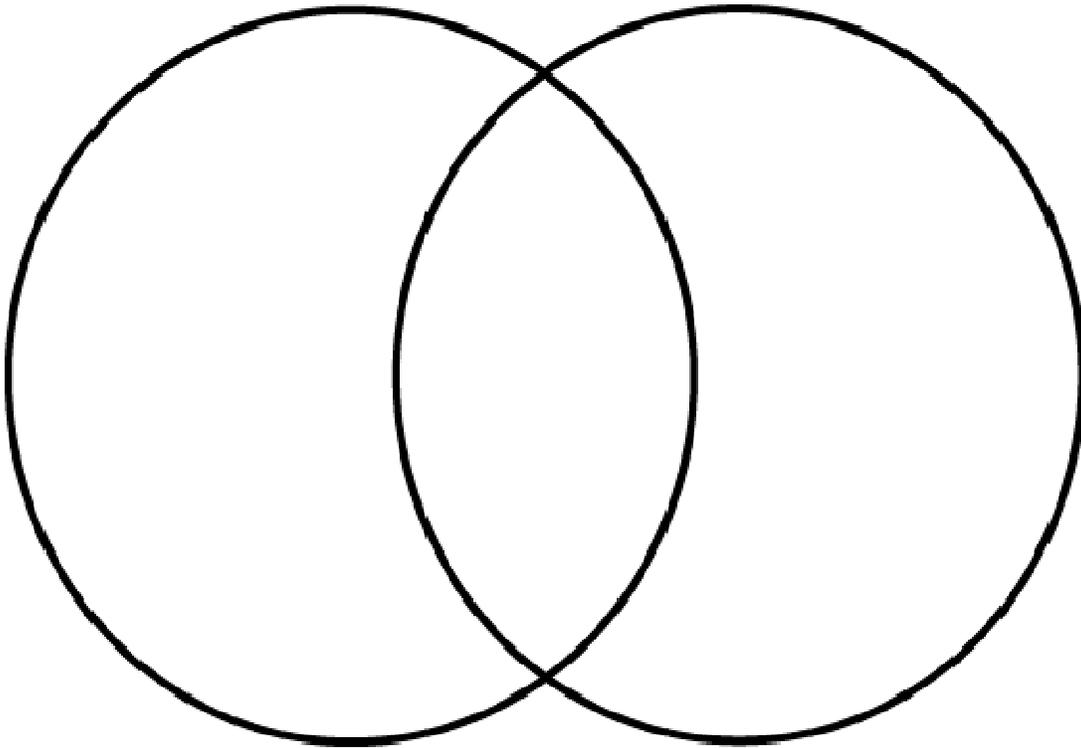
Venn Diagram Worksheet:

Name: _____ Date: _____ Period: _____

Disney's Cinderella

VS

Multicultural Cinderella



Using the following lines, write a paragraph describing the similarities and differences between the two versions of Cinderella. Also, be sure to include the title of the multicultural story you have chosen and give the country or culture it comes from. Spelling and grammar will count.

Suspension of Disbelief (from Media College):

“In the world of fiction you are often required to believe a premise which you would never accept in the real world. Especially in genres such as fantasy and science fiction, things happen in the story which you would not believe if they were presented in a newspaper as fact. Even in more real-world genres such as action movies, the action routinely goes beyond the boundaries of what you think could really happen.

In order to enjoy such stories, the audience engages in a phenomenon known as "suspension of disbelief". This is a semi-conscious decision in which you put aside your disbelief and accept the premise as being real for the duration of the story.

Suspension of disbelief only works to a point. It is important that the story maintains its own form of believability and doesn't push the limits too far. There are many factors for the budding story-writer or film-maker to consider, including the following...

The initial premise can be quite outrageous as long as the story maintains consistency within that premise. There are many things about the Star Trek universe which are basically impossible in the real world, but because Star Trek makes an effort to work consistently within its own universe, the stories become believable. For example, as long as you're willing to accept that the Galaxy is mostly populated by humanoids then there is nothing within the series that will break the believability.

The quality of special effects must be believable. It is harder to suspend disbelief in movies where the special effects appear fake.

The genre will determine the lengths to which you can push believability. Audiences will be willing to believe an action hero can perform super-human feats, but the same feats performed suddenly in a romantic drama would result in confusion and disbelief.

Some stories purposely push the suspension of disbelief to the limit. The Indiana Jones movies were a good example, where the audience was expected to find the improbable antics amusing.

One important area of belief is in human actions and emotion. People must act, react and interact in ways which are believable. In cases where such interactions do require suspension of disbelief, the normal rules of consistency apply. Audiences are very unforgiving if they think a character is behaving in an unbelievable fashion.”

Source:

Media College. (n.d.). *Suspension of Disbelief*. Retrieved from Glossary:
<http://www.mediacollege.com/glossary/s/suspension-of-disbelief.html>

Comic Template:

Name: _____ Date: _____ Period: _____

Title: _____

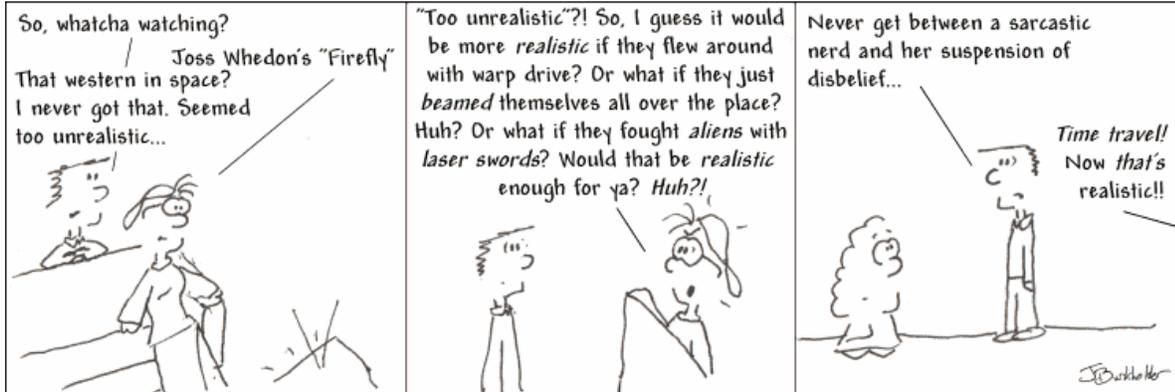
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Suspension of Disbelief Comics:

Zoidland by Jeff Burkholder



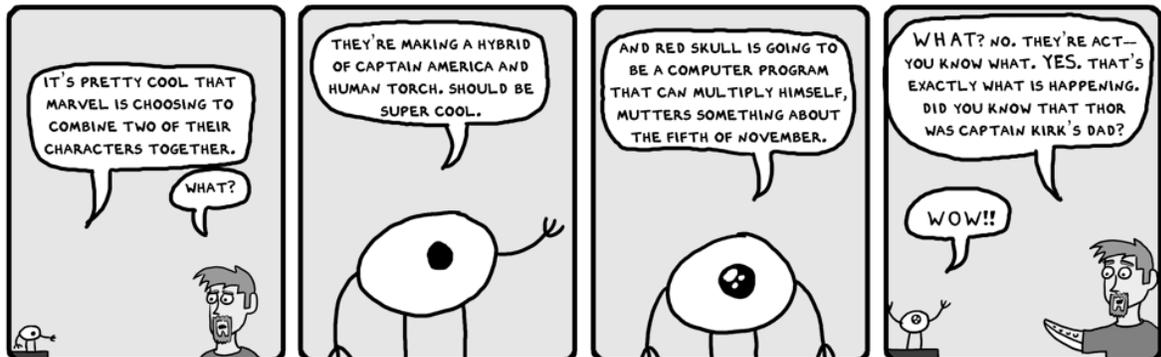
By Roy Delgado:

© Original Artist
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www.CartoonStock.com



"Assuming their porridge was poured at the same time, how could it then be too hot, too cold and just right?"

The Underfold by Brian Russell



THEUNDERFOLD.COM

BY BRIAN RUSSELL

Appendix B.1

EXAMPLE:

Paragraph 2: “I’d believe that...”

My favorite fairy tale is *Beauty and the Beast*. In this story, I’d make Beast an ex-convict that recently got out of jail and Beauty would be the son of a well-known scholar at the local university. Instead of being held hostage in exchange for her father’s release, I would have Beast accidentally save Beauty’s father from a car accident or something of the sort. In return, as a thank you, Beauty would try to do something kind for Beast but he’d be reluctant to accept the favor. Over time, Beauty and Beast would grow fond of each other even though Beast still had violent tendencies and was tempted to break the law again. Eventually, the local Sheriff would set up Beast to be arrested in an attempt to win Beauty’s affections. Of course, Beast would fight back and prove he was set up which would release him from the stereotype of a horrible ex-convict and give him the courage to embrace his feelings to Beauty.

Appendix B.3

Name: _____ Group: _____

| Know | Want to Know | Learned |
|------|--------------|---------|
| | | |

| K | W | L |
|---|---|---|
| | | |

| | | |
|---|---|---|
| K | W | L |
|---|---|---|

| | | |
|---|---|---|
| K | W | L |
|---|---|---|

Appendix C.1

Enchanted Reflection Rubric:

| Element | Points | | |
|------------------------------------|--|---|---|
| Discussion of Traditional Elements | Student gives detailed descriptions of Traditional Elements. 10 | Student lists Traditional Elements. 5 | Student does not discuss Traditional Elements. 0 |
| Discussion of Realistic Elements | Student gives detailed descriptions of Realistic Elements. 10 | Student lists Realistic Elements. 5 | Student does not discuss Realistic Elements. 0 |
| Discussion of Personal Elements | Student gives detailed descriptions of Personal Elements. 10 | Student lists Personal Elements. 5 | Student does not discuss Personal Elements. 0 |
| Notes | Student includes descriptive notes from the movie. 10 | Student includes generic notes from the movie. 5 | Student does not include notes from the movie. 0 |
| Total Earned | | | |
| Overall Grade | | | |

Multimedia Autobiography Assignment Outline

Description: This autobiography will be written by your future self. Picture what you would like to achieve in life and base this project on how you have reached your own Happily Ever After. You will use a multimedia platform for this assignment and present the project to the class at the end of the unit. You may create a music video, write a song, paint a picture, etc... If you decide to use a platform that does not include written or spoken descriptions of your Journey to Happily Ever After and the Definition of Your Happily Ever After, include a one page description of the two with your final project. This autobiography should be creative, but realistic as well. Begin with facts from your life up until this point and then move forward.

Requirements:

- Multimedia
- Description of Journey to Happily Ever After
- Definition of Personal Happily Ever After
- 5-6 Minute Presentation
- Proper Use of Spelling and Grammar

Rubric:

| Element | Points | | | |
|----------------------------------|---|---|--|--|
| Multimedia Platform | Student creatively uses the platform in a unique way. 15 | Student uses a creative platform. 10 | Student uses a multimedia platform. 5 | Student does not use a multimedia platform. 0 |
| Description of Journey to H.E.A. | Student gives creative descriptions of the events that lead them to their H.E.A. 25 | Student generically describes the events that led them to their H.E.A. 15 | Student lists the events that lead to their H.E.A. 10 | Student does not include a Description of their Journey. 0 |
| Definition of Personal H.E.A. | Student gives specific and descriptive definition of their H.E.A. 25 | Student gives specific but generic description of their H.E.A. 15 | Student lists the elements of their H.E.A. 10 | Student does not define their H.E.A. or gives a general definition. 0 |
| Presentation* | Student uses appropriate language, speaks clearly and engages their audience within the appropriate time frame. 25 | Student uses appropriate language and speaks clearly within the appropriate time frame. 15 | Student is difficult to understand and/or uses inappropriate language and does not stay within the appropriate time frame. 10 | Student does not present. 0 |
| Spelling and Grammar | There are fewer than three spelling or grammatical errors. 10 | There are 3-5 spelling or grammatical errors. 8 | There are 6-10 spelling or grammatical errors. 5 | There are more than 10 spelling or grammatical errors. 0 |
| Total Earned | | | | |
| Overall Total: | | | | |

*If you are uncomfortable presenting in front of the class, please see me before or after class to discuss other options.

Appendix C.3

EXAMPLE:

Paragraph 3: “I would be...”

I most connect with *Beauty and the Beast*'s Belle. I love to read like she does and I would certainly trade myself in for a family member's release just like she did. I am sometimes a little too curious and find myself in situations I might have avoided otherwise. However, I am much less patient than Belle and would have found it difficult to spend so much time with Beast when he was so stubborn.

Appendix D

Presentation Feedback

Student: _____

Positive Comment:

Constructive Comment:

Questions:

Student: _____

Positive Comment:

Constructive Comment:

Questions:

Student: _____

Positive Comment:

Constructive Comment:

Questions:

Student: _____

Positive Comment:

Constructive Comment:

Questions:

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