



Re-writing Fairytales Unit of Work

(NSW English Stage 4 Syllabus
for the Australian curriculum)

Unit overview and lessons based on developing knowledge of and skills in creating modern fairytales that challenge reader expectations using fairytale elements such as key ideas, motifs, 'the hero's journey', archetypal characters and situations, themes and narrative voice as well as intertextuality and binary oppositions

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Quiller

Re-writing Fairytales: Unit of Work

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Unit of work:	Re-writing Fairytales	Year: 7/8	Stage: 4
Duration:	6 weeks	Assessment:	Fairytale writing
Text types:	Narratives	Language:	Hyphens & dashes, clauses, developing sentences
Concepts:	Intertextuality, genre & creative writing		

Learning experiences:

- reading, writing, viewing, listening, creating, representing

Cross-curriculum priorities:

- Asia and Australia's engagement with Asia

Links to other learning areas:

- History

General capabilities:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology
- Intercultural understanding
- Literacy

Other learning across the curriculum areas:

- Civics and citizenship
- Difference and diversity

Essential Learning Goal	Overarching Questions	Key Learning Ideas
<ul style="list-style-type: none"> To explore the fairytale genre in order to challenge reader expectations to create new fairytales reflective of new ideas. 	<ul style="list-style-type: none"> What are fairytales? How are archetypes shown in fairytales? Why are fairytales culturally important? What is intertextuality? How is it represented in fairytales? What are some different ways of retelling fairytales? 	<ul style="list-style-type: none"> Qualities of contemporary fairytales Fairytale elements Archetypes in fairytales Binaries in fairytales Clauses Audience and purpose of fairytales Motifs in fairytales Key ideas and situations in fairytales 'The hero's journey' in fairytales Themes in fairytales Intertextuality in fairytales Experimenting with fairytale genre Re_telling fairytales

Re-writing Fairytales Unit of Work
Links to NSW English Syllabus K-10 for the Australian Curriculum: Stage 4

Objective A: Outcome 2

A student: effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies EN4-2A

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> recognise the different processes required for responding and composing in a range of forms and media
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context use processes of representation, including the creative use of symbols, images, icons, clichés, stereotypes, connotations and particular aural, visual and/or digital techniques use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1728, ACELY1738)
Respond to and compose texts	<ul style="list-style-type: none"> use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722) use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing

Objective B: Outcome 3

A student: uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts EN4-3B

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> engage with the language and structures of texts in meaningful, contextualised and authentic ways identify, discuss and reflect on the ideas and information in a range of texts develop a sense of personal style and taste in composition and response
Develop and apply contextual knowledge	<ul style="list-style-type: none"> describe and analyse the purpose, audience and context of texts recognise and use appropriate metalanguage in discussing a range of language forms, features and structures analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1534, ACELA1545)
Understand and apply knowledge	<ul style="list-style-type: none"> interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)

of language forms and features	<ul style="list-style-type: none"> understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1532, ACELA1544)
Objective B: Outcome 4 A student: makes effective language choices to creatively shape meaning with accuracy, clarity and coherence EN4-4B	
Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> recognise and appreciate the ways a wide range of texts communicate by using effective language choices
Develop and apply contextual knowledge	<ul style="list-style-type: none"> explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768, ACELT1805) experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)
Respond to and compose texts	<ul style="list-style-type: none"> create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632) creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences respond to and compose new print and multimodal texts, experimenting with appropriations and intertextuality

Objective C: Outcome 5

A student: thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-5C

Sub-strands	Content descriptions
Develop and apply contextual knowledge	<ul style="list-style-type: none">• explore the ways individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions• critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none">• use imaginative texts as Frameworks to replicate or subvert textual conventions to create new texts
Respond to and compose texts	<ul style="list-style-type: none">• compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness• critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts

NSW Board of Studies, *NSW Syllabus for the Australian Curriculum: English K-10 Syllabus*, 2012, pp 116-133

Content descriptions	Quality Teaching Framework	Lesson Outline	Suitable for homework	Resources
<p>Outcome 3</p> <ul style="list-style-type: none"> engage with the language and structures of texts in meaningful, contextualised and authentic ways <p>Outcome 3</p> <ul style="list-style-type: none"> develop a sense of personal style and taste in composition and response analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1534, ACELA1545) <p>Outcome 4</p> <ul style="list-style-type: none"> recognise and appreciate the ways a wide range of texts communicate by using effective 	<p>Intellectual quality Higher-order thinking Metalanguage Substantive communication</p> <p>Quality learning environment Explicit quality criteria Engagement High expectations</p>	<h2>Part 2: Communicating ideas in fairytales</h2> <h3>Writing engaging sentences</h3> <h4>Guidance</h4> <ol style="list-style-type: none"> 1. Explain, discuss or read notes from the worksheet about how fairytales use engaging sentences to communicate ideas. 2. Read the following imaginative monologue from the mother's perspective in Hans Christian Anderson's <i>The Ugly Duckling</i>. <p>Mother's perspective</p> <p>What is this beast I see before me? It's not real. It doesn't look like any of my other ducks. It can't be mine. Surely, it's not mine. It's ugly. Just ugly. Too ugly for my family. Mrs Quack Duck said so. She said, 'Get rid of it! Cast it out. Send it on its way.' But it's my duck. What should I do? I took one more look at it. Its black wings frightened me. It has to go. It just has to.</p> 3. Ask students to identify the different types of sentences used to illustrate the mother's internal state of mind. Discuss the following questions: <ol style="list-style-type: none"> a. What did you notice about the length and type of sentences used? b. What tone is used and what does this tell you about the internal state of mind of the mother duck? 4. Now, read and discuss a paragraph written from the ugly duckling's perspective. 		<p>Writing engaging sentences worksheet</p> <p>Understanding clauses worksheet</p>

<p>language choices</p>		<p>Oh woe is me! My feathers are as black as soot, while my brothers and sisters are as white as milk. I have started to drift away from the flock, sensing they would prefer it that way. I look up to the sky and see the magnificent birds flying and I long to join them. Oh how I feel a pang in my heart as I glide along the lake, wondering where I belong. Ever since I was born, my lonely days have been growing and growing, and now it is unbearable. What can I do? I am what I am. It is time to leave, time to find my flock and leave the past behind.</p> <p>5. Discuss the following questions:</p> <ol style="list-style-type: none"> What did you notice about the length and type of these sentences compared to the mother's perspective? What does this tell you about the internal state of mind of the ugly duckling? <p>Understanding clauses</p> <ol style="list-style-type: none"> Explain and discuss the meaning of clauses. Give an example. Ask students to complete the task below: <p>Task</p> <p>a Identify the subject, verb and object in the following clauses:</p> <ul style="list-style-type: none"> Snow White knocked on the door. The frog sat on his lilypad. The princess wiped the frog slime from her mouth. The frog jumped into the pond. The fox kissed the princess. <p>Task 2</p> <p>a Imagine a character from an existing fairytale or an imagined fairytale is in extreme distress. Like the mother from 'The Ugly Duckling' story, this character is thinking quickly about a distressing situation. In the task, you are going to write a short extract from the perspective of this character. However, before you begin writing, brainstorm the following:</p> <ul style="list-style-type: none"> the situation that is causing distress 		
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