

## FOLKTALE QUILT

### Performance Standard 2B.H

After reading and summarizing information from different genres, the student will select a folktale theme (e.g., Cinderella theme, beauty and the beast theme, ugly duckling theme) and incorporate it into a modern day story. The teacher will assemble all stories into a quilt accordingly:

- *Using of Literary Elements:* identify and convert literary elements (i.e., theme, culture, setting, character, conflict, resolution, outcome) to a different time period.
- *Adapting information:* use the original folktale and student's own experiences in a balanced way to develop modern day version; include examples and details to develop the new version of the folktale; manipulate the story line in a way that supports folktale development.
- *Connecting the real world:* articulate understanding of the meaning of the folktale; expand understanding to other situations and instances, especially those from the student's world; elicit evidence of similarities between original folktale and modern day version.

### Procedures

1. *In order to read and interpret a variety of literary works (2B)*, students should experience sufficient learning opportunities to develop the following:
  - Respond to text.
  - Connect textual information to real-life situations (prior knowledge and personal experience).
  - Paraphrase, summarize, synthesize, and evaluate information from a variety of texts and genres.
  - Make connections between text and its culture.
  - Use literary themes to connect recurring problems over time and across cultures.
  - Investigate how attitudes toward a situation or problem change in different periods of history or in different cultures.
  - Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The student will have read several selections from different periods of history and different cultures.
4. The student will have prior knowledge of folktale themes.
5. The student will have prior knowledge of summarizing, paraphrasing, genres, and literary themes.
6. After having read several folktales, the student will select a folktale and incorporate its theme into a modern day story.
7. The student must indicate on a T chart, the title of the selection to be changed to reflect the modern day version, the theme, time period, the character(s), conflict, resolution, and outcome.
8. In the modern day version, students should use elements that parallel those from the original version (e.g., castle/large home, king/handsome man).
9. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

### Examples of Student Work not available

### Time Requirements

- Three class periods

### Resources

- Literary selections
- Writing materials/art supplies
- T chart
- Folktale Quilt Rubric

# Folktale Quilt T Chart

(Worksheet for Story Development)

<b>Title:</b> _____	<b>Title:</b> _____
(Original theme Title)	(New Modern Day Title)
<b>Theme:</b>	<b>Theme:</b>
<b>Culture:</b>	<b>Culture:</b>
<b>Setting:</b>	<b>Setting:</b>
<b>Character(s):</b>	<b>Character(s):</b>
<b>Conflict:</b>	<b>Conflict:</b>
<b>Resolution:</b>	<b>Resolution:</b>
<b>Outcome:</b>	<b>Outcome:</b>

## FOLKTALE QUILT

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds      11 - 12 total points
- Meets         8 - 10 total points
- Approaches   5 - 7 total points
- Begins         3 - 4 total points

	<b>Use of Literary Elements</b>	<b>Adaptation</b>	<b>Real World Connection</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Consistently identifies and converts these elements to a different time period:               <ul style="list-style-type: none"> <li>• Theme</li> <li>• Culture</li> <li>• Setting</li> <li>• Character</li> <li>• Conflict</li> <li>• Resolution</li> <li>• Outcome</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consistently uses the original folktale and student's own experiences in a balanced way to develop modern day version.</li> <li>• Consistently includes appropriate examples and important details to develop the new version of the folktale.</li> <li>• Effectively manipulates the story line in a way that supports folktale development.</li> </ul>	Consistently: <ul style="list-style-type: none"> <li>• Articulates clear understanding of the meaning of the folktale.</li> <li>• Expands understanding to other situations and instances, especially those from the student's world.</li> <li>• Elicits evidence of similarities between original folktale and modern day version.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Usually identifies and converts these elements to a different time period:               <ul style="list-style-type: none"> <li>• Theme</li> <li>• Culture</li> <li>• Setting</li> <li>• Character</li> <li>• Conflict</li> <li>• Resolution</li> <li>• Outcome</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Usually uses the original folktale and student's own experiences in a balanced way to develop modern day version.</li> <li>• Usually includes appropriate examples and important details to develop the new version of the folktale.</li> <li>• Comprehends/summarizes basic story line.</li> </ul>	Usually: <ul style="list-style-type: none"> <li>• Articulates clear understanding of the meaning of the folktale.</li> <li>• Expands understanding to other situations and instances, especially those from the student's world.</li> <li>• Elicits evidence of similarities between original folktale and modern day version.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Occasionally identifies and converts these elements to a different time period:               <ul style="list-style-type: none"> <li>• Theme</li> <li>• Culture</li> <li>• Setting</li> <li>• Character</li> <li>• Conflict</li> <li>• Resolution</li> <li>• Outcome</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally uses the original folktale and student's own experiences in a balanced way to develop modern day version.</li> <li>• Occasionally includes appropriate examples and important details to develop the new version of the folktale.</li> <li>• Limited comprehension/summary of story provided.</li> </ul>	Occasionally: <ul style="list-style-type: none"> <li>• Articulates clear understanding of the meaning of the folktale.</li> <li>• Expands understanding to other situations and instances, especially those from the student's world.</li> <li>• Elicits evidence of similarities between original folktale and modern day version.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Seldom/never identifies and converts these elements to a different time period:               <ul style="list-style-type: none"> <li>• Theme</li> <li>• Culture</li> <li>• Setting</li> <li>• Character</li> <li>• Conflict</li> <li>• Resolution</li> <li>• Outcome</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Seldom/never uses the original folktale and student's own experiences in a balanced way to develop modern day version.</li> <li>• Seldom/never includes appropriate examples and important details to develop the new version of the folktale.</li> <li>• Summary of story line is inaccurate, incomplete, or confusing.</li> </ul>	Seldom/Never: <ul style="list-style-type: none"> <li>• Articulates clear understanding of the meaning of the folktale.</li> <li>• Expands understanding to other situations and instances, especially those from the student's world.</li> <li>• Elicits evidence of similarities between original folktale and modern day version.</li> </ul>
<b>Score</b>			