



WHAT CAN FAIRY TALES DO IN YOUR CLASSROOM?

Through the use of fairy tales, students will...

- sharpen their analytical skills by closely studying a piece of literature,
- explore the history of folklore and the development of cautionary tales,
- discover how literature can be used to reinforce gender roles,
- rediscover stories they heard as children and construct new meaning from them,
- create a contemporary fairy tale.

TIPS FOR TEACHING FAIRY TALES IN THE CLASSROOM

- In order for the students to fully explore the idea of traditional gender roles as outdated, you must have previously created an open learning environment; your students will not be as responsive to challenging gender roles in a harsh environment!
- Try to teach this unit and accompanying lesson near the end of the semester, when students are typically more open to new ideas!

EXCELLENT FAIRY AND FOLK TALES TO USE

CAUTIONARY TALES

- Mrs. Sherwood: "Fast to Corruption"
- Mrs. Jerram: "The Dying Child"
- Working Man: "Smoke Not"
- Isaac Watts: "Obedience to Parents"
- Isaac Watts: "Against Idleness and Mischief"
- Isaac Watts: "Against Pride in Clothes"

FAIRY/FOLK TALES

- Charles Perrault: "Little Red Riding Hood"
- Charles Perrault: "Cinderella"
- J&W Grimm: "Little Red Riding Cap"
- J&W Grimm: "Ashputtle"
- J&W Grimm: "The Frog King"
- Unknown: "Jack and the Beanstalk"
- H.C. Andersen: "The Princess and the Pea"
- H.C. Andersen: "The Little Mermaid"

THE IMPORTANCE OF FAIRY TALES: DO NOT EXPECT ME TO KISS A TOAD





MODIFIED GRADE TEN LESSON PLAN

THEMATIC CHANGES

- I believe this Grade Ten lesson plan that is developed into a unit could emphasize the importance of developing a caring and accepting community environment in the classroom. To do this, I suggest placing special emphasis on the idea of 'political correctness' during the first days of the unit. Spend more time focusing on how people from other cultures, religious backgrounds, genders, and sexual orientations could be offended by certain statements and actions.

PROGRESSION OF LEARNING

- As the first grade to analyze a traditional story which the students have previously experienced as children, I believe the focus should be on the teacher to point out elements of the story that may be considered politically incorrect in terms of gender roles.
- Students are then expected to consider how these gender roles are present in their own lives, and how they behave accordingly so.



ORIGINAL GRADE ELEVEN LESSON PLAN

PROGRESSION OF LEARNING

- The accompanying Grade Eleven lesson plan's main focus is on identifying elements which some students may find offensive. Rather than the teacher point out elements of gender roles found in the texts, students work in small groups to recognize these elements of the pieces.
- In analyzing a fairy tale closely and in small groups, students will sharpen their diagnostic skills as a preparatory tool to eventually work independently.
- In analyzing tales a student recalls from childhood, the student constructs new meaning from the original.



MODIFIED GRADE TWELVE LESSON PLAN

THEMATIC CHANGES

- While this lesson plan will follow the basic outline of the previous lessons, it will be adjusted to expand the students' worldviews. Rather than analyzing well-known fairy tales, students will have the opportunity to work with folk tales from around the world. The student will explore the idea of how his or her prior knowledge of fairy tales affects the reaction to a newly introduced fairy tale.

PROGRESSION OF LEARNING

- Students will begin to recognize elements of fairy tales and other texts such as novels that attempt to reinforce gender roles.
- Students will be expected to demonstrate their ability to independently recognize when something could be offensive to others.
- Students will be expected to illustrate how the idea of gender roles is a prominent feature in our society, and compare this element to other societies we will study.