Comparing & Contrasting: The Original Fairy Tales of the Brothers Grimm with Fractured Fairy Tale Stories

WebQuest Description: This webquest was designed for students to read and review the fairytales of the Brothers Grimm, and compare and contrast them to similar but fractured fairy tales by various authors. Students will conclude this webquest by creating their own fractured fairy tales based on what they have read as a class and in their collaborative groups.

Grade Level: 3-5
Curriculum: English / Language Arts
Keywords: Fairytales, Fractured Fairytales, Grimm Brothers, Tales, Compare and Contrast, Character, Setting, Plot, Writing, Graphic Organizers
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Introduction

In 1812 German scholars, Jacob and Wilhelm Grimm, published their first edition of tales. The book included 85 stories, including Cinderella, Hansel and Gretel, Little Red Riding Hood, Little Briar Rose (Sleeping Beauty), and The Frog Prince. Since then, many of these tales have been retold by creating new plots to update their meanings and moral messages. These tales are called "Fractured Fairy Tales". This webquest will take you back to the 1800's to revisit the original tales of the Brothers Grimm and then back to today as we read, review, and create an updated version of the original tales. As you go through the webquest be sure to look at the different sites in the resource sections. These will include stories, videos, games, and much more.

Your task is to work both independently, and in your cooperative learning groups as you explore the world of Fairy Tales and peek into fun and updated versions of the original stories.

Tasks

Your first task is to assign members of your collaborative group the following jobs.

Chancellor- Student will be the head writer of the assignment taking notes during brainstorming and writing the group story.
Scribe- Student will assist the "chancellor" taking notes and helping write the group story.
Reeve- Student will watch the clock and make sure that the other group members stay on task throughout the project.
Messenger- Student will present the final story to the class.

NOTE- ALL STUDENTS MUST CONTRIBUTE TO THE CREATION/IDEAS OF THE STORY IN ORDER FOR FULL CREDIT.

Your second task is to discuss with your group the original Brothers Grimm stories we read as a class. If you need to go back and review any of the stories they are listed below in the resource section. After you have reviewed the original stories, each group member is responsible for choosing ONE fractured fairy tale story based on one of the Brothers Grimm original stories. The third task will be to individually read the fractured fairy tale. Followed by CREATE a Venn diagram comparing and contrasting the original story with the chosen fractured tale. Each student MUST turn in their own diagram.

The fourth task will be to work in your collaborative groups to CREATE your own entertaining fractured fairy tale. Be sure to work together to brainstorm ideas for your story. You will be responsible for creating a first draft and a final proofread draft. Make sure to use available resources such as dictionaries, thesaurus, and class computer to help inspire creativity. If time allows one or more group members may type the proofread version of your story on the class computer. The final task will be to PRESENT your fractured fairy tales to the entire class. All group members should be prepared to answer questions about their story.
1.) In your collaborative groups, take time to discuss and review the original stories of the Brothers Grimm that we read as a class.  
2.) Note the characters, settings, and events of the different stories.  
3.) Once finished reviewing, each student will choose one Fractured Fairytale book from the list provided below in the resource section or you may choose your own book from the library.  
4.) Each group member will then be responsible for creating a Venn Diagram comparing and contrasting the original tale with the updated tale based on their chosen book.  
5.) Individual grades will be assigned. (Example below in the resource section.)  
6.) While waiting for your group to finish you may take a few minutes to watch Fractured Fairy Tale Cartoons to get more ideas for your own story.  
7.) Once the group has determined an idea for their story they will create a first draft.  
8.) Students will then proofread their stories and work to improve major and minor details of their stories. Resources such as a thesaurus, dictionary and computer are available for student use to help identify words, produce rhyming words, and encourage new vocabulary.  
9.) The person chosen as the messenger will then read the final story to the entire class. Each group member must be prepared to answer any questions that may be asked about their story.  
10.) HAVE FUN!

**Evaluation**

<table>
<thead>
<tr>
<th>GRades</th>
<th>Category and Score</th>
<th>Court Jester</th>
<th>Knight/Dame</th>
<th>Prince/Princess</th>
<th>King/Queen</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignment</td>
<td>Student did not complete the Venn diagram assignment.</td>
<td>Student completed the Venn diagram assignment with somewhat accurate information comparing and contrasting the original fairy tale with a fractured fairy tale.</td>
<td>Student completed the Venn diagram assignment providing mostly accurate information comparing and contrasting the original fairy tale with a fractured fairy tale.</td>
<td>Student completed the Venn diagram assignment providing accurate information comparing and contrasting the original fairy tale with a fractured fairy tale.</td>
<td>Student took noticeable and effective advantage of the various resources provided to create entertaining stories to complete this task. Little to no grammatical errors.</td>
<td>20</td>
</tr>
<tr>
<td>Effective use of Resources.</td>
<td>Student did not make use of provided resources to complete this task. No attempt to proofread work.</td>
<td>Student took advantage of some of the resources provided to complete this task. Several grammatical errors.</td>
<td>Student took advantage of most of the resources provided to complete this task. Few grammatical errors.</td>
<td>Student took noticeable and effective advantage of the various resources provided to create entertaining stories to complete this task. Little to no grammatical errors.</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Group Participation</td>
<td>Student did not participate during the reading, review, creation, and presentation of the fractured fairy tale.</td>
<td>Student participated 80% of the time during the reading, review, creation, and presentation of the fractured fairy tale.</td>
<td>Student participated 90% of the time during the reading, review, creation, and presentation of the fractured fairy tale.</td>
<td>Student participated 100% of the time during the reading, review, creation, and presentation of the fractured fairy tale.</td>
<td></td>
<td>20</td>
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CONGRATULATIONS! You have brainstormed, written, rewritten, and presented your very own fractured fairy tale. I hope you had fun creating your original tale! If you get a chance take time to compare and contrast your group story with the original version to see how they match up! GREAT JOB!

This webquest was
created to introduce 3rd grade students to the literary genre of fairytales. The teacher will read selected original stories of the Brothers Grimm to students. Students will then discuss and review the original stories, work individually comparing and contrasting fractured versions of the original tales, and then create as a group their own fractured fairy tale. According to the state of Tennessee’s state standards students at the 3rd grade level should be able to experience, explore, and learn basic literary characteristics.
Comparing and contrasting characters, settings, and events in different stories, and be able to brainstorm, create first and final drafts, and then present their work. 

Standards

Credits

Other