# Fractured Fairy Tale: Major Assignment (30%)

Each day in the computer lab: Have a seat quietly with your binder out, log on to a computer and go to our English class website: **www.rcsdk12.org/fusco.** See me if you need extra help or want me to look over your story before the due date.

**OVERVIEW:** You will **research various elements of classic fairy tales**, **fractured fairy tales** and ultimately **write your own original fractured fairy tale!** You will work on some of this at home. However, I am giving you a lot of time in class to complete this major writing assignment (30% of MP3). As always, no plagiarism. **Copying work from the internet or another person will result in an automatic ZERO.** See rubric for grading!

**Final Polished Fractured Fairy Tale copy due:** _____
> ✓ **Check off as you finish each part of your task** (Follow the steps below)

**STEP 1:** Read the fairy tales on the class website (links found on: *CLASSIC FAIRY TALE STORIES*) and quietly work on the "Close Reading Chart" as you read the classic fairy tales.
**Done:** _____

**STEP 2:** Next, click on the *Fractured Fairy Tale Link*. Quietly read over the fractured fairy tales. Jot down changes made to classic stories and View some YouTube clips at the bottom.
**Done:** _____

**STEP 3:** Read: *Checklist for Common Elements of Fairy Tales*. Be sure to use some of these common elements of fairy tales in order to effectively alter in your own tale.   **Done:** _____

**STEP 4:** Fill out: *Idea Generator: Fractured Fairy Tale*. This will assist you in changing up a classic tale and putting your own creative spin on it!   **Done:** _____

**STEP 5:** Fill out: *Graphic Organizer: Writing a Fractured Fairy Tale*. This will guide you as you will be making a rough draft of your fractured fairy tale.   **Done:** _____

**STEP 6:** Write out a draft of your fractured fairy tale. Use transitions: See *Transitions in Writing* sheet. Circle which ones you used in your fractured fairy tale!   **Done:** _____

**FINAL STEP: Polished final copy of your fractured fairy tale!**
(Carefully examine rubric before submitting your final, polished tale)   **Done:** _____

*Fusco, 2013-2014*
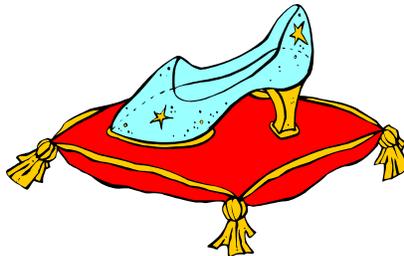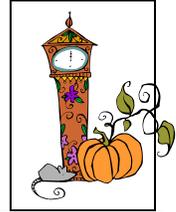
Name: _____

Mr. Fusco

Class Information: _____

Date: _____

# Grading Rubric: Fractured Fairy Tale Major Assignment (30%)

### Fractured Fairy Tale Requirements:

- Cover: Clever title top center, visual in middle & proper heading bottom center
- Typed 12 point black font (Save to your flash drive AND H-drive daily!)
- 2-4 pages in length, double spaced
- Include transitions and dialogue throughout your story
- Creative, interesting and inventive fracturing of fairy tales

| Category | 2 Beginning | 3 Developing | 4 Good | 5 Exemplary |
|---|---|---|---|---|
| **M**EANING | Did not understand the assignment. Poor job fracturing a fairy tale, little to no originality or creativity. Not 12 point font, incorrect heading/no title. | Fair understanding of how to write a FFT. Need to change a classic tale more, not very original. A bit bland & lacking creativity. Not 12 point font, incorrect heading and/or no title. | Good understanding of how to write a FFT. Nice job fracturing a classic tale. Could be more original & creative. 12 point font w/proper heading and title. | Superior understanding of how to write a FFT. Great job fracturing a classic tale! Original & creative! 12 pt. font w/proper heading and clever title. |
| **O**RGANIZATION | Difficult to follow. Events randomly placed. All over the place. | Confusing at times, not structured very well. Lacking sequence & transitions. | Pretty organized. Most events follow consistent sequence w/transitions. | Very well organized! Events & ideas follow consistent sequence w/ transitions. |
| **L**ANGUAGE USE | Many glaring errors w/limited understanding of writing process. | Careless errors, w/developing understanding of writing process. Many words could be enhanced. | Some errors, with a good understanding of writing process. Some words could be enhanced. | Essentially no errors, w/superior understanding of writing process. Great vocabulary! |
| **D**EVELOPMENT | Too short, no dialogue & needs a lot of work developing ideas. Did you read the requirements? | Lacking in development, little to no dialogue & needs some work on developing ideas. Not 2-4 pgs. | Good development & dialogue. Needs a little work on developing ideas more fully. About 2-4 pgs. | Excellent development & great use of dialogue. Awesome development of ideas! 2-4 fully developed pgs. |

**Overall score: _____/20**

**Parent/Guardian signature: _____**

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# Classic Fairy Tales:

Click on the links on our class website to closely read and analyze classic fairy tales.

| | | |
|---|---|---|
| Beauty and the Beast | Cinderella | The Elves & Shoemaker |
| The Emperor's New Clothes | The Frog Prince | The Golden Goose |
| Hansel and Gretel | Jack and the Beanstalk | The Pied Piper of Hamelin |

| | | |
|---|---|---|
| The Princess and the Pea | Puss in Boots | Rapunzel |
| Rumpelstiltskin | Sleeping Beauty | Snow White and the Seven Dwarfs |
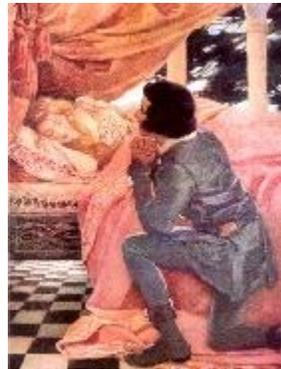
Name: _____

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# Close Reading Chart: Themes Presented in Fairy Tales

**Task:** As you closely read each fairy tale on the English class website, put a check mark in the box if it applies to each tale. Leave the box blank if it does not apply. Added at the end of this packet on page 11: "Chart 2: Various Cultures Presented in Fairy Tales".

|  | One character is jealous of another's beauty or goodness | Characters are put to a test | Characters get help from a magical creature | Honesty or cleverness is rewarded | Foolishness or evil is punished | Characters are transformed into something better | Characters marry into royalty | Characters live happily ever after |
|---|---|---|---|---|---|---|---|---|
| Beauty and the Beast | | | | | | | | |
| Cinderella | | | | | | | | |
| The Elves and the Shoemaker | | | | | | | | |
| The Emperor's New Clothes | | | | | | | | |
| The Frog Prince | | | | | | | | |
| The Golden Goose | | | | | | | | |
| Hansel and Gretel | | | | | | | | |
| Jack and the Beanstalk | | | | | | | | |
| The Pied Piper of Hamelin | | | | | | | | |
| The Princess and the Pea | | | | | | | | |
| Puss in Boots | | | | | | | | |
| Rapunzel | | | | | | | | |
| Rumpel-stiltskin | | | | | | | | |
| Sleeping Beauty | | | | | | | | |
| Snow White | | | | | | | | |

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# CHECKLIST FOR COMMON ELEMENTS OF FAIRY TALES

Here are many of the common elements found in fairy tales. As you brainstorm and write your own fractured fairy tale, make sure you have included these elements - the beginnings, endings, character types, settings, and plot structures typically found in fairy tales. However, make sure you are creative and change it up! Be careful not to stick too close to the original or change it up so much you lost focus/fusco of the original tale. See the *Idea Generator* on the next page to get a better idea of what I'm fustalking about.

- "Once upon a time" beginnings, mostly in a faraway past time

- Princesses, princes, kings, queens, and royalty

- Animals are often animated and can have special abilities

- Humans can take on unusual forms, such as giants, dwarfs

- Setting is often enchanted, including kingdoms, castles, and forests

- Innocent, good characters, subjected to misfortune or evil misdoings

- Evil and often powerful antagonists

- Problems, heightened action, climax, and solutions, all leading to...

- "They lived happily ever after" endings

- Fairy tales can often teach a lesson
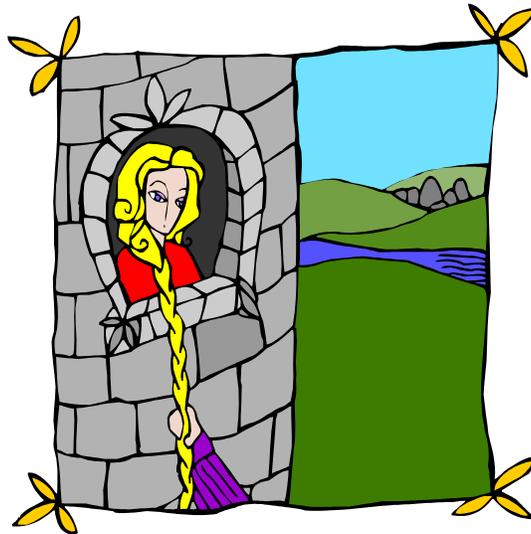
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# Idea Generator: Fractured Fairy Tale

You will understand the elements of fairy tales better by completing these exercises, where you will be taking traditional fairy tale elements and writing your own version. You can use any fairy tale story to start with, such as "Cinderella", "Little Red Riding Hood", or "The Three Little Pigs". You can even combine fairy tales and make some characters from different tales meet one another! This activity is just an idea generator. If you change up what you write here for your draft/final copy, that is fine!

**1) Once upon a time...**
No, no, no! Hold it! Scratch that, would you? Why does it have to be "Once upon a time", all the time? How about, "Dude, it was just yesterday when you said... ", or, "I wasn't even born when this story happened, so don't blame me if I don't get it right... "Your turn; change the opening, will you?

_____
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**2) Problems that fairy tale heroes have to overcome:**
Perhaps some of these fairy tale characters need to learn that modern saying, "Just Say No!" What would happen if Jack of beanstalk fame just said, "Yeah, right. I don't think so!" instead of trading his cow for bean seeds? Or how about: Cinderella having a heart-to-heart with her friend Rapunzel about the character of her wicked step-mother? Or what would happen if the evil queen in Snow White didn't wallow about in front of her mirror, looking green in the gills with jealousy? These fairy tale figures have some problems to overcome, but how about setting up a new challenge? Get rid of the fear, the jealousy, and the usual bully, and see what you can come up with. Take any character from any fairy tale, and set up a new, intriguing problem.

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**3) Off with her head! Okay, maybe not. But how about a little less royalty?**
While it's true that there is often a rags to riches theme in many fairy tales, why not have the rags get help from the middle class? Or, a sympathetic aunt, a wonderful teacher or mentor? A rural setting instead of a castle? Maybe it takes place during the Zombie Apocalypse? In the year 2050? The 1940s? Forget the kingdom, design another setting.

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**4) What would we do without magic?**
 Instead of a wave of the magic wand for a beautiful new dress for Cinderella, what could she do for herself? A little help from friends is okay, but try to dispense with outright magic. It can still be fun and fraught with misadventures, but try to have a character use a little more of his or her own ingenuity to get out of sticky situations. Same thing goes for the rescuer - no knight to the rescue of the beautiful damsel in distress, unless the character devises a plan to deliberately get that person to help - and this kind of situation could be very sneaky or funny! Imagine Rapunzel, for instance, calling from her high perch, "Hey you! Yeah, you! Get over here! You need to help me out, so let's make a deal..."
Take any one fairy tale character and exchange the magic for something more realistic - but just as much fun!

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**5) Who buys the "happily ever after" endings? Do *you*?**
Okay, the wolf disappears, but the three little pigs are going to drive each other crazy living together in a small brick house. How about instead, they realize what a great building plan they designed and they become successful architects? Or, one of them buys all the surrounding property and becomes a real estate developer, much to the dismay of the other two who wanted to keep the rural atmosphere in their previously peaceful little town. Or they could all form a Ghostbuster-type of business, where they successfully - even gleefully - hunt the bad guys, free of fear. It's up to you, but alter an ending for a fairy tale of your choice.

_____
_____
_____
_____
_____

*Fusco, 2013-2014*

Name: _____
Mr. Fusco
Class Information: _____
Date: _____

# Graphic Organizer: Writing a Fractured Fairy Tale

| | Classic Fairy Tale | Fractured Fairy Tale: Your version |
|---|---|---|
| **Title** | | |
| **Characters** | | |
| **Setting** | | |
| **Time Period** | | |
| **Conflict: Internal & External** | | |
| **Ending** | | |

*Fusco, 2013-2014*

# Transitions in Writing: Be sure to add transitions to your tale!

Transitional devices are like bridges between parts of your tale. Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another. Finally, transitional devices link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas. Some transitional devices lead readers forward and imply the building of an idea or thought, while others make readers compare ideas or draw conclusions from the preceding thoughts. Here is a list:

**To Add:** and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)

**To Compare:** whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, vis a vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true

**To Prove:** because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is

**To Show Exception:** yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes

**To Show Time:** immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then

**To Repeat:** in brief, as I have said, as I have noted, as has been noted

**To Emphasize:** definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation

**To Show Sequence:** first, second, third, and so forth. A, B, C, and so forth. next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon

**To Give an Example:** for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, to illustrate

**To Summarize or Conclude:** in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, as I have said, hence, therefore, accordingly, thus, as a result, consequently

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10

Name: _____ Period: _____

**Close Reading Chart 2: Various Cultures Presented in Fairy Tales**

**Task:** With *A Long Walk to Water*, you learned about other cultures. Now you will learn about other cultures in relation to the story *Cinderella*. As you closely read the following versions of the story of *Cinderella*, fill out the chart.

| Title | Country or Culture | How is this version similar to Cinderella? | How is this version different? | Name some cultural aspects |
|---|---|---|---|---|
| *Chinese Cinderella: Yeh-Shen* | | | | |
| *Egyptian Cinderella: Rhodopis* | | | | |
| *German Cinderella: Aschenputtel* | | | | |
| *Your Own Fractured Fairy Tale* (Doesn't have to be *Cinderella*) | | | | |