

Georgia Performance Standards Task for English Language Arts

Grade: 7th grade

Topic: Fairy Tale Retelling

Instructional unit: The Purpose and Power of Persuasion

The task: You will have two roles in this task- one as a presenter and one as a listener

1) You are to assume the role of a villain/antagonist in a fairy tale and retell the fairy tale from your point of view. You want the reader/listener to believe you are INNOCENT. The plot development of your retelling will need to include evidence that supports this argument. Your retelling should follow the format and organization common to narrative texts. After you have presented your point of view to the class, the members of the jury (your classmates) will provide you with feedback on your argument (whether or not you gave a convincing argument in your retelling) and a vote will be taken to determine your guilt or innocence. (See Note to Teacher)

2) Your task as an active listener is to provide evidence from the retelling that leads you to believe/disbelieve the reader and vote appropriately.

Focus Standard:

ELA7R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For literary texts, the student identifies the characteristic of various genres and produces evidence of reading that:

b. Interprets a character's traits, emotions, or motivations and gives supporting evidence from a text.

ELA7W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure; the student

- a. Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).
- e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

ELA7LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions, in which the student:

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Confirms understanding by paraphrasing the adult's directions or suggestions.
- e. Displays appropriate turn-taking behaviors.
- f. Actively solicits another person's comments or opinions.

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- h. Responds appropriately to comments and questions.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- j. Gives reasons in support of opinions expressed.
- k. Clarifies, illustrates, or expands on a response when asked to do so.

ELA7LSV2. The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

When delivering and responding to presentations, the student:

- a. Gives oral presentations or dramatic interpretations for various purposes.
- d. Uses language for dramatic effect.

Circumstances of the assignment/Notes to teacher

This task may be differentiated by allowing students to create the fairy tale retelling as a written narrative or as an oral retelling only.

To differentiate for interest and ability, teachers could allow students to share the fairy tale retelling through a “courtroom” skit. Allow students to assign the roles of judge, jury, lawyers, defendants, witnesses, etc. After planning and practice, students act out the retelling as though it were taking place in a courtroom. Students acting as audience members might actually be the jury. They could decide on a verdict and explain their reasoning using examples from the courtroom scene as evidence.

Before beginning this task, mini-lessons on persuasive techniques and fairy tale retelling should have been given.

This task is designed to be used during the unit.

This task is an individual task that can be completed in or outside of class.