



Eyewitness Stories: The Real Truth

Mary Cave, WVPT

Overview

Topic: Story Elements, Character, Point of View, Fairy Tales. The students will identify the elements of character, plot, and point of view in short stories by pairing up into groups and rewriting a popular children's fairy tale from a different character's point of view. After writing their stories, each pair will create a multimedia presentation using PhotoStory 3 that can then be used as podcasts or videos to share with the other schools for teaching plot structure and point of view at the elementary level. (Teacher should have already taught plot structure of stories, character development, and point of view.)

Time Allotment

Seven to ten 90-minute periods

Learning Objectives

On completion of this lesson students will be able to:

- Identify main characters, plot structure, and point of view
- Illustrate the plot of a story using pictures, drawings, or video
- Analyze a character's point of view
- Evaluate other presentations for content and perspective
- Apply correct use of grammar and punctuation (This lesson addresses Va. SOL English 8.2, 8.4, 8.7, 8.8)

Media Components

- *The Three Little Pigs*. Weston Woods. (1991). Retrieved September 30, 2009 from Discovery Education. www.wvpt.unitedstreaming.com/
Segment Used:
Segment 2: Act Two: The Third Little Pig Meets the Wolf (4:16)

- DVD: *Shrek*. Dreamworks Animation. (2001)
- Book: Scieszka, Jon. *The True Story of the 3 Little Pigs*. Penguin Books LTD, Middlesex: England, 1989. (This is the version as told by the wolf).
- Websites:
 - o Mary Cave's Website (provides link to projects) — Link to projects by students. <http://greencounty.va.schoolwebpages.com/education/components/scrapbook/default.php?sectiondetailid=10231&&>
 - o Read, Write, Think Story Map — This is a story mapping graphic organizer. www.readwritethink.org/materials/storymap/index.html
 - o International Children's Digital Library — This website contains many fairytale books for students to read. www.childrenslibrary.org
 - o The Hat by Harmony Hollow — Free download for picking names. www.harmonyhollow.net/hat.shtml
- Websites for images and music:
 - o www.flickr.com
 - o www.pics4learning.com/
 - o www.classroomclipart.com
 - o www.animationlibrary.com/
 - o www.therecordist.com/pages/downloads.html
- Microsoft PhotoStory (PC only), iPhoto (Mac) or other presentation software



Eyewitness Stories: The Real Truth

- Paint, or other drawing program (This is used if students wish to draw their pictures instead of pasting images.)
- SMART Notebook Software
- The Three Little Pigs SMART Notebook File — available for download from www.wvpt4learning.org/lessons/pdf10/eyewitness.notebook
- Student computers with Internet access
- Microphones
- Computer or TV with DVD player
- Multimedia Projector
- Document Camera

Materials and Student Handouts

- Paper and pencils
- Fairy Tale Rubric (attached)
- Multimedia Project Rubric (attached)

Teacher Preparations

- Send home permission forms to be signed by parents regarding use of images and/or voice of students if required by school division
- Reserve computer lab (laptops, if available) if necessary
- Download and install PhotoStory 3 (PCs only) or other presentation software
- Reserve digital video cameras
- Download video
- Preview all videos
- Preview and bookmark websites, making sure that they are not filtered
- Download Notebook file and make sure software is installed.

Introductory Activity

1. Focus: Say: Today we are going to begin to look at fairy tales that you may be familiar with and discuss the points of view they are told from. As I show you a still picture from the “Shrek” video, I want you to identify as many characters from different fairy tales that you recognize.

FREEZE: With the audio off, open the video “Shrek” to the main menu. On this screen, there are

many fairy tale characters that should stimulate students’ prior knowledge. Have students come up to the board to point out a character and give a short synopsis of the fairy tale. As each fairy tale is discussed, ask the following questions: From whose point of view is the story told in the original stories? Who are some of the major characters in the story? What is the setting? Who is another major character within the story?

Follow-up: Would the story change if told from that other character’s point of view? (Allow student discussion.)

2. Focus: Say: Now we will view a scene from “Shrek,” and I want you to pay particular attention to a fairy tale character that has been brought in to progress the action and how his situation may have changed from the original fairy tale that he was in.

Play: Select Scene 4 and fast forward to 16:09 where King Faqua is introduced and says, “That’s enough. I’m ready to talk.”

Pause: at 17:29 when Lord Faqua says, “She’s married to the Muffin Man!”

Follow-up: Ask: What new character has been introduced? (Gingerbread Man) How could he have possibly ended up with the King? (Allow students to be creative in their answers.) What situation does he find himself in? (lying on table, no legs, being tortured to find out information.) What lines are used from the original fairy tale that the Gingerbread Man was in? (run, run, run as fast as you can) Who is another character that the Gingerbread Man alludes to? (the Muffin Man who lives on Drury Lane)

3. Focus: Say: The last scene that we will view also demonstrates the way in which a character who is introduced can change not only his personality, but the way he interacts with the other characters. Concentrate on ways in which the characters’ situations have changed.

Play: from 17:43 when the mirror is brought into the king and the Gingerbread Man screams, “Don’t tell him anything.”

Pause: at 19:34 where King needs to choose his queen and Lord Faqua shouts, “Number 3!”

Follow-up: Ask: What situation does the Gingerbread Man now find himself in? (instead of running away from people who want to eat him, he is captured and dismembered) How has the person in the

mirror changed from the one in Snow White? (The image in the mirror is no longer a woman, but a man. He continues to tell the truth until he is threatened.) How truthful is the mirror being? (Mirror tells the prince what he wants to hear just as in Snow White.) How does the mirror bring the situation to more modern times? (bringing in the “Dating Game” TV show) You saw many ways that the characters were behaving differently than in their original fairy tale. How does a character change when put into a different plot or situation? (Answers may vary.)

Videostreaming

In order to use videostreaming interactively with students, teachers should use pre-segmented clips provided by the videostreaming company. If you wish to conduct a discussion before the clip is over and then resume after the discussion, use PAUSE, as this will cause the media player to remain at the current location in the stream. If the remainder of the video clip will not be used and the teacher wants to return to the beginning of the video clip, then use STOP so that the media player will revert to the beginning of the stream.

Learning Activities

1. Focus: Say: Today we are going to begin by looking at a fairy tale you are familiar with and then see how that fairy tale has been revised from the original. As I show you pictures, I want you to guess from the pictures what story we might be reading.

Activity: Open the “Three Little Pigs Notebook” file. Click through slides 1-8 to reveal one picture at a time, while having the students tell what is happening in the picture and what the pictures have in common. Continue until students are able to guess that the story is the Three Little Pigs.

Follow-up: Have students pair up and retell the story of the “Three Little Pigs” to each other. Then, ask one person to come to the interactive board and recreate the story using the characters on slide 9 of the Notebook file. Other students can chime in at any time as to whether they believe the story is being told correctly.

2. Focus: Say: Now that you have created the story as you remember, let’s take a look at one scene of the original version. We will watch part of Act 2. As you watch this version, pay attention to the difference between this one and the one we recreated on the interactive board.

Play: *The Three Little Pigs, Act 2* from the beginning where the third little pig is asleep and the narrator says, “The little pig got up at 5.”

Stop: at 4:04 when you see the pig sitting down for a meal with a covered dish in front of him and the narrator says, “And the little pig cooked the wolf.”

Follow-up: Ask: What differences did you see? (the third pig uses trickery and meeting the wolf at special places, such as the turnip patch and the apple tree instead of meeting at the specified time, the little pig gets up and goes much earlier leaving the wolf to finally devise his own plan to capture and eat the pig.) Say: Over a period of time, fairy tales can change from the original depending on the nationality of the teller and the point of view from which the story is told.

3. Focus: Say: Now we are going to watch a new version of the “Three Little Pigs” as written by a student. As you are watching, pay attention to how the story completely changes within the plot structure and note the changes due to the person’s point of view.

Activity: Click on the link on slide 10 of the Notebook file to open Mary Cave’s website at William Monroe Middle School. Click on “Grandma’s Story” and have students view the video.

Follow-up: Ask: How was this version different from the original? (This version introduces Grandma, and the pigs are not building houses but going off to college.) From whose point of view was this story told? (Grandma) Was she in the original story? (no) How did the other characters change? (The pigs have names and individual personalities; Ben was always getting into trouble and did not follow through with his responsibilities, Timmy wanted to help the community, and Jimmie was the stubborn one and very opinionated.) What else was different? (Instead of a wolf doing the scheming, it is actually the Grandmother who is causing the conflict for her grandsons.)

Eyewitness Stories: The Real Truth

4. Focus: Say: Now I am going to read the book The True Story of the Three Little Pigs as told by the wolf. I want you to listen and pay close attention to the details and how the story changes with a different character's point of view.

Activity: Read the book, using a document camera to show the pictures as you read the story to the students.

Follow-up: Ask: This version was told from what character's point of view? (wolf) How did this change the story? (Wolf emphasizes that he was framed and tries to convince the reader of his innocence. Also, the wolf wants the reader to feel sorry for him.) How was that different from the original? (Pigs survive; wolf is not eaten; wolf is put into jail.) Does the character's point of view make a difference in the creation of the story? (Yes, stories always change due to author bias.)

5. Focus: Say: Now that you have listened to the three different versions of the same story, we are going to use a Venn diagram to compare and contrast the stories. I would like some volunteers to come to the interactive board and drag the similarities and differences at the interactive board into their correct locations on the Venn diagram.

Activity: Open slide 11 of the Notebook file. Call on students to move the events into the appropriate section of the Venn diagram.

Follow-up: Say: Now let's look at the diagram to see what the similarities and differences were in the three different versions. Review the placements on the Venn diagram, pointing out both similarities and differences. Ask: How a story could be told so differently? (Allow student responses.) Say: Remember that stories or tales are told differently each time that a different person re-tells it. Often events are altered as well as the personalities of the characters. Although in all three stories, the basic plot is the same, the three pigs venturing out on their own, the conflicts, setting, and progression of the plot can be very different.

6. Focus: Say: Now you will work in pairs and visit the International Children's Digital Library website www.childrenslibrary.org and read several fairy tales. While reading your fairy tales on the website, think of how a different character would tell the story. Think of who is the main character telling the

story. Think about the other characters in the story and how the events would change if they were telling the story. Choose one story that you would like to change and concentrate on what events you would change, if the setting needs to change, and how the other characters would change.

Activity: Have the students go to the website, read through several fairy tales, and select a story to change. They will choose a second character from the story and outline how the events would change if told from that particular character's point of view.

Follow-up: Have each pair tell which story they chose to make certain that no two pairs have chosen the same story. Have students identify the which character's point of view the story was told from, the setting, the plot, the characters, and the conflict.

Culminating Activities

1. Focus: Say: You will now create your own new version of the story as told from a different point of view than the original. You may add new characters if needed, but the basic story line will need to stay the same. The personality of the characters could change, the setting could change, the way in which the plot occurs could be altered, and the conflicts could be different. You will begin by organizing your thoughts using a Story Map.

Activity: Use slides 12-15 to demonstrate how to complete the various story maps. Then have students, working in pairs, go to the Read, Write, Think website www.readwritethink.org/materials/storymap/index.html and complete character maps (one for each character), conflict, setting, and resolution maps to use as guides to writing their stories. Give students the Fairy Tale Rubric for the written portion of the assignment and review requirements with the students. As students work, circulate through and discuss changes to plot structure, endings, and the ways that characters relate to each other.

Follow-up: Ask: Does your story stick to the essential setting and overall situation of the plot? (if not, changes need to be made) By using a different point of view, did the other minor characters' personalities change? (if no, then changes need to be made)

2. Focus: Say: Are there any questions about rewriting a fairy tale from a second character's point of view? (Resolve student questions.) You are now going to create your own written revision of a fairy tale book from the one that you chose from the website. You are to use your character, conflict, setting, and resolution maps to guide you in your writing,

Activity: Say: Working in pairs, you will now write your rough draft of the revised fairy tale using the maps you created as a guide. Students will work with their partner to rewrite their fairy tale.

Follow-up: Say: You will now exchange the rough drafts with another group and, using the Fairy Tale Rubric, critique each group's story. You may assign group numbers to each pair and have them draw numbers for the exchange or use "The Hat" that is a free download from Harmony Hollow. With this, the teacher simply types in names of students, and names are randomly chosen.

3. Focus: Say: Now that you have created a written story, you will now create a multi-media presentation for the class to view. Hand out the Multimedia Rubric and review with students. Say: You will need to either create pictures or find online pictures that illustrate your story and then type your script with each picture. Once this is completed, you will then record your voice as you read the story. If you would like, you may add music. Provide students with websites that have copyright-friendly downloadable pictures and music.

Activity: Students will use Photostory software to create a multi-media presentation of their stories. They will need to find the pictures and music from the predetermined websites or use a drawing program to create their own pictures.

Follow-up: Have students show the videos to the class. Students will critique each one, using the Multimedia Rubric.

Assessment

- Students will use the rubrics for the written and audio-visual presentations to critique other students' presentations. From the rubrics, student will be able to determine if the characters' situations and point of view were incorporated together to change the view point of the story.

- Observation of students during class activities will be used to assess student understanding of story elements.

Community Connections

- Uploaded to your website, following division guidelines, or to the intranet to share with the primary or elementary school language arts teachers to use to teach story elements to their students.
- Invite a story teller to come to class and retell some tales.
- Request a visit from the public librarian to share some titles that are available at the public library.

Cross-Curricular Extensions

- **Language Arts:** Students may also present the stories or read their stories to the elementary students.
- **Language Arts:** Students to recreate and dramatize their story.
- **Social Studies:** Students may research the country of origin of fairy tales and locate using Google Earth.

About the Author

Mary Cave

Mary Cave, a 28 year veteran teacher, currently teaches at William Monroe Middle School in Greene County. She has submitted and published other lessons to NTTI on writing, "Being a Square in Writing." She also has served as the Lead teacher for English in Greene County and is a Thinkfinity Coach. She has been selected as Teacher of the Year two different years by WalMart/Sam's Club. Mary also trains other teachers how to use the interactive board to create lessons that engage students. Her use of multiple technologies has modeled for others the ease of engaging students in lessons in all subject areas.

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Fairy Tale Rubric

Categories And Points	20	15	10	5
Story Map	The student completed A detailed story map of their fairy tale.	The student completed a story map of their fairy tale.	The student began a story map of the original fairy tale.	The student attempted a story map.
Story Changes	The story flows well and changes from the original tale are obvious and appropriate.	The story flows well and changes from the original tale are evident.	The story loosely follows the original fairy tale.	The story wanders away from the original fairy tale.
Fairy Tale Characteristics	The student includes 5-6 fairy tale characteristics.	The student includes 4 fairy tale characteristics.	The student includes 3 fairy tale characteristics.	The student includes less than 3 fairy tale characteristics.
Language	The fairy tale includes descriptive language that adds to the story.	The fairy tale includes descriptive language.	The fairy tale includes some descriptive language.	The fairy tale includes little or no descriptive language.
Mechanics and length	The fairy tale is well-written and includes no errors in spelling, punctuation, or grammar. Story is 1.5 pages typed.	The fairy tale is well-written. It includes less than 5 errors in spelling, punctuation, or grammar. Story 1.5 pages typed.	The fairy tale is well-written. It includes between 5-10 errors in spelling, punctuation, or grammar. Story is 1.5 pages typed.	The fairy tale has more than 10 errors in spelling, punctuation, or grammar. There are frequent errors. Story is less than 1.5 pages typed.
Totals				<hr style="width: 20%; margin: auto;"/> 100

Multimedia Project : Eye Witness Stories: The Real Truth

Teacher Name:

Student Name: _____

CATEGORY	4	3	2	1
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentaion content.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.