



QWILLER

TEACHING UNIT

RE-WRITING

FAIRYTALES

(NSW English 7–10 Syllabus
for the Australian curriculum)

Grade 7/8

Stage 4

an integrated language,
literacy & literature
teaching unit for exploring
& creating poetic texts



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SHELLEY MCNAMARA

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Unit Overview			
Unit title:		Stage/Year:	Stage 4, Year 7
Duration:	10 weeks (6 parts)	Assessment:	
Targeted content groups/ Textual concepts:	<p>Understanding and responding to texts A</p> <p>Representation; Code and convention; Connotation, imagery and symbol; Characterisation; Narrative</p> <p>Understanding and responding to texts C</p> <p>Genre; Intertextuality</p>	Meeting the text requirements:	<p>As the focus of learning in each Stage, students are required to engage meaningfully with:</p> <ul style="list-style-type: none"> extended prose film <p>Across each stage, the selection of texts must give students experiences of:</p> <ul style="list-style-type: none"> a range of fiction and non-fiction texts that are widely regarded as quality literature a range of quality texts from around the world, including texts about intercultural and diverse experiences a range of cultural, social and gender perspectives, including from popular and youth cultures.
Sentence-level grammar and punctuation:	<p>Punctuation</p> <ul style="list-style-type: none"> Hyphens, en/em dashes <p>Grammar</p> <ul style="list-style-type: none"> Dependent and independent clauses 	Word-level language:	<p>Vocabulary</p> <ul style="list-style-type: none"> Langugae of fairytales <p>Spelling</p> <ul style="list-style-type: none"> 'Ous' words
Unit focus/ rationale:	In this unit of work students will analyse the fairytale genre from Europe and outside Europe and the purpose and audience of fairytales. Student will analyse narrative elements found in the fairytales, such as key ideas, motifs, 'the hero's journey', archetypal characters and situations, themes and narrative voice. Students will explore intertextuality in fairytales and how binary oppositions position the audience to adopt certain values and beliefs. Students will create various elements of fairytales that challenge reader expectations and represent new ways of thinking about the world we live in.	Essential learning goal/ intention:	Develop understanding of the fairytale genre and apply this knowledge to challenge reader expectations when creating modern fairytales.

Unit Overview

Outcomes:

NSW English Syllabus: Stage 4

Reading, viewing and listening to texts

EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction

Understanding and responding to texts A

EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures

Understanding and responding to texts C

EN4-URC-01 identifies and explains ways of valuing texts and the connections between them

Expressing ideas and composing texts A

EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas

Learning across the curriculum areas:

General capabilities

- Critical & creative thinking
- Literacy

Other learning across the curriculum areas

- Difference & diversity

Outcome & content	Teaching & learning sequence
Part 1: Developing engagement - The big deal about fairytales	
<p>Reading, viewing and listening for meaning</p> <ul style="list-style-type: none"> Explain personal responses to characters, situations and issues in texts, recognising the role of written, oral or visual language in influencing these personal responses <p>Reading for challenge, interest and enjoyment</p> <ul style="list-style-type: none"> Read texts selected to challenge thinking, develop interest and promote enjoyment, to prompt a personal response <p>Reflecting</p> <ul style="list-style-type: none"> Reflect on how reading promotes a broad and balanced understanding of the world and enables students to explore universal issues Reflect on own experiences of reading by sharing what was enjoyed, discussing challenges to strengthen an understanding of the value of reading 	Lesson 1.1: The enduring nature of fairytales
	Learning intentions:
	1. Develop contextual knowledge about fairytales.
	Evidence of learning:
	<p>Achievement criteria</p> <p>To demonstrate their learning, student will:</p> <ul style="list-style-type: none"> Brainstorm ideas about fairytales. Write a reflection on a favourite fairytale. Write a discussion on how fairytales have evolved over time.
Teaching guidance:	
<ol style="list-style-type: none"> Introduce the lesson concept. Explore Dig Deep activity with the class. Students complete the activity, completing as many levels as they can. See 'Hungry for more' independent learning tasks to extend students. 	

Teaching & learning sequence

Part 1: Developing engagement - The big deal about fairytales

POPULAR FAIRYTALES

*Dig deep***Think, pair, share**

1. Can you think of any other fairytales? Think of films as well as stories?
2. Why do you think fairytales are so popular around the world?
3. What did you enjoy most about fairytales when you were a child? What do you enjoy most about fairytales now?
4. Do you think your experience of fairytales has changed now that you are older? In what ways? Explain your ideas.
5. Do you think your experience reading and/or viewing fairytales has made you a better reader and/or writer? Discuss.

*Activity 1.1: Reflecting on fairytales***Level 1**

1. What comes to mind when you hear the word 'fairytales'? Write a list of words/phrases.
2. Write a list of characteristics of a fairytale. See below for some ideas to get you started;
 - Usually begins with 'Once upon a time...'
 - Features magical elements, such as talking animals, witches, and fairies.
 - Often involves a hero or heroine facing challenges and overcoming them.
 - Typically ends with a 'happily ever after' or a moral lesson.

Level 2

3. Reflect on your favorite fairytale. Consider the following questions:
 - Why is this fairytale your favorite?
 - What lessons or messages do you think the story conveys?
 - Do you believe this fairytale will continue to be popular in the future? Why or why not?
4. Are there common themes or elements in popular fairytales?
5. Why do you think these stories have endured for so long?
6. Can you identify any morals or lessons in these fairytales?
7. How have these fairytales been adapted in modern times (e.g., Disney adaptations, retellings)?

Level 3

8. Discuss how fairytales have evolved over time.

Outcome & content	Teaching & learning sequence
Part 1: Developing engagement - The big deal about fairytales	
<p>Reading, viewing and listening skills</p> <ul style="list-style-type: none"> Apply reading pathways to determine form, purpose and meaning <p>Reading, viewing and listening for meaning</p> <ul style="list-style-type: none"> Explain how the use of language forms and features in texts might create multiple meanings Explain how the use of language forms and features in texts might create multiple meanings 	Lesson 1.2: Contemporary fairytales
	Learning intentions:
	1. Introduce students to what contemporary fairytales look like.
	Evidence of learning:
	<p>Achievement criteria</p> <p>To demonstrate their learning, student will:</p> <ul style="list-style-type: none"> Answer questions on the cover of <i>Dog Boy</i> by Eva Horung. Answer questions on the the introduction to <i>Dog Boy</i> by Yann Martel about <i>Dog Boy</i>
Teaching guidance:	
<ol style="list-style-type: none"> Introduce the lesson concept. Explore Dig Deep activity with the class. Students complete the activity, completing as many levels as they can. See 'Hungry for more' independent learning tasks to extend students. 	

Teaching & learning sequence

Part 1: Developing engagement - The big deal about fairytales

*DOG BOY: A MODERN FAIRYTALE***Dig deep**

1. Think about the title. Brainstorm ideas that come to mind when you think about 'dog boy'.
2. How do you think *Dog Boy* could be a modern fairytale?

Activity 1.2: Interpreting the front cover**Level 1**

1. Look at the cover of the novel and complete the questions.

See the link or Google 'Dog Boy' for a copy: <https://www.textpublishing.com.au/books/dog-boy>

- What mood (feelings) are evoked by the front cover? Consider the images and colours.
- Does the image on the cover suggest that the dogs and the boy are enjoying themselves?
- What does this tell you about the possible message of the story?

Level 2

2. Read the introduction by Yann Martel about *Dog Boy*. See the link below.

<https://www.textpublishing.com.au/blog/yann-martel-introduces-dog-boy-by-eva-hornung>

Answer the questions below.

- In three words sum up Martel's ideas about the book.
- What does Martel mean by the following quote: 'We live with animals in many ways, in a blend of fact and fiction'?
- Identify three positive aspects of the novel that Martel discusses.

Level 3

3. Respond to Martel's comment: 'Once, animals were wild prey and they were nimble in their flight, but now they're produce and we pick them off the shelf of the supermarket at will.' Do you agree/disagree with this thesis? Discuss.