

Literary Essay – Life Lessons in Literature

Unit: Starting Out (how do our childhood experiences affect our foundation for life?)

Product: Literary Essay

Outcomes:

- CR 20.1 – View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address identity, social responsibility, and social action.
- CC 20.4 – Create a variety of written informational and literary communications.
- AR 20.1 – Assess own ability to view, listen, read, speak, write, and use other forms of representing effectively.

Lesson

Pre-requisite Knowledge:

- Essay format and components

Materials

- Handout including lesson notes, activity, assignment, and rubrics (self and teacher assessments)
- “Beauty and the Beast” by Jeanne-Marie LePrince de Beaumont
- *Beauty and the Beast* – Disney Version
- *Beastly*

Possible Adaptations and/or Suggestions for Modified Course Implementation

- Select alternative literature that suits student interests.
- Reduce writing expectation (i.e. do an outline rather than full essay, consider reducing to paragraph)
- Study only a portion of the selections
- Search for story options with reduced content – many fairy tales have numerous versions available.

Choice

- In video – *Beauty and the Beast*, *Beastly*

- In recording thoughts – Venn diagram, T-chart
- In activity – Personal essay, Compare and Contrast

Instructional Notes

Some points to consider highlighting:

- Folk tale/fable additional short story genre (sub-genre) (explain the difference between fable/folk/fairy)
- Theme/details/moral/lessons learned
- Plot vs moral
- Include how to incorporate quotations and citations.

Lesson Activity

1. Introduce/review the instructional note information with students.
2. Introduce the two recording tools (Venn diagram and T-Chart). Have students select the option that makes the most sense to them.
3. Read “Beauty and the Beast” aloud (or other fairy tale option), students are to record their ideas about the short story as they listen.
 - a. Provide additional choice to read on their own or in small groups.
4. Break off into small groups, ensuring that both recording tools are represented in each group.
 - a. Students to discuss what ideas/points that they came up with as they listened.
5. Watch the video selection. Students record ideas/points that they witnessed in the video.
6. Break off into small groups, ensuring that both recording tools are represented in each group.
 - a. Students to discuss what ideas/points that they came up with as they listened.
7. Using the information gained through, listening, viewing, and discussion, students will select and complete one of the assignment options. Whichever option is selected, students will be meeting one part of CC 20.4

Assignment

Choose between personal reflection and analysis of a literary text (compare/contrast) essay. See Handout.

Rubric

Sun West School Division Rubric