

# GRIMM'S FAIRY TALES: INTERPRETATION AND ANALYSIS ENG 255 Course Syllabus



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Created for IT650 at the University of Southern Mississippi

**Subject:** Language Arts

**Grade Level:** 9<sup>th</sup> grade

**Purpose:** The goal of this course is to introduce students to the origins of different folktales. Students will examine common tales as well as lesser-known tales. Students will analyze stories and identify how they have changed over time.

**Objectives**

- Evaluate specific German folktales
- Determine the themes of stories and how they have changed with time
- Recognize and describe original folktales
- Compare and contrast variations of a narrative

**Main Topics**

- Introduction of the Brothers Grimm
- Original folktales: majors and minors
- Modern interpretation of the above in literature and film
- Implications of theme and literary adaptation

**Grading Policy:** Assignments are to be submitted by the due date as specified in the Course Schedule unless otherwise indicated by the instructor. Each day late will result in a 15% grading deduction. Assignments more than two days late will not be accepted. Any personal or medical situation that may affect assignment completion must be communicated with me in advance.

**Academic Integrity:** As students entering your high school careers, it is increasingly important that you understand the importance of academic integrity. Cheating will not be tolerated in this class. All assignments must be your original work. Any assignment that has been plagiarized will receive an automatic 0 (zero points). If you are unsure whether you have plagiarized, check out this [infographic](#).

**Resources:**

Grimm, W., Grimm, J., & Zipes, J. (tr.). (2014). *The Original Folk and Fairy Tales of the Brothers Grimm: The Complete First Edition* (J. Zipes, Trans.). Princeton: Princeton University Press.

\*iTunes offers a free audio version of the Jack Zipes translation here:

<https://itunes.apple.com/us/podcast/brothers-grimm-lunch-break/id469544331?mt=2>

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*Further Research:*

Godwin-Jones, R. (1994). Fairy Tales by the Grimm Brothers. Virginia Commonwealth University. [http://germanstories.vcu.edu/grimm/grimm\\_menu.html](http://germanstories.vcu.edu/grimm/grimm_menu.html).

Romney, R. (2013). What Fairy Tales Really Mean. Aldine By Rebecca Romney. <https://rebeccaromney.com/2013/09/01/what-fairy-tales-really-mean/>.

Toguchi, H. Reading Into Grimm Fairy Tales. The Japan News: Chuo Online. <http://www.yomiuri.co.jp/adv/chuo/dy/research/20110114.html>.

Zipes, J. (2015). How the Grimm Brothers Saved the Fairy Tale. HUMANITIES. <https://www.neh.gov/humanities/2015/marchapril/feature/how-the-grimm-brothers-saved-the-fairy-tale>.

## Assessment Criteria

<b>Assignments</b>	<b>Points Possible</b>
Short Essays ( <i>4 @ 50 pts. each</i> )	200
Discussion Questions ( <i>5 @ 20 pts. each</i> )	100
Quizzes ( <i>5 @ 10 pts. each</i> )	50
Final Project	100
Total	450

## Grading Scale

419+	A
405-418	A-
392-404	B+
374-391	B
360-373	B-
347-359	C+
329-346	C
315-328	C-
302-314	D+
284-301	D
270-283	D-
0-269	F

## Summary of Assignments

### Short Essays

Students will respond to essay prompts in Units 1 – 4. Responses must be a minimum of 300 words each and written in APA format. All resources must be properly cited (see the [Purdue Owl APA Style Guide](#)). Wikipedia and other open access websites are not considered reliable sources.

### Discussion Questions

Students will answer a discussion question in each unit. For each discussion question, students must submit an initial response and at least one response to a classmate. This means each student will post a minimum of two times per unit. Initial responses must be 100-150 words and are worth ten points each. Responses to a classmate's post must be at least 50 words and are worth five points each. Replies such as "Yes, I agree. Great answer," will not receive credit.

### Quizzes

Students will demonstrate understanding of each unit's materials through a quiz. Quizzes will vary in format and are ten points each.

### Final Project

The final project will be due in Unit 5 of this course. Students must select a fairy tale for this project and submit it to me in Unit 2 for approval. There are two options for the final project—students must choose one of the following methods:

- A. **Adaptation Timeline:** Students will choose one of Grimm's fairy tales and create a timeline of how the story has changed over time. The timeline will begin with the origination of the tale (or as early as recorded) and end in the present day. Students may choose how to organize their timeline (Prezi, Google Slides, etc.). The timeline must have at least five identified ways the tale has been adapted, if not majorly through modern media, then small edits through the editions. For each change, students will explain why/what the motivation for change is believed to be (minimum of 75 words each).
- B. **Fairy Tale Remix:** Students will choose one of Grimm's fairy tales to adapt in writing. Many of the tales were heavily edited through the years to comply with political or religious agendas. Students will choose a motivation (such as cultural diversity, gender equality, etc.), and revise a fairy tale to better promote that agenda. Regardless the length of the chosen fairy tale, the final "adaptation" must be at least 750 words and include a preface (200 – 250 words of the total minimum of 750) that explains the adaptation agenda and how it influenced specific changes.

**\*Submission instructions:** All final projects must be saved in Google Drive (watch this [video](#) to learn how to use Google Drive). Students will upload the final project to Google Drive and change the access settings to allow anyone with the link to view. Students will submit the link (not upload the actual project) in Unit 5 of the Schoology course page.

## Course Schedule

	Topics	Assignments Due	Tentative Due Date
Unit 1	Introduction to the Grimm Brothers and Their Tales	<ul style="list-style-type: none"><li>• Quiz</li><li>• Discussion Question</li><li>• Short Essay</li></ul>	Jan. 13
Unit 2	Coming of Age	<ul style="list-style-type: none"><li>• Quiz</li><li>• Discussion Question</li><li>• Short Essay</li><li>• Submit Timeline Project topic for approval</li></ul>	Jan. 20
Unit 3	Justice and Judgement	<ul style="list-style-type: none"><li>• Quiz</li><li>• Discussion Question</li><li>• Short Essay</li></ul>	Jan. 27
Unit 4	Cleverness and Trickery	<ul style="list-style-type: none"><li>• Quiz</li><li>• Discussion Question</li><li>• Short Essay</li></ul>	Feb. 3
Unit 5	Society and Class	<ul style="list-style-type: none"><li>• Quiz</li><li>• Discussion Question</li><li>• Final Project</li></ul>	Feb. 10

# UNIT 1

## Topic: **Introduction to the Grimm Brothers and Their Tales**

### Reading Assignments:

- Online
  - Guardians of the Fairy Tale: The Brothers Grimm by Thomas O’Neill  
<http://www.nationalgeographic.com/grimm/article.html>
- Textbook
  - “Introduction: Rediscovering the Original Tales of the Brothers Grimm,” pp. xix – xlii
  - “The Frog King, or Iron Henry,” pp. 12 – 15
  - “The Frog Prince,” pp. 330 – 332
  - “Rapunzel,” pp. 36 – 39

### Quiz (10 points)

### Discussion Question: (20 points)

- After reading the National Geographic biography and the textbook introduction, describe the origin of the tales recorded by Jacob and Wilhelm Grimm. What were some decisions the brothers had to make during the recording process?

### Short Essay: (50 points)

- The story of Rapunzel has been told in many different ways since the original recording in our textbook. Find at least three versions that are different from our text. Describe what aspects of the story were consistent through the versions. Describe how each alternate version differed from the original and why, in your opinion, the changes were made.

### Reminders:

- Choose a fairy tale from our book to use for the Final Project to submit for approval in the next unit.
- Additional media resources are available for students in each unit. These are handpicked websites and videos that further explore the stories read in each unit. Although these resources will not be in any assessments, they may be useful in research for the final project.

## UNIT 2

### Topic: **Coming of Age Tales**

#### Reading Assignments:

- Online
  - Coming of Age in Folk and Fairy Tales by Alia Richards  
[http://prezi.com/2muymzo8\\_z\\_i/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/2muymzo8_z_i/?utm_campaign=share&utm_medium=copy&rc=ex0share)
- Textbook
  - "Hansel and Gretel," pp. 43 – 48
  - "Little Red Cap," pp. 84 – 87
  - "Bluebeard," pp. 201 – 204

#### Quiz (10 points)

#### Discussion Question: (20 points)

- Discuss how sadness and suffering play a role in the tales from this unit. Do you think the characters in these tales 'grow up'? Consider how the attitudes of Hansel and Gretel change during the story.

#### Short Essay: (50 points)

- What do these stories teach children about growing up? Discuss the roles of naivety, trust, and danger in these stories. Use specific examples.

#### Final Project:

- Submit topic (fairy tale from the book) for approval. Each student will use a different story. Check the discussion board to make sure your story hasn't already been chosen by someone else. In the event that two students choose the same fairy tale, it will be assigned to the student who requested it first.



## UNIT 3

### Topic: **Tales of Justice and Judgement**

#### Reading Assignments:

- Textbook
  - “Cinderella,” pp. 68 – 76
  - “The Goose Girl,” pp. 282 – 288
  - “The Twelve Brothers,” pp. 27 – 31

#### Quiz (10 points)

#### Discussion Question: (20 points)

- Discuss the sacrifices made by the main character in “The Twelve Brothers” for her brothers. Did the brothers make sacrifices?

#### Short Essay: (50 points)

- Do you feel that justice and judgment were an important part of folk tales? Why or why not? Use specific examples from the stories in this unit.

#### Reminder:

- Work on final project. It is due in Unit 5.

## UNIT 4

### Topic: **Tales of Cleverness and Trickery**

#### Reading Assignments:

- Textbook
  - “Rumpelstiltskin,” pp. 181 – 182
  - “The Genie in the Glass,” pp. 316 – 319
  - “The Devil with the Three Golden Hairs,” pp. 91 – 97

#### Quiz (10 points)

#### Discussion Question: (20 points)

- The main character in “The Genie in the Glass” uses logic to convince the genie to let him live. Consider the other tales we have read in this course. Do you think the story would have followed the same path if the main character were female?

#### Short Essay: (50 points)

- Discuss the use of cunning and cleverness in the tales from this unit. Which character do you believe is the cleverest and why? Discuss how that character’s story would change if he or she were less clever.

#### Reminder:

- Final Project is due next week.

## UNIT 5

### Topic: **Tales of Society and Class**

#### Reading Assignments:

- Textbook
  - “Simple Hans,” pp. 178 – 180
  - “King Thrushbeard,” pp. 167 – 170
  - “Sesame Mountain,” pp. 453 – 455

#### Quiz (10 points)

#### Discussion Question: (20 points)

- Money and power play important roles in many of the fairy tales we have read. Describe how the characters from the assigned tales in this unit respond to money and power. What do these tales say about the importance of class?

#### SUBMIT FINAL PROJECT: (100 points)

There are two options for the final project—students must choose one of the following methods:

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