



**Authors and Illustrators**  
**Grade: 9-12**

**Description:**

Ah, the joys of writing! Students will learn first hand about the profession of writing and illustrating from a children's book author and an illustrator. Hearing about the author's and the illustrator's background and passions will inspire students to follow their creative interest! Students will learn all about the publishing process, reinforcing the essential phases of brainstorming, drafting, editing, revising, and polishing.

**Preparation for the Excursion**

To ensure the most meaningful learning experience for your students, it is recommended that students engage in activities prior to the excursion. The video resources provide students with a context for the virtual excursion. The additional resources and activities offer opportunities for curricular connections and integration within your larger unit of study. The excursion is intended to complement a comprehensive unit. During the excursion, classes will be asked to share their response to the challenge question and the expert will provide feedback. It is recommended that your students decide as a class on *one* response to the challenge question.

**All About Donivee Laird, children's book author**

Learn all about Donivee Laird, a children's book author in Honolulu, Hawaii. Through this multi-media website, students will learn about her background, inspirations, creative process, and more!

[http://www.21-learn.com/authors/donivee\\_laird/index.htm](http://www.21-learn.com/authors/donivee_laird/index.htm)

**Barnaby Books:** <http://www.barnabybooks.com>

To learn more about Donivee Laird and all of her books, visit the official website.

**Challenge Questions:**

- Why do classical fairy tales/folktales continue to be used throughout history?
- How do classical fairy tales/folktales change based on culture and location?

**Responses/Prompts:**

In the library, students can investigate different fairy tales and folktales from different countries. A few helpful links:

- Electronic Index of Folk and Fairy Tales Texts and links: <http://www.pitt.edu/~dash/folktexts.html>
- Folktales based around the world: <http://www.unc.edu/~rwilkers/title.htm>
- Folktales and fairy tales around the world: <http://live-artist.com/fairytales/folktales.html>
- Folk and Fairy tales around the world: <http://edtech.sandi.net/literacy/3.6/folktales.html>

**Lesson at a glance:**

Students will work through the creative process of brainstorming, investigation, and critical thinking to understand that tales are told differently around the world. Students will engage in a classroom discussion of how stories change from one culture to another. At the end of this unit, students will either recreate a

famous tale or write a sequel to an original story and then create a book of their own complete with illustrations, characters, and more!

### Lesson Outcomes:

The students will:

- Learn about the writing process;
- Use creative thinking to write and draw own book;
- Investigate different books that utilize a similar story with variations.

### Activity:

#### Materials:

- Multiple versions of different books with the same story - Cinderella, The Three Little Pigs, or Little Red Riding Hood
- Graphic Organizer – Story Map, Comparison Chart, Writing Organizers
- Access to computer/ printer for word processing
- Access to clip art or materials for illustrations or art materials for making illustrations
- Bookmaking materials – *see bookmaking websites for materials*

### Part I.

Enter into a classroom discussion of classical fairy tales. Create a list of these fairy tales/folktales and lead students to the Three Little Pigs or any other classical tale.

**Basic Fairy Tale information:** Lead the discussion to the fact that the fairy tales we are familiar with today were first told long ago. The basic framework of the story was passed down through generations. They were not written down; instead, the storytellers would travel to many places, repeating the story to local people through oral tradition. In many other retellings, the stories were often adapted to accommodate the culture and customs of the audience. As a result, there are many versions of popular fairy tales throughout the world. Here are some basic facts about fairy tales that you can use for classroom discussion:

- Fairy Tales usually begin with “Once upon a time.” or “Long ago.”
- Characters can be talking animals, kings, queens, princes, and princess.
- Often contain magic
- Usually have a good and bad character
- Have happy endings

**Basic Folktale information:** Folktales are stories from the oral tradition, handed down, becoming a story of cumulative authorship.

- Stories that are told rather than read.
- Stories are passed from generation to generation.
- As they are passed down, the stories take on characteristics of the time and place in which they are told, as well as the personality of the person telling the tale.

### Characteristics of Folktales:

- Universal and timeless themes
- Speak to our need to understand and make sense of our existence
- About the common person
- Include trickster tales
- Supernatural elements
- Function to validate certain aspects of culture, conformity, escape from frustrations and repressions as well as geographical and biological limitations, to educate, and to entertain.
- Themes such as overcoming difficult situations, rites of passage
- Motifs include series of three events or objects or people, youngest child prevails

## Part II.

Show students samples of the original classical tale and similar stories from around the world. Discuss the differences and similarities between the story and other versions of the classical tale. Students then select one folktale or classical fairy tale to research. Compare and contrast at least three different versions. Teachers should create the categories they would like their students to investigate.

## Part III.

Have students decide whether they would like to write the sequel to the story or create their own version of the story. Make sure the students have the basic information for the story included in their version. Discuss with your students the importance of creating a picture/story connection. You may also want to discuss the amount of text versus pictures and how it affects the books imagery. Talk about creating variety within their books by changing the amount of text/pictures on each page.

Here are some different ideas for a new version of the Three Little Pigs:

- Create a modern day version of the Three Little Pigs- city apartments, skyscrapers, or alternative houses other than straw, sticks, and wood.
- Create a rap version of the Three Little Pigs – written and read by the students to the class.
- Create a cultural version of the Three Little Pigs based on the students’ own cultural heritage and beliefs.
- Retell the story from the perspective of the “Bad guy.”
- Write a fractured fairy tale - [http://teacher.scholastic.com/writewit/mff/fractured\\_fairy.htm](http://teacher.scholastic.com/writewit/mff/fractured_fairy.htm)
- <http://www.rickwalton.com/curricul/tellpigs.htm> - Ideas for telling the story in a different way

Here are some different ideas for a **sequel** to the Three Little Pigs:

- The Three Little Pigs do not catch the wolf and search for the wolf until the end of their days.
- After the pig eats the wolf, he gets very sick!
- The Wolf Revenge! The brother of the wolf gets revenge on the Three Little Pigs.

Other ideas or adaptations:

- Author’s Night: Create a special night or day when students can show their finished books to their parents, read them to younger students, or create a special event for the books in your classroom.

- Class Mural Story: Each student adds a few sentences and pictures to a long piece of paper to create a mural.

**Resources:**

Writing Process:

- Writing Program: <http://senior.billings.k12.mt.us/6traits/>
- List of websites: <http://www.kn.sbc.com/wired/fil/pages/listthewritwe.html>

Creative Bookmaking:

- [http://www.arts.ufl.edu/art/rt\\_room/sparkers/artist\\_book/artist\\_bk.html](http://www.arts.ufl.edu/art/rt_room/sparkers/artist_book/artist_bk.html)
- <http://www.makingbooks.com/resources.html>
- <http://www.dickblick.com/lessonplans/handmadebooks/>

A complete lesson plan for students on a Snow White comparison:

- <http://www.scils.rutgers.edu/~kvander/swteach6.html>