

Once Upon a Perspective

Connecting Evidence to Argument

Mary Braggs, Lindsay Hawkins, Paige Littlefield, Kelsey Willems, Lindsay Williams
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	6th – 8th Grade	**Duration**	3-4 class periods
Subject	English/Language Arts		
Course	World Literature		

Essential Question

How can the point of view in a fairy tale change the way we interpret the story? What stereotypes are commonly found in traditional fairy tales and how do they influence readers?

Summary

Students analyze the fairy tale Rumpelstiltskin to explore how point of view influences understanding of heroes and villains. Using the CUS and DISCUSS strategy, students will annotate the text from their character's perspective and collaborate to build a defense using the CER (Claim, Evidence, Reasoning) framework. Students present their arguments in a mock trial and give peer feedback using Glow and Grow. The lesson concludes with an individual One-Pager that demonstrates their argumentative writing skills.

Snapshot

Engage

Students will practice speaking and listening skills with Agreement Circles.

Explore

Students will read and analyze the story Rumpelstiltskin using the CUS and DISCUSS strategy.

Explain

Students will create a CER based on a character of their choosing.

Extend

Students will present their cases and give feedback.

Evaluate

Students will write an argumentative response using the One-Pager strategy.

Standards

Oklahoma Academic Standards: English Language Arts (Grade 6)

6.1.S.3: Give formal and informal presentations in a group or individually, organizing information and determining the purpose, content, and form to suit the audience.

6.3.W.3: Compose argumentative essays that:

- introduce precise claims
- organize claims and evidence in a logical sequence
- provide relevant evidence to develop arguments, using credible sources
- use sentence variety and word choice to create clarity

Attachments

- Claim, Evidence, Reasoning (CER)—Once Upon a Perspective.docx
- Claim, Evidence, Reasoning (CER)—Once Upon a Perspective.pdf
- Court Cards—Authenticty It's Not Just a Fairy Tale.pdf
- Lesson Slides—Once Upon a Perspective.pptx
- The Story of Rumpelstiltskin--Once Upon a Perspective .docx
- The Story of Rumpelstiltskin--Once Upon a Perspective .pdf
- Wanted Posters (Black and White)—Once Upon a Perspective.docx
- Wanted Posters (Black and White)—Once Upon a Perspective.pdf
- Wanted Posters—Once Upon a Perspective.docx
- Wanted Posters—Once Upon a Perspective.pdf

Materials

- Lesson Slides (attached)
- The Story of Rumpelstiltskin handout (attached; one per student)
- Court Cards handout (attached; see Preparation Note)
- Wanted Posters handout (attached; see Preparation Note)
- Wanted Posters (Black and White) handout (attached; optional; see Preparation Note)
- Claims, Evidence, Reasoning (CER) handout (attached; one per student)
- Pen/Pencil
- Notebook paper
- Sticky Notes

15 minutes

Engage

Teacher's Note: Optional Scaffolding

If you think students may need to brainstorm what they already know about fairytales before participating in the Engage activity, consider unhiding **slide 2** and have students work on a Bell Ringer before class starts. After a few minutes of work time, ask for volunteers to share, then resume the lesson as normal.

Begin the lesson by showing **slides 3-5** of the **Lesson Slides**, which introduce the title of the lesson, the essential questions, and the learning objectives. Emphasize that the essential questions will be addressed throughout the lesson.

Move to **slide 6** and introduce students to the Agreement Circles strategy. Explain that if students agree with the statement, they are to stand *in the center of the circle*. If they disagree with the statement, they are to stand *on the outside of the circle*. Begin by instructing all students to stand in a circle, then transition to **slide 7** and read the following statement: “Fairy tales always have a happy ending." Allow students to talk to their "face partner" or the person in front of them, for 1 minute each between statements using the provided 1-Minute K20 Timer. Repeat with the statements on **slides 8-12**.

Afterwards, hold a class discussion on what students noticed about fairytale stereotypes. Be sure to ask whether students are familiar with the story of Rumpelstiltskin and how the stereotypes they just discussed are seen in that story.

30 minutes

Explore

Transition to **slide 13** and pass out copies of the **Rumpelstiltskin Story** handout to students. Using classroom norms, read the story aloud as a class.

Go to **slide 14** and pass out a **Court Card** to each student. Tell students that the playing card will indicate the character they are going to have for the next activity. Instruct students to write the name of their character at the top of their story handout.

Transition to **slide 15** and introduce the CUS and Discuss strategy. Ask students to examine the Rumpelstiltskin story again. This time, they will circle any mention of their character, underline any actions taken by their character, and star any emotions or important adjectives. When students finish their independent reading and annotating, move to **slide 16** and invite them to get with their group. Have students move to sit with the other students who have the same card/character and discuss their findings.

Once students have discussed their characters, move to **slide 17** and pass out each group's respective **Wanted Poster** handout. Explain to them that the justice system has finally caught up with these reprehensible characters, and charges have been filed against them. In groups, they are going to defend each character against the charges. Use **slides 18-21** to review any unknown vocabulary. This is the time to clear up any misconceptions that students may have about the vocabulary.

30 minutes

Explain

Go to **slide 22** and read the example of the Claim, Evidence, Reasoning (CER) strategy. Lead a class discussion on what each of the three parts entails and how the example fits. Use this time to clear up any misconceptions that students may have. With the character information gleaned from the reading, groups will use this strategy to formulate an argument in their character's defense.

Pass out the **Claim, Evidence, Reasoning (CER)** handout. Students will use this handout as their guide in arguing their client's innocence. Transition to **slide 23** for instructions on organizing the defense teams and presenting arguments. Point out that students should first complete their own CER for their character; then they should share each of their ideas with the group. As a group, they will then choose the strongest examples of CER or create a new defense combining each individual idea. Allow students time to work in their groups.

20 minutes

Extend

When everyone is finished, move to **slide 24** and introduce students to the Glow and Grow instructional strategy. Explain that while groups are presenting, everyone else is expected to be an active listener. Provide each group enough sticky notes so that there are two notes per presenting group. Then, instruct students to write the words “Glow” and “Grow” on either separate notes or front and back of one. Explain that after each group presents, the audience will have time to collaboratively give feedback on the presentation to the group. Remind students to focus on helpful feedback. For example, “Grow: I think there is a better quote that would provide more evidence to support your claim” compared to. “Grow: Your quote didn’t work.”

Once everyone understands the expectations of active listening, go to **slide 25** and announce: *All rise. The Honorable Judge is in session. Which group would like to quickly present its argument first?* Ask for a group to volunteer. Then, ask the question: *Does the text-based evidence support the innocence of the character?*

Allow each group time to argue the innocence of their client/character using the text as evidence to support their claim and reasoning. After each group's argument, allow the rest of the participants to give a "thumbs up" or a "thumbs down" to indicate whether the character is innocent or not. Also allow the audience time to write their collective Glow and Grow notes. Consider displaying slide 24 again, if needed. For large groups, you can appoint a judge from the audience to perform this task. Continue in this manner until each character is found innocent or guilty.

Teacher's Note: Hidden Timer

Consider using hidden **slide 26** which has a 2-minute K20 Timer for use during each group’s presentation to encourage consciousness. You could use the timer as your own reference or display it for the class to see at your own discretion.

40 minutes

Evaluate

Display **slide 27** and have students take out notebook paper. Instruct students to use their individual CER and group CERs as well as the feedback they got from their peers to construct their own argumentative essay in defense of their character. Consider adding your own requirements for structure as needed. Allow students enough time to write.

Teacher's Note: Optional Technology Integration

Instead of (or if time allows, in addition to) the argumentative essay, have students use the One-Pager strategy and Canva to create a creative digital representation of their arguments. Unhide **slide 28** to facilitate this activity. You may need to help students access Canva and/or create an account.

Resources

- K20 Center. (n.d.). Agreement circles. Strategies. https://learn.k20center.ou.edu/strategy/157
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Canva. Tech tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Claim, evidence, reasoning (CER). Strategies. https://learn.k20center.ou.edu/strategy/156
- K20 Center. (n.d.). CUS and discuss. Strategies. https://learn.k20center.ou.edu/strategy/162
- K20 Center. (n.d.). Glow and grow. Strategies. https://learn.k20center.ou.edu/strategy/4962
- K20 Center. (n.d.). Group shuffle. Strategies. https://learn.k20center.ou.edu/strategy/4441
- K20 Center. (n.d.). One-pager. Strategies. https://learn.k20center.ou.edu/strategy/72
- K20 Center. (2021, September 21). 1-Minute Timer. YouTube. https://www.youtube.com/watch?v=6ilD555O_RE&list=PL-aUhEQeaZXLMF3fltNDxiuSkEr0pq0c2&index=2
- K20 Center. (2021, September 21). 2-Minute Timer. YouTube. https://www.youtube.com/watch?v=HcEEAnwOt2c