Culture and Literature Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fairytales and Comic Books**

**Assignment:** Most of the fairytales and comic book heroes we know today have been dramatically changed from their original forms. In groups, you will choose a fairytale or comic book to research and present your findings to the class. You will be responsible for finding *at least one other written version* of your story and *at least three examples* of the fairytale/comic book in popular culture. For each version/example, you will analyze how the fairytale/comic book story has changed and how it represents the zeitgeist of its time.

**Steps:**

1. Read and annotate the original version of your fairytale/comic book.
2. Find *at least one other written version* of the story (a modern version or a version from another culture). Read and annotate that version as well.
3. Find *at least three examples* of your fairytale in popular culture (film, television, music, etc).

**Your final presentation must address the following questions:**

* What is the purpose/theme of the original fairytale/comic book?
* How do the adaptations change that purpose? (Consider how other cultures have adapted the story and/or how the original been modernized, sugarcoated, made darker?)
* What lessons does the fairytale/comic book teach? How do those lessons change in each adaptation?
* How does each version of the fairytale/comic book reflect the zeitgeist of its time?

**Your final 7-10 minute presentation must also include the following:**

* A brief synopsis, discussion, and analysis of the original fairytale/comic book
* A brief synopsis, discussion, and analysis of other written version(s)
* A brief synopsis, discussion, and analysis of *at least three* modern adaptations in pop culture
* Illustrations/visuals (you must include brief film/television/music clips) of each adaptation.

**You may use PowerPoint, Prezi, or iMovie/Moviemaker (or other- ask teacher for permission) for your presentation.**

Fairytale/Comic book\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group Members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **QUALITY** | **EXCEPTIONAL**  **100-91** | **GOOD**  **90-81** | **ACCEPTABLE**  **80-71** | **POOR**  **70 or below** |
| Analysis of Original Story | -interesting and insightful -Thorough discussion & analysis of story | -clear and interesting points  -Complete discussion & analysis of story | -adequate, but limited in depth -may lack important points | -poorly articulated  -lacks specificity  silly or inappropriate |
| Analysis of written  adaptations | -interesting, accurate, and insightful -Thorough discussion & analysis of adaptation(s)  clear connection to zeitgeist | -clear and interesting points  -Complete discussion & analysis of adaptation(s)  -some connection to zeitgeist | -adequate, but limited in depth -may lack important points  -little to no connection to zeitgeist | -poorly articulated  -lacks specificity  silly or inappropriate |
| Analysis of pop culture adaptations | -interesting and thought-provoking  - insightful; shows evidence of deep thought  -clear connection to zeitgeist | Thoughtful; organized; shows adequate evidence  -some connection to zeitgeist | shows some evidence to prove point; may be inconsistent or lack depth  -little to no connection to zeitgeist | limited evidence of provided; shows lack of thought; silly or unsub-stantiated evidence |
| Use of Visuals | intriguing and powerful selection of visuals that illustrate analysis | good selection of visuals; some may be more relevant than others | decent selection of visuals; some may be irrelevant | selection of visuals includes irrelevancies or two few for analysis |
| Grammar & Mechanics | demonstrate control of the conventions with essentially no errors, even with sophisticated language | demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language | demonstrate partial control, exhibiting occasional errors that do not hinder comprehension | demonstrate a lack of control, exhibiting frequent errors |
| Use of class time for project | excellent use of class time; thoughtful and interesting discussion;  all participants focused on assignment | good use of class time; all participants were focused on task | inconsistent use of class time; some group members may be unprepared or off-task while others completed the assignment | poor use of class time; group members were often unprepared, silly, or disruptive |
| Presentation content | interesting and thought-provoking; shows evidence of thoughtful discussion among group members | Thoughtful; organized; shows adequate evidence to prove thesis | shows some evidence to prove thesis; may be inconsistent or lack depth | limited evidence; shows lack of thoughtful discussion amongst group members; silly or unsubstantiated evidence |
| Presentation skills | Eloquent; shows enthusiasm for subject; appropriate volume and rate of speech; all group members involved in presentation | shows some but not all qualities of exceptional delivery; may at times say words unclearly or speak at a low volume; all members involved in group presentation | acceptable delivery; some difficulties with volume, clarity, or rate of speech evident; most members of group involved in presentation | hard to hear or understand; low volume or fast rate of speech; fidgety; inappropriate; not all members involved in group presentation |

Group Member Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_