

# Unit: 5 Food Munchhausen

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **3rd Marking Period**  
Length: **4 Weeks**  
Status: **Published**

## Unit Overview

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Students will learn about legends, myths and fables from the Germanic countries. Students will read about Baron von Munchhausen and compare other story-tellers. Students will look at realistic to made-up and how stories develop over time. Students will compare the writing style of Erich Kastner to the others. Students will compare stories over time from the 1500's, 1700's and 1900's. Students will learn to re-tell, make comparisons and create a new ending. Students will learn about the medical syndrome and its real life influence.

## Transfer

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Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

By the end of this unit students will be able to independently use their learning to...:

1. read, listen to and speak about stories and their impact on culture
2. Talk and write about fables, myths and legends and how they develop.
3. Describe events, main ideas, and re-tell a story in sequence
4. describe events, main ideas, main characters and type of story

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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### **Understandings**

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Students will understand:

1. how fables, legends and myths are different from short stories
2. how the stories can be compared over different centuries
3. how cultural norms and effect story-telling
4. the role of lack of role of women in older stories

### **Essential Questions**

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Students will keep considering...

- How was a medical syndrome named after a German Baron?
- How do tall tales and fables gain recognition?
- How does culture and time effect writing and creation?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know:

1. how to re-write and sequence a story
2. the similarities and differences between fables, legends and tall-tales

3. views on roles of women and men in society

### **Students will be skilled at...**

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Students will be skilled at...

articulating main ideas and sequencing them

creating their own new ending and keeping consistency

roles of men vs roles of women

### **Academic Vocabulary**

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### **Target 2 comprehension**

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1. Understand story plot development
2. cultural and societal norms during different centuries
3. Explain differences or similarities between the norms
4. recognize the lack of womens roles in the stories

### **target 3: analysis**

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1. Compare and contrast Munchhausen the Baron and the syndrome
2. how putting in a new conflict can change the outcome of the story
3. plot development

#### **Target 4: knowledge utilizaion**

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1. create a new ending in the same voice as the original story
2. Research Baron von Munchhausen, Til Eulenspiegel, and Erich Kastner
3. be able to create a multi-media presentation on an author
4. re-write a story in the correct sequence
5. What parts of the story are based on truth and how does the tall-tale get woven

#### **Target 1**

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#### **Learning Goal 3**

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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

#### **Target 1**

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#### **Target 2**

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#### **Target 3**

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## **Summative Assessment**

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1. Mid-unit quizzes vocabulary
2. presentation on an author
3. re-tell a story in target language in correct sequence

## **21st Century Life and Careers**

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Select all applicable standards from the applicable standards

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Think-pair-share activities
4. Peer-teaching and mentoring
5. Dictation exercises
6. Question and answer
7. Teacher observation
8. Short activities produced by students

## **Accommodations/Modifications**

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- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print

sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Organization:

help with time management

marking text/notes in or with colors

coordinating planner-weekly outlook

- Assignment:

modify projects or assignments for specific individuals

## Unit Resources

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## Interdisciplinary Connections

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LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
6-8.MS-LS1-5.2	Cause and effect: Mechanism and explanation.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.