

## 4.2 LESSER KNOWN TALE: HERR KORBE'S



### FOCUS QUESTIONS:

- What can we learn about people and their cultural values from literature?
- How do people explain the unpredictable events that occur in life?

### STANDARD #1 CULTURE.

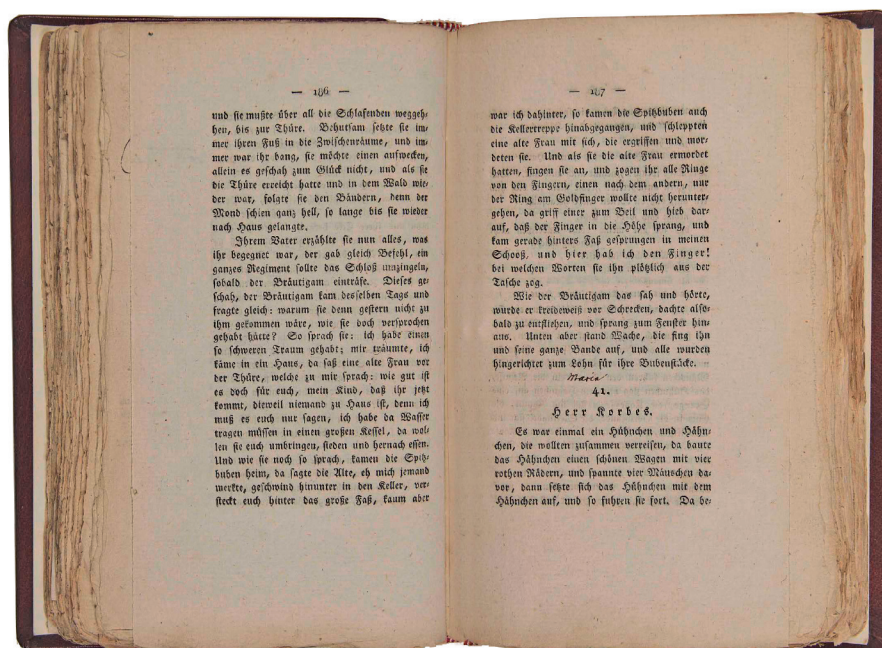
### LESSON OVERVIEW:

This lesson offers students the opportunity to read one of the Grimm Brothers' lesser known tales: *Herr Korbes* (*Herr* is the German word for Mr.). The activities may be used in an English Language Arts/Reading class to teach the literary structure of *plot sequence*. There are two activities provided: a listening/writing activity for 3<sup>rd</sup> – 4<sup>th</sup> grade, and an activity for 5<sup>th</sup> – 8<sup>th</sup> grade. Depending on the reading levels of the students, the activities may be interchangeable.

### TEACHER BACKGROUND INFORMATION:

A plot is a causal sequence of events, explaining what happens in the story. The plot draws the reader into the character's lives and helps the reader understand the choices that the characters make. A plot's structure is the way in which the story elements are arranged. It is a timeline of events in the order they occurred. The Grimm Brothers' tale *Herr Korbes* provides an excellent vehicle for teaching sequencing.

With great subtlety, this story exemplifies how people attempt to explain the unexplainable events in life, hence, "What a bad man Herr Korbes must have been." In this way a horrible death is justified. It is human nature to want an explanation of the unpredictable. Most children are familiar with some of the more common Grimm's fairy tales. The original stories were far crueler and more violent than the versions we read today. *Herr Korbes* is one of the lesser known Grimm Brothers' tales.



### TIME:

1-2 (45-minute Class Periods)

### INSTRUCTIONAL RESOURCES:

- *Herr Korbes* (**Handout 4.2 A on Resource Disc**)
- *Herr Korbes* Primary Activity (**Handout 4.2 B on Resource Disc**)
- *Herr Korbes* Intermediate Activity (**Handout 4.2 C on Resource Disc**)

### PROCEDURE:



#### DAY 1:

- **Anticipatory Set:** The teacher should ask the students to share the title of their favorite childhood fairy tale. As the students offer the titles, the teacher should make two lists on the board, placing all Grimm Brothers' tales in one column. The teacher may ask students if the Grimm stories have any commonalities and explain that for many of the stories, the violence and cruelty were removed to make them more appealing to modern day parents to share with their children. The students may discuss how they feel about the violence in fairy tales. The teacher may explain that the tale they are about to read does not have a happy ending.
- The teacher may choose between these two ELA activities depending on the level of the students. Suggested levels:
  - 3<sup>rd</sup>-4<sup>th</sup> Grade (Primary):** The tale of *Herr Korbes* will be used in an ELA listening/writing activity. The teacher should distribute *Herr Korbes* Primary Activity (**Handout 4.2 B on Resource Disc**) and review the directions. The teacher will read the story of *Herr Korbes* (**Handout 4.2 A on Resource Disc**) twice allowing students to take notes using any graphic organizer of their choice. It is assumed that this lesson follows instruction for using these organizing tools. After the teacher reads the selection, the students are to complete the task sheet independently.
  - 5<sup>th</sup>-8<sup>th</sup> Grade (Intermediate):** The teacher should distribute the *Herr Korbes* Story (**Handout 4.2 A on Resource Disc**) and *Herr Korbes* Intermediate Activity (**Handout 4.2 C on Resource Disc**). The teacher may read the story with the class or allow students to work independently. After completing the tasks the students should make a brief presentation of their illustration and explain the reasons for their scene selection.

#### DAY 2:

**Primary:** The teacher should divide the students into groups of 10. Each student should become one of the characters: rooster, hen, cat, millstone, egg, duck, pin, needle, Herr Korbes, and a narrator. The narrator should read the story as the other students, without talking, act out their parts. Once the narrator can retell the story from memory the students should reenact the event for the other group. If possible, the students may act out the story for the younger students (in another class), who, in turn, could draw a picture of the events.

**Intermediate:** The teacher may refer to the extensions listed below and continue the lesson as a literature immersion of the lesser known Grimm Brothers' tales. The teacher may adapt the intermediate lesson activity sheet to be generic and therefore be able to be used with any story.

### WHOLE GROUP REFLECTION:



- If literature reflects the values of a society, what conclusions can the students make about the values of nineteenth century Germans? How were the values of the German people similar or different from those of your community today?

### MODIFICATIONS:

- The 3<sup>rd</sup>-4<sup>th</sup> grade students could read the story as pairs and complete the activity sheet together rather than have the students participate in a listening activity.
- All students could rewrite the story using other "characters."

**EXTENSIONS:**

- To continue the exploration of lesser known Grimm Brothers' tales, the teacher may have the students use the Internet to locate other stories or select from the list below. The intermediate activity sheet may be adapted for this task.

*Brother and Sister*

*Little Briar-Rose*

*Mother Holle*

*The Seven Ravens*

*The Wolf and the Seven Little Kids*

- The students could research one or more variations of another lesser known tale and give a 2-3 minute presentation to the class sharing the differences of the story and vocabulary used