

Scaffolding Fairytale Projects for Intercultural Comparison in Experiential Learning

Link to Prezi:

[http://prezi.com/bcfmxhwktmin/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/bcfmxhwktmin/?utm_campaign=share&utm_medium=copy)

1. Program: American Studies Program at Tokyo International University of America and Willamette University
2. Fairytales and folk stories
  - a. Universal
  - b. Easily adapted to level
  - c. Morals and values
  - d. Intercultural comparison
  - e. Numerous available materials
  - f. Encourage critical thinking skills
  - g. Cultural sharing for elementary school visit
  - h. Movie version(s)
3. International Cinderella Project
  - a. Cinderella and Bloom's Taxonomy
  - b. Cinderella stories from around the world
  - c. Teacher-developed materials and lesson plans available online
  - d. Development of our own materials (see attached)
  - e. Students chose the following books from a collection:
    - i. The Persian Cinderella by Shirley Climo
    - ii. The Korean Cinderella by Shirley Climo
    - iii. Mufaro's Beautiful Daughters by John Steptoe
    - iv. The Egyptian Cinderella by Shirley Climo
    - v. Cinderhazel by Deborah Nourse Lattimore
  - f. In-Class Reading
  - g. Compare/Contrast Essay
  - h. Compare/Contrast Group Presentations
  - i. Went to the movie
4. Kamishibai Speaking Project
  - a. Applied Kolb's experiential learning cycle to the kamishibai project
  - b. Students chose from 8 different kamishibai stories (4 per class).
  - c. Pronunciation and intonation practice (see attached materials).
  - d. Successive Cycles of Repetition
  - e. Student cultural sharing at an elementary (2nd grade classes).
  - f. Student Oral Journal Reflections

**Cinderella Stories From Around the World**  
**Compare / Contrast Chart**

| <b>Title</b>                                 | <b>Author</b>                                    | <b>Country of Origin</b>                       | <b>Name of "Cinderella"</b>    |
|--|--|--|--------------------------------|
| <b>"Cinderella's" Jobs</b>                   | <b>Evil characters who mistreat "Cinderella"</b> | <b>Where does "Cinderella" meet the prince</b> | <b>Magic of the story</b>      |
| <b>What task proves the real Cinderella?</b> | <b>Fate of the evil characters</b>               | <b>What happens to "Cinderella"?</b>           | <b>My review of this story</b> |

Week 4, Friday

**Warm-Up**

**Linking with Vowels 1** (from Stacy Hagen)

- This is an apple → Thisisanapple
- How much is this apple? → How muchis thisapple?
- Please call again in an hour → Please callagaininanhour

**Tour guide on a trip:**

- 1) Attention everyone! I have \_\_\_\_\_ important announcement to make.
- 2) We need to leave \_\_\_\_\_ \_\_\_\_\_ few minutes.
- 3) Is \_\_\_\_\_ your luggage ready to be put \_\_\_\_\_ the bus?
- 4) The train \_\_\_\_\_ arriving \_\_\_\_\_ exactly \_\_\_\_\_ minutes.
- 5) Our airplane \_\_\_\_\_ late because \_\_\_\_\_ storms.

Cinderella Cloze: Listen and fill in the missing words:

<http://princess.disney.com/cinderellas-story>

Once upon a \_\_\_\_\_ there was a \_\_\_\_\_ girl named Cinderella.

All of the \_\_\_\_\_ loved her, especially two mice named Gus and Jaq. They'd do \_\_\_\_\_ for the girl they called Cinderelly.

Cinderella lived with her \_\_\_\_\_ and her \_\_\_\_\_ stepsisters, Anastasia and Drizella.

They were very \_\_\_\_\_ to Cinderella, making her \_\_\_\_\_ all day cleaning, sewing, and cooking. She tried her \_\_\_\_\_ to make them happy.

Cinderella's stepmother, Lady Tremaine, was \_\_\_\_\_, cruel, and jealous of Cinderella's charm and \_\_\_\_\_.

Prezi 2: Compare/Contrast Cinderella Stories  
(DUE: Monday, 3/16/15)

DIRECTIONS: You will give a group presentation comparing/contrasting your international Cinderella story to the American Cinderella story. You will work in the *same groups* as in Reading & Writing class. Each group member will present on his/her 2 compare/contrast topics, e.g., Cinderella's jobs, evil characters, magic of the story, etc. Your prezi must include the following:

1. Content: An introduction (briefly tell the name of your story, where it's from, etc.), a discussion of the two topics per group member, a conclusion (restate the main topics you talked about, and thank the audience for listening) – 10 points
2. Grammar: Correct use of the simple past tense, and general correct use of grammar and spelling – 5 points
3. Visuals: Use of prezi including a photo/image for each topic, the title of your presentation and names of the presenters in the first frame – 5 points
4. Presentation: Use of notecards (*not reading*), speaking with a loud, clear voice, accurate pronunciation, and evidence that you practiced – 10 points

You will tell information about each comparison/contrast topic clearly and use supporting details. You should have at least four sentences about each comparison/contrast topic.

Highlight the **supporting details** in the following example:

- Both the Japanese story, Lily and the Wooden Bowl, and the American story, Cinderella, have a lot of magic.
- Similarly, magic is used to help the main characters, Cinderella and Lily.
- On the one hand, magic in the Japanese story comes from Lily's dead Grandmother and the evil woman, Matsu.
- On the other hand, magic in American Cinderella comes from her Fairy Godmother.
- Another difference is Lily's dead Grandmother gives Lily a magic paper crane and a magic rice paddle, but the Fairy Godmother changes Cinderella's rags to a beautiful gown and the pumpkin into a coach.

IMPORTANT TRANSITION WORDS:

Introducing things that are the same:

similarly      likewise      both      in addition      also

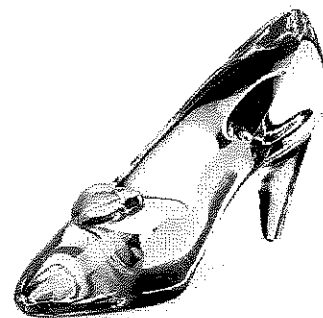
Introducing things that are different:

however      in contrast      on the one hand... on the other hand...  
meanwhile      although      one difference is...

Cinderella Activities

Put the following sentences in order:

- \_\_\_\_\_ Cinderella's fairy godmother changed a pumpkin into a fine coach.
- \_\_\_\_\_ Cinderella's stepmother made her do all the household tasks.
- \_\_\_\_\_ Cinderella's stepsisters were invited to the ball.
- \_\_\_\_\_ Cinderella cried because she wanted to go to the ball.
- \_\_\_\_\_ The prince and Cinderella danced at the ball.
- \_\_\_\_\_ Cinderella lost her glass slipper when she was running from the castle.
- \_\_\_\_\_ The prince found Cinderella when the glass slipper fit her foot.
- \_\_\_\_\_ The clock struck midnight.
- \_\_\_\_\_ The prince and Cinderella were married at the castle.
- \_\_\_\_\_ Cinderella's father got married again after her mother died.



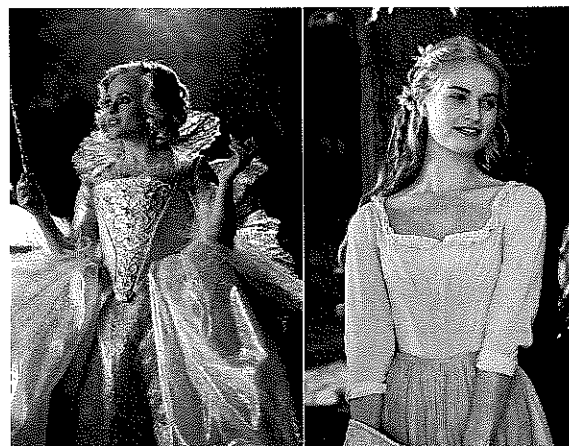
“A Dream is a Wish Your Heart Makes” - <https://youtu.be/Zye-4GGANzw>

A dream is a \_\_\_\_\_ your heart makes  
 When you're fast \_\_\_\_\_  
 In dreams you will \_\_\_\_\_ your heartache  
 Whatever you wish for you keep

Have faith in your dreams and \_\_\_\_\_  
 Your \_\_\_\_\_ will come smiling through  
 No matter how your heart is grieving  
 If you keep on \_\_\_\_\_  
 the \_\_\_\_\_ that you wish will come true

A dream is a wish your heart makes  
 When you're \_\_\_\_\_ small  
 Alone in the night you \_\_\_\_\_

Thinking no one can \_\_\_\_\_ you at all  
 You \_\_\_\_\_ with the morning sunlight  
 To find fortune that is \_\_\_\_\_ on you



Don't let your heart be filled with sorrow  
 For all you know \_\_\_\_\_  
 The dream that you wish will come \_\_\_\_\_

## Japanese Folktales

Read through your folktale aloud together with your group members.

1. Make a list of any vocabulary words that you do not know.
2. What is the lesson or message to be learned from this story? Does this story also tell us the origin of something in nature?
3. Do characters in the story go on a journey or a quest for an object? Are the characters successful?
4. Does the main character find friends to help him/her?
5. Does the story include something impossible? Magical? Unusual?
6. What kinds of obstacles or problems happen for the characters in this story?
7. What values are important according to this story?

"The Fox" by Ylvis

Dog goes \_\_\_\_\_, cat goes \_\_\_\_\_.

Bird goes \_\_\_\_\_, and mouse goes \_\_\_\_\_.

Cow goes \_\_\_\_\_. Frog goes \_\_\_\_\_, and the elephant goes \_\_\_\_\_.

Ducks say \_\_\_\_\_ and fish go blub, and the seal goes OW OW OW.

But there's one sound that no one knows...

WHAT DOES THE FOX SAY?

\_\_\_\_\_ -ding-ding-ding-dingeringeding!

Gering-ding-ding-ding-dingeringeding!

Gering-ding-ding-ding-dingeringeding!

WHAT THE FOX SAY?

Wa-pa-pa-pa-pa-pa-\_\_\_\_\_!

Wa-pa-pa-pa-pa-pa-pow!

Wa-pa-pa-pa-pa-pa-pow!

WHAT THE FOX SAY?

Hatee-hatee-hatee-\_\_\_\_\_!

Hatee-hatee-hatee-ho!

Hatee-hatee-hatee-ho!

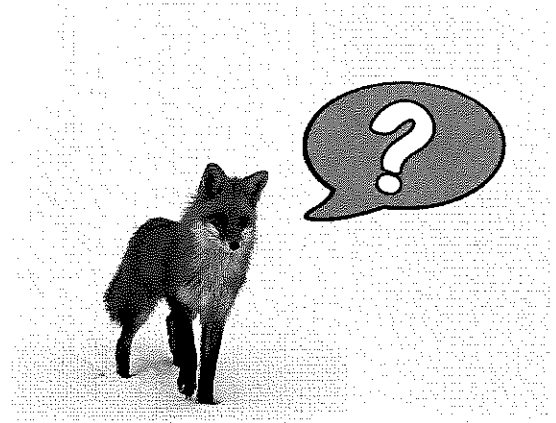
WHAT THE FOX SAY?

\_\_\_\_\_ -tchoff-tchoff-tchoffo-tchoffo-tchoff!

Joff-tchoff-tchoff-tchoffo-tchoffo-tchoff!

Joff-tchoff-tchoff-tchoffo-tchoffo-tchoff!

WHAT THE FOX SAY?

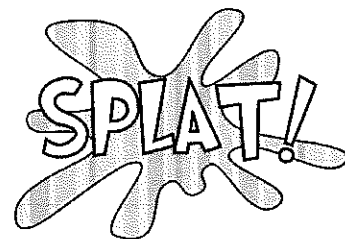


**ONOMATOPOEIA**

These are words that represent sounds. For example, "boom," "splat," "moo."

How do you say the following words in Japanese?

- 1) cat = meow = \_\_\_\_\_
- 2) dog = woof = \_\_\_\_\_
- 3) cow = moo = \_\_\_\_\_
- 4) mouse = squeak = \_\_\_\_\_
- 5) duck = quack = \_\_\_\_\_



Onomatopoeia in your Kamishibai: Read through your kamishibai story and highlight the onomatopoeia words. *Practice saying these expressively* because they are dramatic and will add humor to the story when you tell it to the children.


### Connected Speech in English

#### Description:

- KEY WORDS are stressed (such as nouns, verbs, adjectives & adverbs), other function words are reduced/unstressed (such as pronouns, articles, auxiliary verbs)
  - Use the schwa /ə/ sound on reduced words- e.g. a → uh, the → thuh
- Many words are linked/connected in rapid speech
  - E.g. **Who** do you **think** her **aunt** has **chosen**?
  - **I enjoy eating sushi** (takes the same time as)  
**Do you want to go eat some sushi?**

Directions: When the teacher reads the first two sentences, underline the stressed syllables, and draw a connector for words that are linked.

- 1) Why don't we pick him up at the station?
- 2) What are we supposed to do in the conference?

In your Kamishibai, you will practice stressing **key words** and **connected speech**. In the following example, underling the stressed words and draw a connector  for the connected words.

Example from The Mouse's Wedding

Once long, long ago, there was a very rich mouse who lived in a big storehouse. He had more than enough rice and wheat and beans to eat and wanted for nothing. And he had a pretty daughter with big black eyes named Chuko.

*Now, in your kamishibai story, go to your slides and underline the key words (NOUNS, VERBS, ADJECTIVES and ADVERBS). When you have finished, have the teacher check them.*



Warm-Up:

Person A: Hello! Do you like going to tutoring?

Person B: ((Answers)) How about you? Do you go to the tutor?

Person A: ((Answers)) I was wondering, can we speak Japanese when we go to the tutor?

Person B: Hmm. No, I think we're supposed to speak English.

Person A: Um. Okay. Also, should the tutor help us complete our homework?

Person B: Nope. She's there to help us, but we should do our homework before we go to the tutor. Then she can see what we need help with.

Person A: Thanks! Good to know.

### Oral Journal Reflection

In the computer lab, record yourself using "Audacity."

- 1) What did you learn about different fairytales or folktales? (e.g., what did you learn about your kamishibai, Cinderella and the international Cinderella story)
- 2) What was the most interesting project related to fairytales or folktales? (e.g., the kamishibai at the school, reading and writing about international Cinderella stories, presenting on your international Cinderella stories) – Why was this an interesting project?
- 3) What is one thing that you learned about a different culture from your fairytale or folktales?
- 4) What was the most difficult thing related to learning/reading fairytales or folktales?
- 5) What do you recommend to Prof. Johnson or Prof. Jipping if we do fairytale and folktale projects in the future?

Listen to your recording. When it is finished, save your recording to your H: drive and upload it to the WISE drop box.

### **Example Websites**

Bloom's Taxonomy in Teaching Fairytales:

<https://thoughtweavers.wordpress.com/2011/05/22/using-blooms-taxonomy-in-the-classroom/>

Mrs. Blow's Website on Cinderella Stories from Around the World:

<http://www.lowvilleacademy.org/webpages/MBlow/cinderella.cfm?subpage=868111>

Utah Education Network (with Compare/Contrast Chart pdf)

<http://www.uen.org/Lessonplan/preview.cgi?LPid=13676>

Kid World Citizen (descriptions of international Cinderella picture books)

<http://kidworldcitizen.org/2012/10/11/cinderella-story-around-the-world/>

### **Bibliography**

Akpinar, K., & Ozturk, M. (2009). Teaching Culture and Language through Folktales. *Ekev Academic Review*, 69-84.

Alexander, J. (1994). Multicultural literature: Overcoming the hurdles to successful study. *Clearing House*.

Ljungdahl, L. (2005/2006). Theory and Effective Practice in the Creative Classroom. *International Journal of Learning*.