

East Asian Fairy Tales and Folktales
Some Lesson Ideas
2016

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Unit Title: East Asian Fairy Tales and Folktales

Unit Abstract: Students will use traditional fairy tales and folktales in North American and European literature and compare/contrast it with its East Asian counterpart.

Content Standards:

Grade 2

CC.1.2.2.I

Compare and contrast the most important points presented by two texts on the same topic.

CC.1.3.2.B

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.3.2.C

Describe how characters in a story respond to major events and challenges.

CC.1.3.2.E

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.H

Compare and contrast two or more versions of the same story by different authors or from different cultures.

Grade 4

CC.1.2.4.A

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.1.2.4.C

Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

CC.1.2.4.D

Compare and contrast an event or topic told from two different points of view.

CC.1.2.4.E

Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

CC.1.2.4.I

Integrate information from two texts on the same topic to demonstrate understanding of that topic.

CC.1.3.4.C

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

CC.1.3.4.H

Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

Grade 6

CC.1.3.6.A

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CC.1.3.6.C

Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

CC.1.3.6.E

Analyze how the structure of a text contributes to the development of theme, setting, and plot.

CC.1.3.6.H

Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

Content Area(s): Literature/Library Skills

Targeted Grades: 2, 4, and 6

How Will This Unit Be Integrated into Your Curriculum: Students will be able to select picture books, folktales and novels about East Asia from our library collection. Our new reading series in grades K-5 and literature curriculum for grades 6-8 covers various genres such as fairy tales, folk tales, and plays. The addition of materials from East Asia will allow students to appreciate literary genres from other cultures.

Time of Implementation (how and when will the unit be implemented): Ideally this unit will be used in conjunction with Chinese New Year (January/February). Our Art teacher usually does a beautiful unit with our students. Combining an engaging literature piece with add additional understanding and appreciation by our entire school.

Big Idea: Students will understand that... we share many similarities in our literature with students in East Asia. The characters in the stories experience difficulties and use their minds and resources to solve them. There are lessons to be learned from these stories as well.

Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline):

- What is this text really about?
- How do strategic readers create meaning from literary text?
- How does a reader's purpose influence how the text should be read?
- How do readers know what to believe in what they read, hear, and view?
- How does interaction with the text provoke thinking and response?

Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas):

- **Grade 2**
 - Use literature circles to compare/contrast
 - *Gingerbread Boy* and *Runaway Rice Cake*
 - *Little Red Riding Hood* and *Lon Po Po*
 - Complete graphic organizer for each pair of stories
 - Use Explain Everything app on iPads to record results
- **Grade 4**
 - Work in small groups to compare/contrast
 - Story plot and
 - Genre elements for

- *Beauty and the Beast* and *The Dragon Prince*
 - *Cinderella* and *Korean Cinderella*
 - *Hansel and Gretel* and *The Oni and the Three Children*
- Complete graphic organizer for each pair of stories
- Create an online news article reporting the “people and events” using Google docs
- **Grade 6**
 - Work in small groups to compare/contrast
 - *Momotaro*
 - *The Monkey King*
 - *Paul Bunyan*
 - Complete a graphic organizer for each character’s development
 - Use the story as the basis for developing a list of elements of a Western/Asian folktale.
 - This list might include:
 - A specific location
 - Actions that are for the good of the group, rather than the individual
 - A magical object
 - Loyalty to leader (emperor) or to parents
 - Attribution of character traits to animals (e.g., dog/loyal, monkey/clever, pheasant/fierce)
 - Create a character t-shirt with specific information about the character

Culminating Lesson/Activity (the final lesson/activity that ties all lessons together): The *Explain Everything* presentation, online news article, and T-shirt character sketch will be displayed along with artwork created by students in celebration of Chinese New Year. I will collaborate with our art teacher to make all of the students’ work available during one of our winter season’s Coffee with the Principal.

Assessment: What evidence of learning will you accept? Students should be able to compare and contrast the Western version of each story with its East Asian counterpart on a grade appropriate basis. Students in Grade 2 should be able to explain the main idea of the stories along with their similarities and differences. In Grade 4 students will explore the genres and story plot in greater detail in addition to comparing and contrasting the stories. They should be able to present their ideas in written format. Sixth grade students will investigate character development and present their results in creative format via T-shirt design.

Resources Needed (please list titles of books, films, curriculum units, and website addresses):

- **Grade 2 (Compare and Contrast)**
Gingerbread Boy by Paul Galdone
Runaway Rice Cake by Ying Chang Compestine, Tungwai Chau
Little Red Riding Hood by Paul Galdone
Lon Po Po by Ed Young
<http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf>
<http://www.timvandevall.com/wp-content/uploads/2013/10/Compare-and-Contrast-Graphic-Organizer-2.pdf>
<https://www.teacherspayteachers.com/FreeDownload/Compare-Contrast-Graphic-Organizer>
- **Grade 4 (Story Plot and Genre Elements)**
Beauty and the Beast by Jan Brett
The Dragon Prince by Laurence Yep

Cinderella by A. Posner

Korean Cinderella by Shirley Climo

Hansel and Gretel by Paul O. Zelinsky

The Oni and the Three Children (<http://myths.e2bn.org/mythsandlegends/userstory8597-the-three-brothers-and-the-oni.html>)

<http://printables.scholastic.com/content/stores/printables/priv/07/9780590769907-999.pdf>

<http://printables.scholastic.com/content/stores/printables/priv/07/9780590769907-996.pdf>

<https://www.teacherspayteachers.com/FreeDownload/Plot-Diagram-Graphic-Organizer-Template>

<http://3rdgradegrapevine.blogspot.com/2012/03/beginning-our-testing-as-genre-unit.html>

<https://www.pinterest.com/pin/44543483786603353/>

- **Grade 6 (Character Development)**

Momotaro by Ralph F. McCarthy

The Monkey King by Ji-li Jiang, Youshan Tang

Paul Bunyan by Steven Kellogg

http://www.scholastic.com/content/collateral_resources/pdf/l/lessonplans_graphicorg_pdfs_charactertraits.pdf

http://www.readwritethink.org/files/resources/lesson_images/lesson175/RWT186-1.pdf

http://www.scholastic.com/teachers/sites/default/files/asset/file/unit_characteranalysis_characterstshirt.pdf

http://www.scholastic.com/teachers/sites/default/files/asset/file/unit_characteranalysis_rubric_0.pdf

An explanation of how the seminar helped you develop the plan: As a librarian and reading teacher, I love children's books. The seminar gave me the opportunity to explore new areas of children's literature. It provided many resources from which to gather information and materials to include in our school library for our students to access. The seminar leaders made wonderful recommendations for beautiful children's books with East Asian influence. Children seem to have greater interest in materials that are also enjoyed by their fellow students around the world.