

# Telling stories: Stories and perspectives

**Strand**Time, Continuity and Change  
Culture and Identity

## Core learning outcomes

*Time,  
Continuity  
and Change*

- TCC 2.1** Students explain different meanings about an event, artefact, story or symbol from different times.
- TCC 2.4** Students describe cause and effect relationships about events in familiar settings.
- TCC 2.5** Students identify similarities and differences between the experiences of family generations.

*Culture and  
Identity*

- CI 2.1** Students describe the similarities and differences between an aspect of their Australian life and that of a culture in the Asia–Pacific region.

## Purpose and overview

Activities in this module provide opportunities for students to investigate perceptions of events and stories from different times. Students describe similarities and differences between tales from Australia and other countries.

Students describe cause and effect relationships that occur in stories and in work and play situations.

Through discussions with and presentations to audiences, students begin to appreciate similarities and differences of experiences between generations.



Phases	Activities	Core learning outcomes	Assessment opportunities
1. Exploring stories	1. A story by any other name	TCC 2.1	<b>Verbal responses</b> Students explain their perceptions of stories as demonstrations of TCC 2.1.
2. Investigating different meanings about stories and events	2. Map a story 3. What's your version? 4. Jack the hero or Jack the thief? 5. Internet investigator 6. Folktales from other lands 7. An Australian tale	TCC 2.1 TCC 2.4 TCC 2.5 CI 2.1	<b>Story map</b> Students create a story map to represent events in a story (Activity 2) as demonstrations of TCC 2.1 and TCC 2.4. <b>Discussion</b> Students explain the meanings of stories from different times and identify similarities/differences between the experiences of family members from different generations (Activity 3) as demonstrations of TCC 2.1 and TCC 2.5 <b>Character profile</b> Students develop two character profiles (Activity 4) as demonstrations of TCC 2.1 and TCC 2.4. <b>Email letters/stories</b> Students communicate with other students to discuss and co-author stories with different perspectives (Activity 5) as demonstrations of TCC 2.1 and/or CI 2.1. <b>Reflections on tales</b> Students reflect on tales from other countries and describe the similarities and differences between tales as demonstrations of TCC 2.1 and CI 2.1.
3. Synthesising understandings about stories	8. It's story time	TCC 2.1 TCC 2.4 TCC 2.5 CI 2.1	<b>Storytelling presentations</b> Students discuss, present and respond to stories as demonstrations of TCC 2.1, TCC 2.4, TCC 2.5 and/or CI 2.1.

## Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

### Assessing learning outcomes at different levels

Activities in this module are designed primarily for students working towards demonstrations of Level 2 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before and/or after this level. For example, consider the increasing sophistication and complexity of concepts and processes in the progression of learning outcomes when creating assessment opportunities.

## Using this module

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Activities explore and investigate folktales, including those specific to cultures of the Asia–Pacific region. The culminating story presentation activity allows for synthesis of and reflection on new knowledge gained about stories from different places and times.

### *Inquiry approach*

Through an inquiry approach, students are encouraged to actively participate in and investigate aspects of cultures. They take responsibility for their own learning using problem-solving and decision-making techniques that include negotiation and collaboration. Students are encouraged to reflect on prior knowledge and familiar experiences to develop more sophisticated understandings.

### *Learning environment*

With students' assistance, make props such as a 'forest' or 'castle' that can be used to create a stimulating environment for storytelling.

## Background information

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### *Terminology*

In this module students have opportunities to become familiar with and use the following terminology:

artefact	heritage	props
cause–effect	informative	role
culture	meaning	similarities
differences	message	stereotype
effect	mime	symbol
event	modern	traditional
experience	narrative	value
folklore	presentation	viewpoints

### *School authority policies*

Be aware of and observe school authority policies that may be relevant to this module, particularly those related to inclusive practices. Refer to the following websites:

- Education Queensland: Department of Education Manual (DOEM)  
[www.education.qld.gov.au/corporate/doem/](http://www.education.qld.gov.au/corporate/doem/)
- The Association of Independent Schools of Queensland Inc (AISQ)  
[www.aisq.qld.edu.au/publications/publications.html](http://www.aisq.qld.edu.au/publications/publications.html) (for conference papers, research briefs and legislation information about social justice policies)
- Queensland Catholic Education Commission  
[www.qcec.qld.catholic.edu.au/www/index.cfm](http://www.qcec.qld.catholic.edu.au/www/index.cfm)

### *Equity considerations*

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- appreciate and consider the contributions others make to discussions
- value and show respect for experiences, lifestyles and cultures that are similar to/different from their own
- challenge stereotypes, with assistance.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

## Links

### **Studies of Society and Environment**

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for more information.

This module has conceptual and process links to the following modules:

- Level 1: *A world full of stories: Stories of diverse cultures*
- Level 2: *Our faces: Belonging and identities in Australia*
- Level 2: *Our neighbours near and far: Asian cultural study*
- Level 3: *Belonging: Group belonging and perceptions.*

### **Other key learning areas**

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Possible links to *English* (in development) include:

- read and view a range of texts including narratives and recounts
- speak about and listen to favourite stories and consider how they have been created to engage and interest readers
- write and shape using the basic generic structure of a number of text types.

Possible links to *Mathematics* (in development) include:

- represent data on lists, graphs and tables
- follow and give directions based on a visualisation of a route/path
- use descriptions of position and distance to place and locate objects.

Possible links to *The Arts* include:

- DR 2.1 Students make choices about and develop roles to build dramatic action.
- DR 2.2 Students share moments of dramatic action using voice and movement so that they can be seen, heard and understood.
- DR 2.3 Students describe drama experiences and presentations, expressing opinions and exchanging viewpoints with others.
- VA 2.1 Students make images and objects by selecting and manipulating elements and additional concepts.
- VA 2.2 Students select and arrange images and objects for personal display.
- VA 2.3 Students identify elements and additional concepts to interpret images and objects from a variety of cultural and historical contexts.

## Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

## Activities

### Phase 1 Exploring stories

*Core learning outcomes emphasis: TCC 2.1*

Students explore a range of stories, share their ideas and explain their different perceptions of and meanings made from stories.

#### Activity 1 A story by any other name

Present a variety of familiar stories such as fairytales and folktales. Encourage discussion after each story to assist students to share and reflect on their own and others' experiences and meanings made from the stories. Ensure students understand that stories may have more than one meaning and/or purpose and that these are influenced by readers' perceptions and prior experiences. During discussions, explore the purposes of stories — for example:

- provide entertainment
- help us understand the world and our place in it
- allow us to reflect on ideas, issues and events
- provide information about cultural heritage, including history and people's experiences, ideas and beliefs
- persuade us to think, feel or act in certain ways
- contain a moral message or 'wise saying'
- incorporate values or beliefs.

After each story presentation, encourage students to critically reflect by asking:

- What is this story about?
- How is this story presented?
- What does this story mean? Why?
- Does this story have a message? If so, what? What makes you think that?
- What do you think about this story? Why?
- How does this story make you feel/think/act? Why?

#### Support materials and references

Refer to *Why wait: A way into teaching critical literacies in the early years* for further information.

Explore familiar stories using a variety of modes and media such as:

- *Retelling*: share a story with the rest of the class — for example, a familiar fairytale, story or nursery rhyme.
- *Roleplay*: re-enact a familiar story, fairytale or nursery rhyme.
- *Mime*: invite individual students to mime a nursery rhyme for the class.
- *Puppet show*: present a puppet show based on a familiar story, fairytale or nursery rhyme, or a story that students have created. Various forms of puppets could be used: hand, shadow, finger, rod and/or string puppets.
- *Songs*: perform a song that tells a story — see *The Sing Book* (ABC 1993) for possible examples.
- *Musical instruments/artefacts (props)*: explore use of artefacts and commercial and handmade musical instruments to retell a favourite story.
- *Sign language*: recite poems or songs that use sign language or hand signals to tell a story.

#### Assessment

Students' perceptions and explanations of stories may provide evidence of demonstrations of TCC 2.1.

### Phase 2 Investigating different meanings about stories and events

*Core learning outcomes emphasis: TCC 2.1, TCC 2.4, TCC 2.5, CI 2.1*

Students investigate how stories selectively represent events, people, places and things. Stories and familiar events are viewed and discussed from a variety of perspectives. With assistance, students describe cause–effect relationships that occur in familiar stories and in their work and play settings.

**Activity 2 Map a story**

Provide students with opportunities to listen to and read along with audiotaped fairytales. Model the creation of story maps and assist students to develop their own. Assist students to identify causes and effects in their story maps.

Encourage students to compare their story maps and to identify similarities and differences.

- How is your story map the same as/or different from your friend’s story map? Why?
- Why do you think we may have different understandings of the same story?

**Assessment**

Students’ stories may provide evidence of demonstrations of TCC 2.1 and TCC 2.4.

Discuss the causes and effects in stories and relate discussions to students’ play or work situations. Assist students to express their viewpoints and feelings during discussions about the consequences (causes and effects) of choices made when playing and working with others. A strategy such as roleplay may enhance students’ awareness of different perspectives. This activity may also provide another opportunity to collect evidence of students’ demonstrations of TCC 2.1 and TCC 2.4. Consult *Years 1 to 10 The Arts Syllabus* and associated materials for further details on how to use roleplay.

**Activity 3 What’s your version?**

Invite students, parents/carers and other community members to share, retell and discuss versions of fairytales and/or folktales from different places and times. Discuss the role such tales play in providing information about different places and times; people’s experiences and feelings; and the ideas or beliefs that a cultural group wishes to preserve. Explain that tales tell us about how people lived in the past and that they were passed on verbally before they were written down.

Organise students into small groups with invited guests and ask them to compare different versions of the same tale and to record their responses on a comparison chart. Questions to aid discussion include:

- What events and characters were the same or different in each version? Who/what has been left out of a version? Why do you think this has happened?
- How were different versions of this tale presented? Do the different versions mean the same, have the same message and/or purpose? Why do you think this?

**Comparison chart**

	<b>Similar</b>	<b>Different</b>
Characters — roles		
Artefacts, symbols, props		
Events		
Meaning, message, purpose		

Regather students and guests and invite them to reflect on their experiences of reading and telling stories at school or home. Discuss similarities and differences between the experiences of family members from different generations.

**Assessment**

Students’ explanations of stories from different times and identification of similarities and differences between experiences of family members from different generations may provide evidence of demonstrations of TCC 2.1 and TCC 2.5.

**Activity 4 Jack the hero or Jack the thief?**

Read a traditional version of ‘Jack and the Beanstalk’ and ask students to consider the actions (effects) of Jack, the giant and the giant’s wife as a result of the growth of the beanstalk (cause). Possible questions include:

- Do you think Jack was right to climb the beanstalk? Why?
- Should he have taken the belongings of the giant and his wife? Why?
- What did the giant do to Jack?
- Do you think the giant was right in doing this? Why?

- How do you feel about the way the giant’s wife acted towards Jack — for example, when he arrived at the castle and when he took the hen that laid the golden eggs? Why?

**Resource 1** Introduce ‘Not all giants are bad!’, an alternative version of ‘Jack and the Beanstalk’. Encourage students to think about the story’s title and to predict what this story is about. Read the story and encourage students to compare this version to the traditional tale and to share their opinions.

**Resource 2** Model how to complete a character profile. With students’ assistance, prepare profiles for Jack and the giant (use different symbols for each character) based on the alternative version of the story. Ask students to consider other adjectives that could be added to the list on the character profile sheet. Encourage students to help each other record a second character profile of Jack and the giant based on the traditional version of the story.

**Character profile: Jack (X) and the giant (O)**

	very	a little	neither/ both	a little	very	
good		X			O	evil
honest	O			X		dishonest
kind	X				O	unkind
gentle	X				O	mean
brave	X			O		cowardly

Compare the character profiles from both versions of this tale and discuss students’ views. Ask students why they think people have similar/different views about characters in stories.

**Assessment** Students’ discussions about and viewpoints of characters and analysis of the causes and effects of characters’ actions may provide evidence of demonstrations of TCC 2.1 and TCC 2.4.

**Activity 5 Internet investigator**

**Support materials and references**

Assist students to locate Internet websites and email lists that provide opportunities to communicate with other classes, both within Australia and internationally. *Book Raps* (book discussions between students that are conducted via email) are an interesting and fun way for students to interact with other students and consider other people’s views and perspectives on stories. Compare traditional fairytales or folktales with a class from an Asia–Pacific country.

Students could also use email to co-author stories with students from another country. One student could write the introduction and email it to another student who would continue the story from this point and so on. Students may change the beginning, body or end of the story; totally rewrite it; or develop different perspectives as the story is created. Encourage students to predict what responses they will receive from their email pal and compare their predictions with the actual responses. Assist students to reflect and comment on the perspectives presented in their email pals’ responses.

**Assessment** Students’ communication with others and co-authoring of stories may provide evidence of demonstrations of TCC 2.1 and/or CI 2.1.

**Activity 6 Folktales from other lands**

**Support materials and references**

**Teaching considerations**  
The Curriculum Corporation resources *Many Flowers — Folk Stories from Asia* (Brewer 1995) and *Snapshots of Asia* (Ledger & Ledger 1998) provide further information about the stories referred to below and how they reflect Asian cultures and traditions, past and present.

Read a selection of folktales from email pals in other countries or from Curriculum Corporation resources — for example, ‘Rupamati and Baz Bahadur’, ‘The Heron and the Fish’ and ‘The Woodcutter and the Heavenly Maiden’.

Encourage students to discuss and reflect on the tales in relation to their own feelings, values and experiences. Assist them to identify and list the characteristics of tales that

remain the same, regardless of the place of origin. For example:

- setting: kingdom, castle, fort, woods, cottage, village and town
- characters: hero, villain, helpers, gods/goddesses, animals, children
- complications: tasks, challenges, misfortunes, journeys and battles
- resolutions: happy ending, romance found, misfortunes overcome, ‘good’ wins over ‘evil’.

Ask students to draw/collage pictures of the tales and to label their work with relevant elements from the list above. Display the pictures and discuss how students have represented the characters.

Assist students to consider what can be learnt about different cultures through sharing stories — for example, location of places, landscape, families and their way of life, friendship and work. Use a globe or world map to assist students to locate the place of origin of the tales.

**Assessment** Students’ reflections on tales from other countries and their descriptions of the similarities and differences between an aspect of their Australian life and that of a culture in the Asia–Pacific region may provide evidence of demonstrations of CI 2.1. Discussions about stories from other countries/cultures may provide evidence of students’ understandings of events and stories from different times (TCC 2.1).

### Activity 7 An Australian tale

Select an Australian tale from a resource such as *Tall Tales from the Speewah: Australian stories that are Bigger and Better*. Read the story and encourage students to discuss similarities and differences between this story and one from an Asia–Pacific country. Record students’ responses on a table similar to the one used in Activity 3.

**Assessment** Explaining meanings of stories from different times and describing similarities and differences between Australian tales and those from an Asia–Pacific country may provide evidence of students’ demonstrations of TCC 2.1 and CI 2.1.

## Phase 3 Synthesising understandings about stories

*Core learning outcomes emphasis: TCC 2.1, TCC 2.4, TCC 2.5, CI 2.1*

Students select and prepare stories for presentation to a selected audience. They reflect on their understandings about stories and experiences when sharing stories in a variety of ways, including reading or telling or through dance, movement or puppetry.

### Activity 8 It’s story time

Assist students to invite guests to a story presentation event. Guests may include preschool children, a group of elderly residents from a local retirement village or school/community members. The event could be organised as part of the school celebrations for Book Week.

**Links to The Arts** With students’ assistance, plan, create and arrange a number of cosy and inviting storytelling environments in different spaces around the classroom or in other settings. Props such as cardboard trees for an ‘enchanted forest’, a gigantic beanstalk, puffy clouds, a castle with a drawbridge and turrets and a cottage built out of construction kits/materials could be used to help create an inviting setting. Arrange displays of students’ work.

Invite pairs of students to share stories with the audience. Encourage students to share their knowledge about the tales during the presentations.

If appropriate, videotape the story presentations and use the tape to assist student reflection after the event. Discuss the presentations (while viewing the videotape if appropriate) and encourage students to consider what they have learnt about tales and other stories. Students may use drawing, writing or other negotiated media to record reflections on their learning.

**Assessment** Students’ participation in discussions, story presentations and reflection may provide evidence of demonstrations of TCC 2.1, TCC 2.4, TCC 2.5 and/or CI 2.1.



**'Not all giants are bad!'****Resource 1**

Jack was a very curious lad. Many would say he was mischievous or just plain naughty. He was always going where he was not supposed to and doing things that he knew he shouldn't. If his mother said, 'Jack, I don't want you to play near the river, you might fall in', Jack would ignore her warnings and head off to play near the river.

On this particular day, Jack's mother had asked him to go to the market to buy some fresh beans. 'Make sure you go straight there and don't stop on the way', she told him.

Well, Jack set off to the market, but on the way he came across a very large tree that looked just perfect for climbing. Jack could not resist climbing the tree and began to look for a way up into it. Before too long, he was making his way up into the branches. It was a huge tree and seemed to stretch to the skies above. Little did Jack know that this is exactly where the tree did go. Up, up, up he climbed until the houses and people below looked like miniatures.

Jack peeked out over the top of a fluffy white cloud. He could see what looked like a huge castle in the distance. Jack headed off towards the castle. It was the largest building he had ever seen. By the time he reached the doorstep, he was exhausted. Jack fell asleep on the huge doormat and slept in the warm sunshine.

In the meantime, Mrs Giant was returning home with her groceries. Near the doorstep she dropped her key. She bent to pick it up, and noticed Jack asleep on the mat. As she gently picked him up, he woke up. Jack yawned and stretched and then looked up to see the face of Mrs Giant. 'You poor boy', she said. 'Come inside and I'll find you something to eat.' At first, Jack was startled by the size of Mrs Giant, but her kindly voice and face soon made him realise that he was safe. Inside the castle, Mrs Giant broke off a piece of biscuit for him. It was the biggest biscuit he had ever seen and the piece she gave him was the size of a plate. While eating the biscuit, he heard a key turn in the lock and in walked another giant. Mrs Giant introduced Jack to her husband, Mr Giant. Mr Giant smiled at Jack and sat at the table. He pulled out his fiddle and began to play a tune while Mrs Giant made dinner. 'Hee, Hi, Ho, Hum, I love to sing and have such fun.' As Mr Giant played, Jack noticed a large pile of coins that Mr Giant had left on the table.

Mrs Giant placed two monstrous plates on the table. They were piled with what seemed like a mountain of food to Jack. Mrs Giant placed some food into a thimble for Jack and they all began to eat. Mr and Mrs Giant told Jack about their grandchildren and the work Mr Giant did on their farm. Mr Giant had just sold some vegetables at the markets that very day. They planned to buy a new cow with the money. They moved to the chairs near the fireplace and placed Jack on a lovely soft cushion. Mr Giant began to knit and Mrs Giant read the paper. Before long, they were both fast asleep.

Jack crawled down from the cushion and ran to the table. He climbed up the tablecloth and ran over to the coins. Jack began to stuff the coins into a napkin and folded and knotted it carefully. He threw the coins onto the rug and slid back down the tablecloth.

Jack grabbed the napkin, slung it over his shoulder and headed for the door. The door was slightly ajar, so he was able to jump down onto the doorstep and then make his way towards the large tree branches. Jack began to climb down with the coins still slung over his back in the napkin. He reached the base of the tree, he threw the coins to the ground and jumped down. He gathered up the napkin and headed for home.

Jack entered the house and heard his mother calling, 'Jack, is that you? I've been worried about you. Did you get the beans?' Jack replied, 'They didn't have any beans mother, but I found these coins lying at the bottom of an old tree'.

Meanwhile, Mr and Mrs Giant woke up and looked over to the cushion to see that Jack was gone. Mr Giant turned to Mrs Giant and said, 'Young Jack must have headed off home. I hope he gets there safely.' Mr Giant walked towards the table and suddenly noticed the coins were not there. He looked under the table to see if they had rolled off. 'Oh no', he cried. 'The money for the new cow is missing!' Mrs Giant moved towards the table, then noticed a coin near the door. Then they realised what had happened. 'My goodness, that young boy has stolen our coins', said Mr Giant. 'Even after we were so kind to him.'

**Character profile**

**Resource 2**

Character						
	very	a little	neither/ both	a little	very	
good						evil
honest						dishonest
kind						unkind
gentle						mean
brave						cowardly

## Support materials and references

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### Children's literature

Cole, B. 1986, *Princess Smartyants*, Hamilton, London.

Granowsky, A. 1996, *Another Point of View*, Flip Me Over series, Steck-Vaughn Publishers, Texas. Titles include *That Awful Cinderella* (1993), *Bears Should Share* (1995), *Help Yourself, Little Red Hen* (1995) and *Jack and the Beanstalk* (1996).

Munsch, R. 1989, *The Paper Bag Princess*, Ashton Scholastic, Sydney.

Overend, J. & Lewis, N. 1994, *Princess Grandma*, Ashton Scholastic, Sydney.

Reed, A. W. 2000, *Myths and Legends of the Pacific*, Reed Publishing, Auckland, NZ.

Scieszka, J. & Smith, L. 1992, *The Stinky Cheese Man and Other Fairly Stupid Tales*, Puffin Books, New York.

### General reference

ABC Books 1999, *The Sing Book*, (Saltwater) Australian Broadcasting Corporation, Sydney.

Brewer, W. 1995, *Many Flowers — Folk Stories from Asia*, Access Asia series, Curriculum Corporation, Carlton, Vic.

Johnson, T. and Louis, D. 1987, *Literacy Through Literature*, Scholastic Press, Toronto.

Nicoll, V. & Roberts, V. 1993, *Taking a Closer Look at Literature-based Programs*, Primary English Teaching Association, Newtown, NSW.

Queensland Department of Education 1994, *Queensland Years 1–10 English Syllabus — A Guide to using English Syllabus Materials*, Brisbane.

Stewart, M. & Hook, J. (ill.) 1988, *Tall Tales from the Speewah: Australian Stories that are Bigger and Better*, Penguin, Ringwood, Vic.

The State of Queensland (Department of Education) 2000, *Why Wait — A Way into Teaching Critical Literacies in the Early Years*, Brisbane.

Contact the Low Incidence Unit Library for copies of well-known picture books that incorporate sign language, in addition to print, to communicate a story:

Low Incidence Unit Library  
17 Churchill Street  
Buranda Q 4102  
Telephone: (07) 3238 3740

### Kits

Ledger, R. & Ledger, S. 1998, *Snapshots of Asia*, Access Asia, Curriculum Corporation, Carlton South, Vic.

Big books and teacher guide.

### Websites

(All websites listed were accessed in June 2002.)

Book Raps, oz-TeacherNet Projects.

[rite.ed.qut.edu.au/oz-teacherNet/projects/book-rap/](http://rite.ed.qut.edu.au/oz-teacherNet/projects/book-rap/)

A user friendly website that assists teachers to organise 'book raps' in their school.

Kedron State School, *Folklore, fairytales, myths and legends*.

[www.ug.net.au/~zzemills/folktales.htm](http://www.ug.net.au/~zzemills/folktales.htm)

Provides links to stories and information and teaching ideas about folklore from around the world.

University of Illinois, Lingua Centre. *Korean, Japanese and Taiwanese fairytales*.

[www.iei.uiuc.edu/class/pages/1aSp96/fairytales.html](http://www.iei.uiuc.edu/class/pages/1aSp96/fairytales.html)

Presents some Korean, Japanese and Taiwanese fairytales translated into English.

University of Southern Mississippi, *The Cinderella Project*.

[www-dept.usm.edu/~engdept/cinderella/cinderella.html](http://www-dept.usm.edu/~engdept/cinderella/cinderella.html)

Presents versions of 'Cinderella' from the eighteenth, nineteenth and early twentieth centuries.

**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**  
***Years 1 to 10 Studies of Society and Environment Syllabus***  
***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***  
***Studies of Society and Environment Initial In-service Materials***

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