

**Grant Acceptance Form**

**Name of Grant:**

STARS Residencies FY16 Jacob Hiatt Magnet School

**Type of Funder:**

Massachusetts Cultural Council

**Awarded Amount:**

\$4,300.00

**Grant Funding Period:**

January 1, 2016 - June 20, 2016

**Project title:**

Multi-cultural Folktales as Seen Through the Eyes and Ears of Children

**Program coordinator:**

Jyoti Datta, Principal, Jacob Hiatt Magnet School

**Purpose:**

Students will demonstrate an understanding of the cultural role of folktales as a vehicle for teaching morals and lessons, and express their own worldview and values through writing and sharing their original story.

**Description of the program:**

To allow students to gain knowledge of the narrative structure of folktales, and apply it to their own writing of imagined experiences by using well-defined characters, clear event sequences, dialogues and descriptive details.

**Program location:**

Jacob Hiatt Magnet School

**Outcomes and Measures:**

**21st Century Student Skills Employed:**  
Creativity/Innovation, Critical thinking/Problem Solving  
Teamwork/ Collaboration, Communication/Presentation  
MediaLiteracy, Global awareness

**GRANTS REPORT  
2015-2016**

Fund	Grant	Purpose/Priorities	Amount
MCC	STARS Residencies	<p>Through this STARS Residencies Program, students will demonstrate an understanding of the cultural role of folktales as a vehicle for teaching morals and lessons, and express their own worldview and values through writing and sharing their original stories.</p> <p>Students will also study folktale picture books in art class where they will learn to recognize and describe how illustrations add meaning to text.</p>	\$4,300.00

**Use of Funds**  
Stipends  
Consultants  
Materials

These funds have been awarded to Jacob Hiatt Magnet School



Massachusetts Cultural Council - STARS Residencies FY16  
Jacob Hiatt Magnet School  
Application #RES0118

Primary Contact: Ms. Anna Griffin  
Phone: (508) 799-3192  
Email: griffina@worc.k12.ma.us

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### Applicant Profile

**Applicant Type**

**Legal Name**

**Address1**

**Telephone**

**Primary Contact**

**Organization Type**

**Applicant Status**

**Applicant Institution**

**Applicant Discipline**

**Grantee Race**

**FEIN / TAX ID**

**DUNS Number**

**Web Address**

**Organization**

Jacob Hiatt Magnet School

772 Main Street

Worcester , Massachusetts 01610

UNITED STATES

(508) 799-3601

Ms. Anna Griffin

Phone: (508) 799-3192

Email: griffina@worc.k12.ma.us

Elementary School

Government - Municipal

Elementary School

Visual Arts

No single group

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<http://jacobhiatt.worcesterschools.org/>



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## Residency Summary

**School Name**

Jacob Hiatt Magnet School

**School's Dept. of Elementary & Secondary Education (ESE) Code**

03480140

**School Principal Name**

Jyoti

**School Principal Phone**

Datta

**School Principal Email**

DattaJ@worc.k12.ma.us

**Has principal approved this residency?**

yes

**School Contact Name**

Jyoti Datta

**School Contact Title**

Principal

**School Contact Phone**

508-799-3601

**School Contact Email**

DattaJ@worc.k12.ma.us

**Cultural Partner Name**

Motoko Dworkin

**Cultural Partner Organization**

Motoko

**Cultural Partner Phone**

413-253-1664

**Cultural Partner Email**

motoko@folktales.net

**Cultural Partner Discipline**

Folklife/Traditional Arts (12)

Humanities (13)

Literature (10)

**Have you worked with this Cultural Partner before?**

no



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**List names of any additional Cultural Partners. If using multiple Cultural Partners, they must be collaborating on the same residency.**  
None

**Has each Cultural Partner named above approved this residency?**  
yes

**Project Title**  
Multi-cultural Folktales as Seen Through the Eyes and Ears of Children

**Start Date**  
2016-1-1

**End Date**  
2016-6-20

**Length of Residency**  
**Total Number of Days Per Classroom**  
10

**Total Number of Days in School**  
10

**Calculate Sessions**  
**A. Number of classrooms participating**  
6

**B. Number of sessions per classroom**  
5,8

**C. Number of additional sessions (if applicable)**  
1

**D. Number of sessions for culminating event (only count if cultural partner will be present)**  
2

**E. Total Number of Sessions**  
41

**Calculate Grant Amount (if approved)**  
**Enter (Line E x \$100) + \$200 for planning with the cultural partner**  
4300

**Residency is scheduled during:**  
school hours

**Number of students directly involved in the residency:**  
123

**Grade level(s) involved:**  
4  
2



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**Residency discipline(s):**

Humanities (13)  
Folklife/Traditional Arts (12)  
Literature (10)

**21st Century Student Skills Employed**

Creativity/Innovation  
Critical thinking/Problem solving  
Teamwork/Collaboration  
Communication/Presentation  
Media Literacy  
Global awareness



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## Residency Overview

### Top 2 Student Learning Objectives

#### Learning Objective #1

Students will gain knowledge of the narrative structure of folktales, and apply it to their own writing of imagined experiences by using well-defined characters, clear event sequences, dialogues and descriptive details.

#### Learning Objective #2

Students will advance their presentation skills through oral storytelling, creating illustrations, and publication of their narratives.

**Socially Conscious Learning Objective - What will students learn to prepare them to be positive contributors to their world? For example, does the residency help them connect with their own voice or with the world around them (such as their school, their community or environment, or another culture?)**

Students will demonstrate understanding of the cultural role of folktales as a vehicle for teaching morals and lessons, and express their own worldview and values through writing and sharing their original stories.

**Residency Overview - What is the goal of the residency? What will the cultural partner(s) be doing? What will the students be doing? What will the teacher(s) do before and after the residency to extend learning? (Note: descriptions of individual sessions belong in the next section.) If the residency involves more than one grade, identify the unifying theme and discuss how the grades will explore the same content.**

In this 10-day residency the 2nd and 4th graders at Jacob Hiatt Magnet School will develop their narrative writing, presentation skills, and multicultural awareness through the study of folktales, guided by Japanese storyteller Motoko.

Prior to the residency students will read and listen to folk and fairy tales from various cultures. They will conduct research on folktales, and learn how cultural traditions have been passed on through oral storytelling.

Students will also study folktale picture books in art class where they will learn to recognize and describe how illustrations add meanings to text.

The residency will start with Motoko's storytelling performance for the whole 2nd and 4th grades. The students will listen in an interactive manner, singing, counting in Japanese, and answering Motoko's questions. The children are encouraged to think about the lessons her stories offer, and how they apply to their own lives.

Following the assembly, the three 2nd grade classrooms will get five 45 minute visits from Motoko. Through collaboration and democratic decision making, each class will write an original group story using an animal folktale as a model. They create story boards, with each child contributing an illustrated scene.

The three 4th grade classes will get eight 45 minute visits. Each student will write an original fiction, built around the narrative structure of folktales. Their writing activity will be interspersed with storytelling games that explore connections between their personal lives and folklore.

The 2nd and 4th grade teachers help the students complete assignments between the sessions and give editing advice.

To prepare for the culmination, the 2nd graders will practice reading aloud their stories, while Motoko



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makes a slide show of their illustrations. The 4th graders will make their own illustrated story books to be shared with a peer audience.

**Residency Session Detail - Detail what will happen in the residency sessions to show how the residency will achieve the Learning Objectives listed above. If the residency is 8 sessions per classroom or less, detail each session. If the residency is more than 8 sessions per classroom, provide the detail by groups of sessions (for example, Sessions 1-3, Sessions 4-6, Sessions 7-9, etc.) For each session (or group of sessions) tell us what the cultural partner will teach, what activities the students will do, and what the teacher(s) will do before and after the session(s) to extend the learning.**  
The Second Grade

Session 1: Students review the plot of a folktale from the opening performance, and name the basic elements: characters, setting, problem, solution, and a moral. Through brainstorming they make a list of animals and their habitats, and vote to choose the characters and the setting of their story.

Session 2: Motoko explains the importance of solving problems without violence. The class collaboratively decides on a story problem, and explores ways to solve it by a non-violent means. Both individual ideas and group decisions will be incorporated in the process.

Session 3: The class finishes the group story by identifying the moral. After the session, Motoko will type and email the stories to the teachers.

Session 4: The teacher reads the whole story to the class. The students are divided into pairs of 'writing buddies,' and each pair works on a writing task to provide descriptive details for the characters and the setting. As they share their writing, Motoko and the teacher organize the information into a wall chart.

Session 5: Motoko divides the text into scenes and distributes them to the class. Each student will be assigned a scene, and does an illustration based on the descriptive details from Session 4.

#### The Fourth Grade

Session 1: Students review the basic elements of a folktale: characters, setting, problem, solution, and a moral. Each student creates an original main character and defines the environment and community the character lives in.

Session 2: Motoko introduces a storytelling game in which players share their real life experiences. Motoko explains that the basic structure of folktales serves as a foundation for more realistic narratives. Students brainstorm and each writes a paragraph identifying a problem his main character must face. After the session, the class continues to play the game until every student has a turn.

Session 3: The terms 'protagonist' and 'antagonist' are introduced. Each student creates an antagonist: a mysterious figure or creature. Motoko sets the rule of non-violence: i.e., their characters do not kill or hurt each other. After the session, the class makes a list of protagonists and antagonists in literature they read.

Session 4: The class analyzes how problems are resolved in folktales. They brainstorm in pairs and write about the actions their protagonists take against the antagonists without resorting to violence.

Session 5: The students finish their first drafts by creating a thoughtful, reflective ending with a clear message. In pairs they share the whole stories and give each other positive feedbacks.

Session 6: The students revise the first half of the story by adding descriptive details and dialogues. They continue to share their stories with one another.

Session 7: The students add more details and dialogues to the second half of their stories and finish





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the second drafts.

Session 8: Each student picks a title. They review and share what they learned as authors and storytellers.

**Culminating Event - If there will be a culminating event such as an exhibit or performance, please describe. Residencies of 5 days or more must include a culminating event.** Parents, members of the MCC, legislators and media will be invited to attend in-school performance. Each 2nd grade class will present their story, with illustrations projected on a screen. Selected 4th graders will read portions of their stories. Book covers made by all the 4th graders will be viewed in a slide show. The assembly will then break and spread into the classrooms, where each 4th grader shares his story in a small group. The stories will be published on the school's website.

#### **Planning with the Cultural Partner**

Each grant will include a \$200 stipend to pay the cultural partner for time spent planning with the school before and during the residency. This is a critical step in developing a valuable and high quality learning experience for your students. Briefly indicate which school representatives will be involved in the planning with the cultural partner, approximately when that will happen, and for how long they will meet/talk. For example: "The four 3rd grade teachers will meet with the creative partner for one hour in person one month before the residency followed by a total of one hour of individual meetings during the residency." The school's (ILT) Instructional Leadership Team will work with the artist. Team members will act as liaisons between the artist and teachers. The Focused Instructional Coach will work with teachers on the literacy component; how it aligns with the work they are doing in their classrooms. During each week of the program, they will suggest the teachers and artists communicate successes and challenges to ensure highly successful programs. Each project will be assessed by the classroom teachers.



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**Residency Projected Budget**

Total Expense cannot be less than the Total Grant Amount you calculated on the Residency Summary page.

Cultural Partner Fee	0
Planning	4,100
Materials	200
Other	700
<b>Expense Total</b>	<b>\$5,000</b>
Grant Amount (if approved)	4,300
Funds to be raised by school	700