

Fractured Stories



What makes
a good
story?



Instructional Objectives

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal narrative text presented in multimodal form about fractured stories.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about fractured stories.
3. write an expository text about fractured stories with an appropriate structure of organization and linguistic features and present it.



Do You Know?

Narrative is a text that tells a story which aims to entertain the audience. It has elements such as plot, characters, and point of view. It consists of orientation, complication, and resolution. It often uses past tense.

Questions to Think About

1. Have you read or heard a good story?
2. What makes a good story?

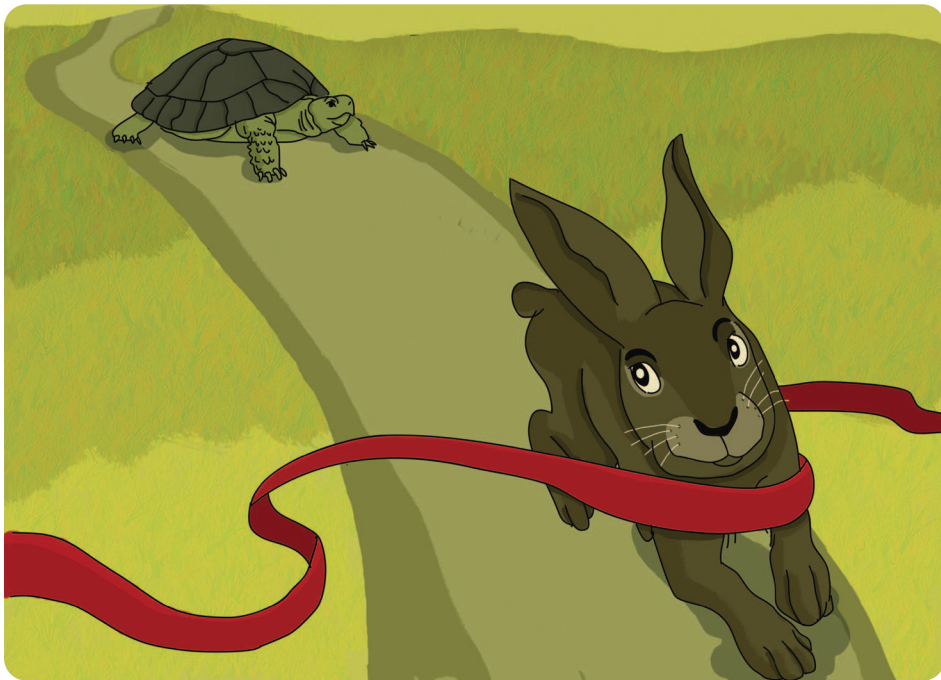


Task 1

A Let's Ponder

Think about the questions carefully before you answer.

1. What would happen if the hare won the race?

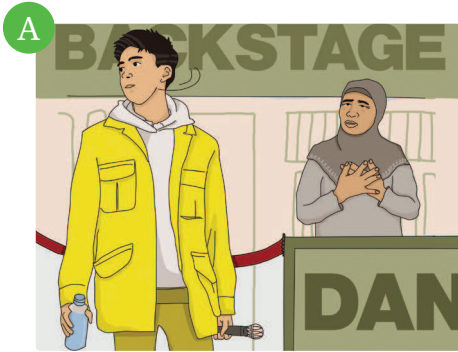


Picture 6.1 Hare race

2. What would happen if Malin Kundang's mother forgave him?

B Listen and Confirm

Listen to a story from an audio recording. Put the number for each picture based on the story you listened to.



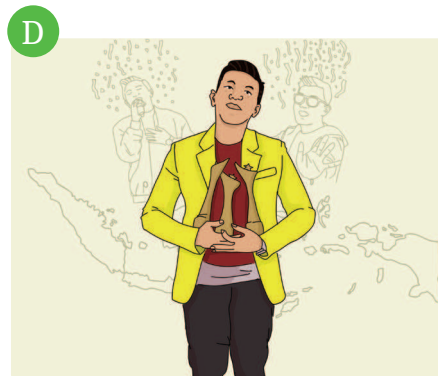
Picture 6.2 Malin Kundang (A)



Picture 6.3 Malin Kundang (B)



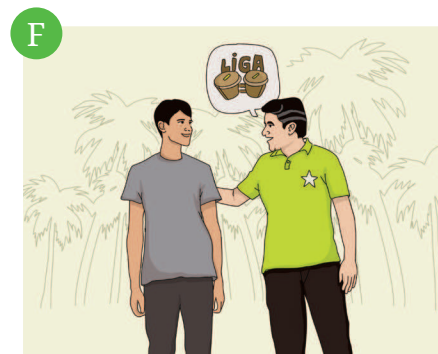
Picture 6.4 Malin Kundang (C)



Picture 6.5 Malin Kundang (D)



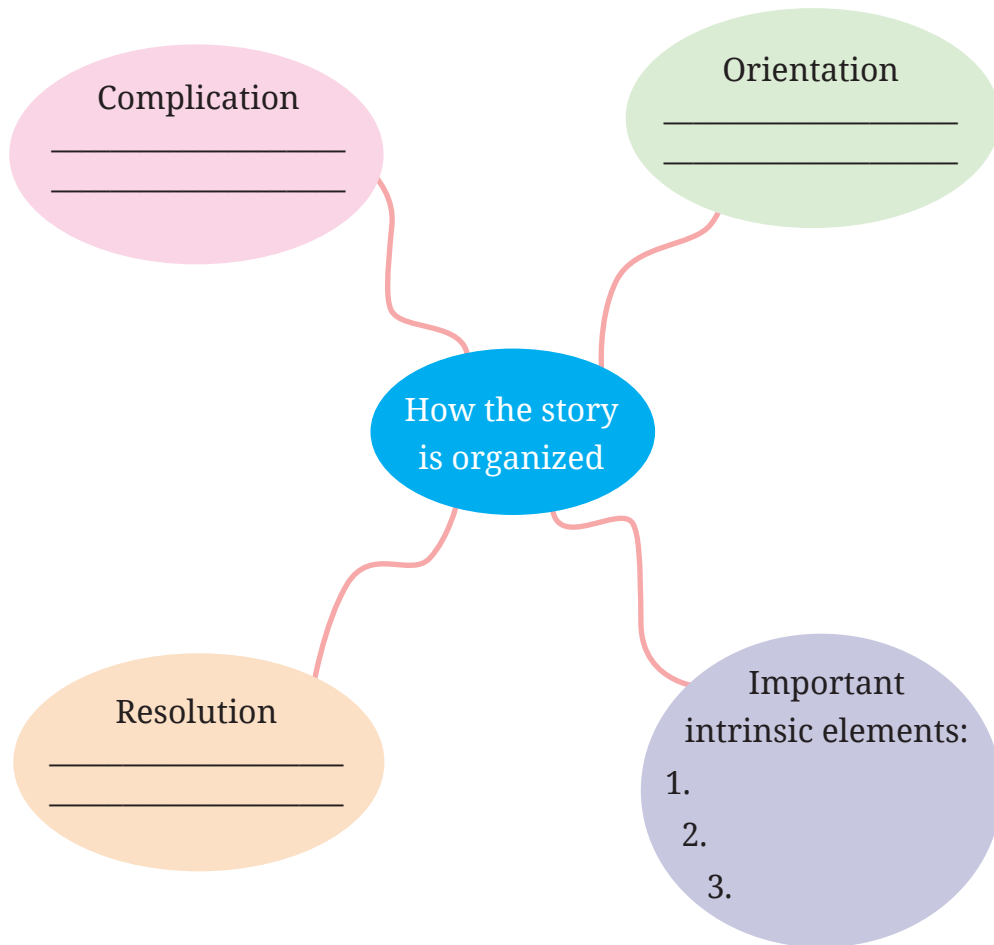
Picture 6.6 Malin Kundang (E)



Picture 6.7 Malin Kundang (F)

C Listen and Take Notes

Listen to the audio recording about a story. Write some important points like in the picture below.



Picture 6.8 Organization of a story

D Let's Discuss

With your classmates, discuss how the 'alternative' version of the story differs from the traditional version.



Task 2

A Let's Play

Your teacher will read part of a story. Decide what title and part of the story is read to you.

Example:

Listening Script	Story Title	Part of the story you hear	Notes
<i>Cinderella wants to go to the ball, but her stepsisters prevent her from going.</i>	<i>Cinderella</i>	<i>Complication</i>	

It's your turn.

Story title	Part of the story	Your notes

B Let's Alternate

Look at the story you heard in **Task 2 Part A** again. In a group of two or three, think of an alternative ending to the story.



Task 3

A Read and Answer (Part 1)

Little Red Riding Hood

(Traditional Version)

One day, Little Red Riding Hood's mother gave her a basket with some cake inside and told her to walk through the forest to the other side where her grandmother lay sick in bed.

“Remember not to talk to strangers!” Little Red Riding Hood's mother said.

On the way to her grandmother's house, Little Red Riding Hood met the Big Bad Wolf.

“Where are you going little girl?” he asked with his biggest smile.

“To my grandmother's house on the other side of the forest,” said Little Red Riding Hood who had forgotten what her mother told her.



Picture 6.9 Red Riding Hood
(Traditional version)

The wolf took a shortcut and ran ahead to Grandmother's house. When he got there, he went inside and swallowed Grandmother whole!

Then he put on her cap and nightgown and climbed into her bed.

When Little Red Riding Hood got there, she walked right up to the bed. "Grandmother! What big ears you have," she said.

"All the better to hear you with my dear," said the wolf.

"And what big eyes you have," she said.

"All the better to see you with my dear," said the wolf.

"And what big teeth you have," said Little Red Riding Hood.

"All the better to eat you with!" said the wolf and he jumped out of bed and started chasing Little Red Riding Hood.

A man who was chopping wood in the forest heard Little Red Riding Hood. He came inside and hit the wolf over the head with his axe. The wolf fell to the ground, and Grandmother popped out of his mouth. Then the woodsman, Little Red Riding Hood, and Grandmother all had cake and tea.

Source: <http://interactives.readwritethink.org/fractured-fairytale>
(Retrieved: March 23 2022)

1. Why did Little Red Riding Hood walk through the forest?
2. What rule did Little Red Riding Hood break when she talked to the wolf?
3. Why did the wolf ask Little Red Riding Hood where her grandmother lived?
4. What might happen if the woodsman were not there?

B Read and Answer (Part 2)

Little Red Riding Hood (A Fractured Fairy Tale)

POV: The Wolf

So I'm packing up my troubles in an old kit bag in the woods when I hear a twig snap. I turned to see a Little Red Hooded Teen with a picnic basket that said: "Mommy's little girl" along with a picture of the girl yawning.

"Hey, Lil Hood, I like that basket." I rolled my eyes.

"Whateva', I need to text Granny that you are utterly creeping me out."

She threw a piece of gum in her mouth and stared into my eyes while chewing. A few seconds later, she pulled out a smartphone and pushed me out of the way. I started to follow her.

"So, what's in the basket?" I asked. She backed away from me. I reached into my pocket for the Friendship Coupon I got for my birthday. Instead I pulled out an "I will eat you" coupon used for The Three Thousand Humongous Pigs restaurant,



Picture 6.10 Red Riding Hood
(A Fractured Fairy Tale)

which enables you to get an all-you-can-eat dinner. She screamed an ear-piercing scream that made me roar and fall to the ground and curl up.

“It’s an armadillo-wolf and it’s going to, like, totally attack me!” She shrieked and ran into the woods. A troop of seven dwarves marched out of the trees. They all turned towards me. “We’re the Seven Levels of awesomeness,” a red shirted dwarf said in a squeaky voice and then played a high chord on an electric guitar. The dwarf started to explain a boring history story. As soon as his eyes crossed, I stepped over the whole row of dwarves in one step. I continued to look for the Girl.

“I want to be friends with you!” I yelled.

“You are, like, a liar!!!” She responded from behind an incredibly noticeable tree trunk.

“You, like, just gave yourself away!” I replied. She ran out from behind the tree. “I don’t have a job! So please don’t eat me!” she yelled. What a terrible excuse.

“Yes you do! You have a delivery job!” I spat back. She groaned.

“Ugh! It’s like mom all over again!”

“Mom?” She fled for the second time.

As she ran away I saw a label on her basket. It said ‘To Grandma, 2235 NE Forest Ct.’ Hmmm Maybe ..., just maybe, I could be friends with Little Hood there.

I arrived at the old lady’s door when I saw my old friend, Bob-wolf, chasing three little pirates in the brig. He had recently chased three little famous pig chefs but that’s a whole different... uh... mall game, I think. Anyway, I knocked on the door.

“Who is it?” a sweet voice of a grandma called.

“The uh, Crayola department?” I answered. Wow, that was lame.

“Come in,” the grandma said. As soon as I entered, the grandma was so scared she jumped into my mouth. I accidentally swallowed the sweet little woman. BLECH! Was she dis-gusting. At the worst time in possible times that are worse than worst times, Little Hood showed up.

“Gra-any! I brought your cookies!” she sang. COOKIES!!! I DESPISE cookies. I swallow an old lady to make friends with somebody because I want to know what’s in a basket, just for cookies! WOW, is my life messed up.

“Okay, I’ll take the cookies now my beloved Hooded Girl -- I mean, Granddaughter,” I said in my best old lady voice. I waited at least a minute.

“Kay Grandma. Now let me hand you the goodies,” she finally said. I reached a paw out.

“Wow, Grammy, what big paws you have,” she said in a slightly frightened tone.

“Aren’t you a bit too old to be concerned about what your Granny looks like?” I scolded back with a hint of worry. I heard a bubble pop.

“No and F-Y-I, I’m only, like, fourteen.” She sassed. “Wait, humans can’t have paws! Hey, you’re the creepy armadillo-wolf who wrote a note card that said ‘I will eat you!’”

I step guiltily out of the door. “You caught me red handed, wait no, you caught me by my hand.” I gazed at my hand. The girl slapped it out of the way. “Enough chit-chat!” She said and then screamed, “DOCTOR!!!” One quote unquote Seven Levels of Awesomeness dwarf with a doctor coat appeared on the top of my head.

“Pull out my Grandma!” the hooded girl ordered.

“Don’t do it!” I said with a creaky voice. The dwarf reached his hand into my throat. He pulled out a frog. “Boy, you have a frog in your throat,” he said. I didn’t speak a word.

“Cat got your tongue?” The dwarf said, and pulled out a cat. “You’re just full of surprises aren’t you?” Finally, after tons and tons of terrible puns in my mouth, grandma was pulled out. Then we all lived tax-free ever after.

Source: <https://www.kidpub.com/story/little-red-riding-hood-fractured-fairy-tale-wolf-53994766>

Answer the following questions.

1. Who told the story?
2. What made the girl scream an ear piercing scream?
3. How could the world find out Grandma’s place?
4. What made the girl realize that it was not her grandma who take the goodies?
5. What is meant by “cat got your tongue? In “Cat got your tongue?” The dwarf said, and pulled out a cat.”
6. What would happen if the grandma did not jump into the wolf’s mouth?

Let’s Compare

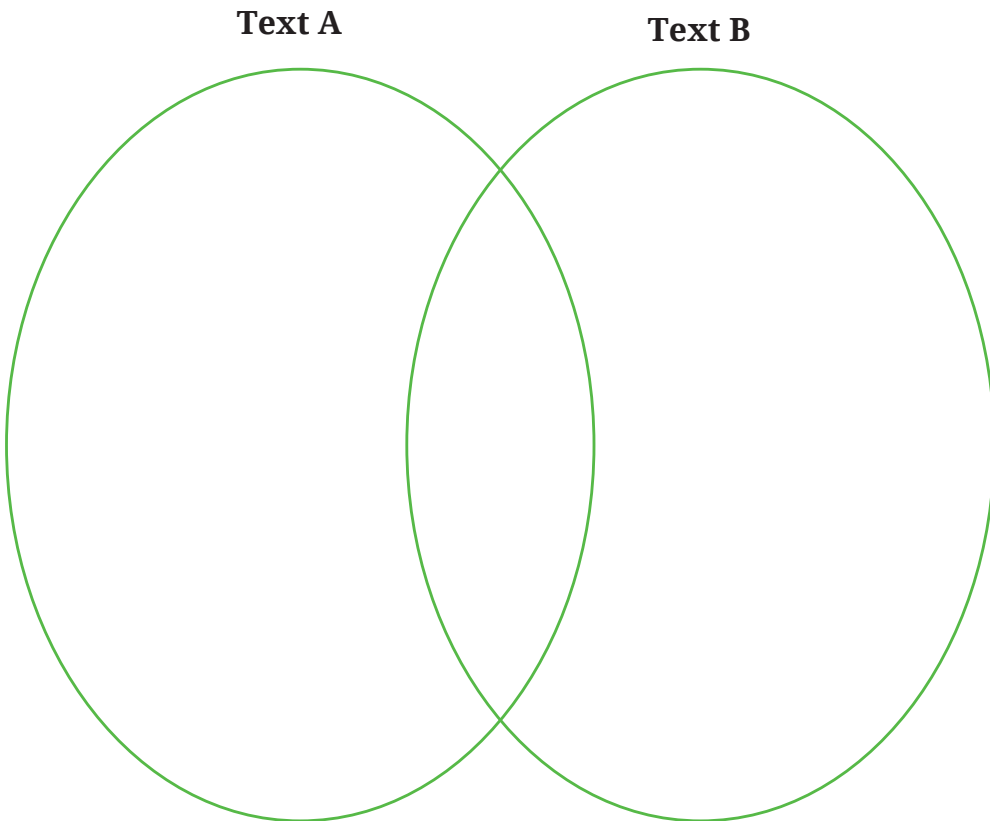
Fill in the table below to compare the traditional story in Task A and fractured story in Task 3 point B.

Did both stories ...	Yes	No
Have all the same characters?		
Have the same setting?		

Did both stories ...	Yes	No
Have the same beginning?		
Have the same middle?		
End the same way?		
Have the same main characters?		
Have the same problems?		

D Let's Discuss

Use the following venn diagram to decide which part of the stories are the same or different.



 **Task 4****A Let's Get Together**

Your teacher is going to give you a part of a story. You have to retell the part you are given to your classmates and find classmates whose story parts relate to your part and make a complete whole story.

B Talk About it

Sit with those classmates and together rearrange the story into a complete meaningful story.

Discuss the text in terms of its structure, and intrinsic elements such as characters, plot and setting.

1. Why do you arrange the story like that?
2. What kind of clues do you find in each excerpt to help you make the arrangement?

 **Task 5****Let's Have a Discussion**

Discuss with your group the possibilities if you make some changes to the story. Follow the organization below.

- What if

- What is next?

- Presenting - Storyboard



Task 6

Make a Draft

Choose one short story that you know. You can browse the internet to find the story. Make your draft of the changes that you want to make to the story. As a start you can make a change only to some of the elements of the story; only the setting, only the characters, or only the ending of the story. As you become more confident you can write a draft that rewrites the whole story. Follow the text organizer below.

Narrative Text Organizer

	Traditional version	My version (Fractured)
Title		
Characters		

Setting		
Problems		
Solution		

B Put a Checklist

No.	I have done the following	Yes	No
1.	Change a word in a familiar title.		
2.	Insert a new character or swap characters.		
3.	Change an important object.		
4.	Change the setting.		
5.	Change the point of view.		
6.	Change the story resolution.		
7.	Use another mode (picture) in my text.		

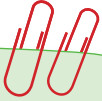


Task 7



Let's Write

Write a fractured story based on the draft in Task 6.



B Let's Review

Do the review by putting the checklist.

No.	I have done the following	Yes	No
1.	Change a word in a familiar title.		
2.	Insert a new character or swap characters.		
3.	Change an important object.		
4.	Change the setting.		
5.	Change the point of view.		
6.	Change the story resolution.		
7.	Use another mode (picture) in my text.		

C Publish Your Writing

Make the necessary changes in your writing based on your classmate's suggestions. Turn in your work for a final review by your teacher.

You can publish your writing in the media of your choice.

Chapter Review

Q: What is your most favorite Indonesian story? Why?

A: _____

Q: Mention four intrinsic elements of the story.

A: _____

Q: Use two words to describe the character of Little Red Riding Hood in its traditional story?

A: _____

Q: In the Little Red Riding Hood, do you like the wolf in the traditional version or in the fractured version? Why?

A: _____

Q: Name two reasons why you need to be familiar with the story before you make it into a fractured version.

A: _____

Q: Give four things that are usually mentioned in the introduction part of the story.

A: _____

Q: If you could change the story of Cinderella, name two different settings where you would like the story to happen.

A: _____

Q: Why do you think creating a fractured version of a traditional story is a good idea?

A: _____

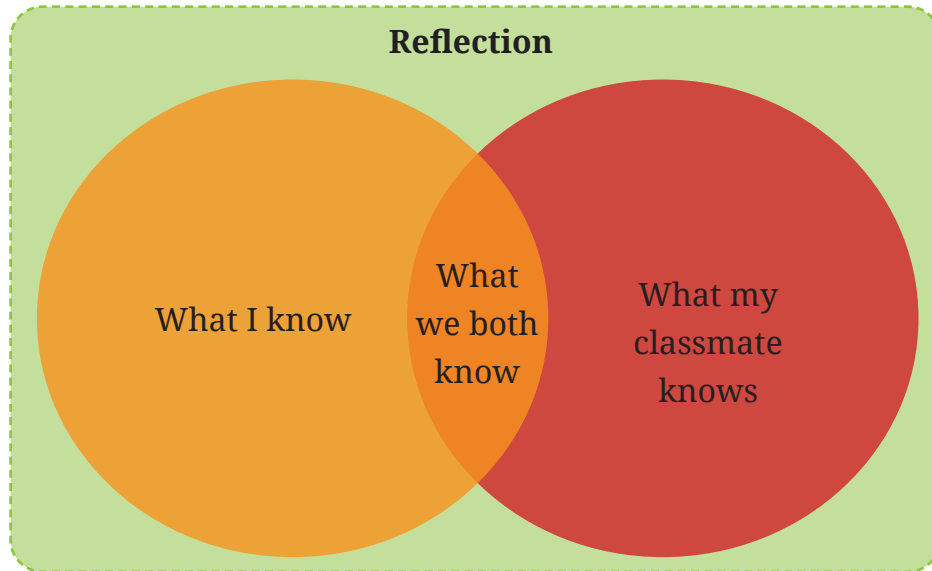
Q: Write two sentences that can be the beginning of a fairy tale.

A: _____

Comment:

Reflection

To reflect on the chapter, please compare what you know to what your classmates know. Fill in the venn diagram below to know the similar understanding that you get about the chapter.



A large empty rectangular box with a dashed orange border, intended for students to write their reflections.

Assessment

You will plan, write, illustrate and publish your own children's picture books based on the writing you produce in Task 7.

Steps

1. Plan

The elements	Your plan
Target audience	
Book pages	
Sources - Logistics	
Other ...	

2. Write

Use the template below as a guide for organizing the text of your story.

This template is a suggestion of how the text of a 10-page children's picture storybook could be organized. It does not include the illustrations. You may add more pages to your storybook.

Page 1 Introduce the characters. Establish the setting.	Page 2 to 3 Introduce the main conflict.	Page 4 to 5 Actions taken to deal with the conflict. Resulting complication.
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Page 6 to 7 Actions taken to deal with the conflict. Resulting complications.	Page 8 to 9 Climax. Presentation of the correct action for solving the conflict.	Page 10 Resolution
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3. Illustrate

The illustration serves as a partner to the text. Don't worry that your artwork is not "good enough" to use as illustrations. The illustrations should serve as visual communication of the plot.

4. Publish

You may publish the book the way you are capable of. Here are the tips if you want to publish the book in a hardcopy version.

Book-binding tips:

- Staple the book on the side. Then glue a strip of ribbon or construction paper over the staples for a more aesthetically pleasing look.
- Tape the pages together. Again, you can decorate the spine with a ribbon or construction paper.
- Sew the book together with needle and thread. See <http://www.sff.net/people/Brook.West/bind/bindit.html> for more information.

Grading Rubric

Title	
Exceeding Standard	Descriptive, appropriate, interesting
Meeting Standard	Provide a clue about the main character or setting of the story
Approaching Standard	Somewhat related to the story
Below Standard	Is unrelated to the story
Setting	
Exceeding Standard	Unusual, creative setting which creates dramatic tension in story
Meeting Standard	Setting adds interest to the story
Approaching Standard	Clear setting in a specific time/place
Below Standard	Setting is unclear or unremarkable
Sequencing	
Exceeding Standard	Has transition words between events and flows from beginning to end
Meeting Standard	Flows in a logical order
Approaching Standard	Events are in order but there are gaps
Below Standard	Unclear because the events are not in order

Development	
Exceeding Standard	Has precise language which describes details unique to the setting and appropriate to the resolution
Meeting Standard	Has many interesting details
Approaching Standard	Has adequate details but is in a “telling” voice.
Below Standard	Very brief without details
Character Development	
Exceeding Standard	New characters are created. Their feelings and description are clearly revealed.
Meeting Standard	Characters are developed in a way that are similar to the original story but contain a few unique elements
Approaching Standard	Characters are developed using a descriptive approach only
Below Standard	Characters are not sufficiently developed
Grammar and Spelling	
Exceeding Standard	Only a few mistakes in the story
Meeting Standard	Some minor mistakes in the story
Approaching Standard	Many mistakes but it is possible to make out the plot of the story
Below Standard	Hard to understand because of many misspelled words and poor sentence construction

Enrichment

From Story to Movie

Background

One of the most popular recent productions of modern fractured fairy tales is Shrek, a movie about an ogre who must rescue a princess. The foundation of the story contains the major plot points and framework of classic fairy tales: a distressed damsel awaits savior by a knight in shining armor atop a white steed. In addition, the damsel is trapped inside a tall tower protected by a dragon. Consequently, the ogre must slay the dragon in order to save the Princess. However, Shrek is a fractured fairy tale. The story repeatedly diverges from the traditional fairy tale story plot and includes a range of classic characters who contribute to the overall story.

Source: <https://www.theaterseatstore.com/blog/fractured-fairy-tales>

What to Do

Step 1

Watch a movie that is produced as the fractured form of fairy tales. Here are the recommended titles.

1. Peter Pan (2003)
2. Beauty and the beast (2017)
3. Snow white and the huntsman (2012)
4. The huntsman: Winter's war (2016)
5. Maleficent (2014)
6. Into the woods (2014)

7. Red Riding Hood (2011)
8. Ever after: A Cinderella story (1998)
9. Cinderella (2015)
10. The little mermaid (2018)
11. Jack and the giant slayer (2013)
12. Hansel and Gretel: Which Hunters (2013)
13. Mirror Mirror (2012)
14. The Brothers Grimm (2005)
15. Alice in Wonderland (2010)
16. Pan (2015)
17. Tangled (2010)
18. Neverland (2011)
19. The Princess and the Frog (2009)
20. Cinderella (2021)

Step 2

Read the original story of the chosen movie you have watched. You may switch the order of step 1 and step 2.

Step 3

Compare the original story to the movie by answering the following questions.

1. What parts of the original story were left out of the movie?
2. Did the movie add anything (plot points, characters, etc.) that were not in the original version?
3. Did you like the movie or the story version better? Why?
4. Did you imagine the characters differently when reading the story than they were portrayed on screen?

5. Why do you think the movie producers changed the story in the way they did?
6. In the case of a story versus its movie version, how did the film change the lighting and/or setting as opposed to the original story?

Adapted from: <https://study.com/academy/lesson/comparing-an-original-story-to-its-film-version.html>

Step 4

Write your answers to the questions in the form of a short essay.

Scan the following QR Code or visit the link to download the worksheet you need to do in each task:

<https://static.buku.kemdikbud.go.id/content/media/doc/BS-Inggris-Ch6.docx>



Scan the following QR Code or visit the link to download the audio recording:

https://static.buku.kemdikbud.go.id/content/media/rar/Binggris_X_1.zip

