

Descriptive to Illuminative

- A Touch of the Wildean Similes



Unit Plan



- 1. The Context**
- 2. The Methodology**
- 3. The Demo**



1 The Context - Profile of the University

Top teacher education program committed to the standard of “Four Haves”:

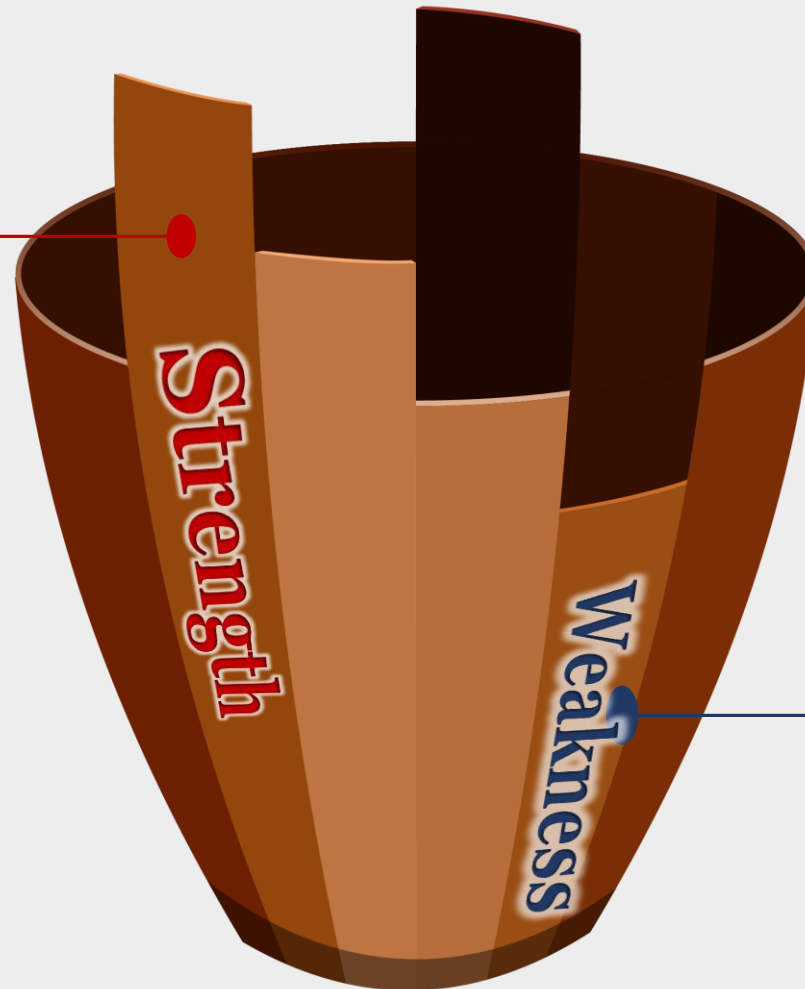


- A firm belief
- A noble mind
- Solid knowledge
- A loving heart

- ✓ of English
- ✓ about English
- ✓ beyond English

1 The Context - Profile of the University

- **Language proficiency**
- **Memorization**
- **Exam-performance**
- **Clear career-path**



- **Literary literacy**
- **Analytical competence**
- **Creative competence**
- **Self-actualization**

1 The Context – The Textbook

1 理解能力

2 赏析能力

章自
作家、时代、观点、
物的真知灼见。

3 应用能力

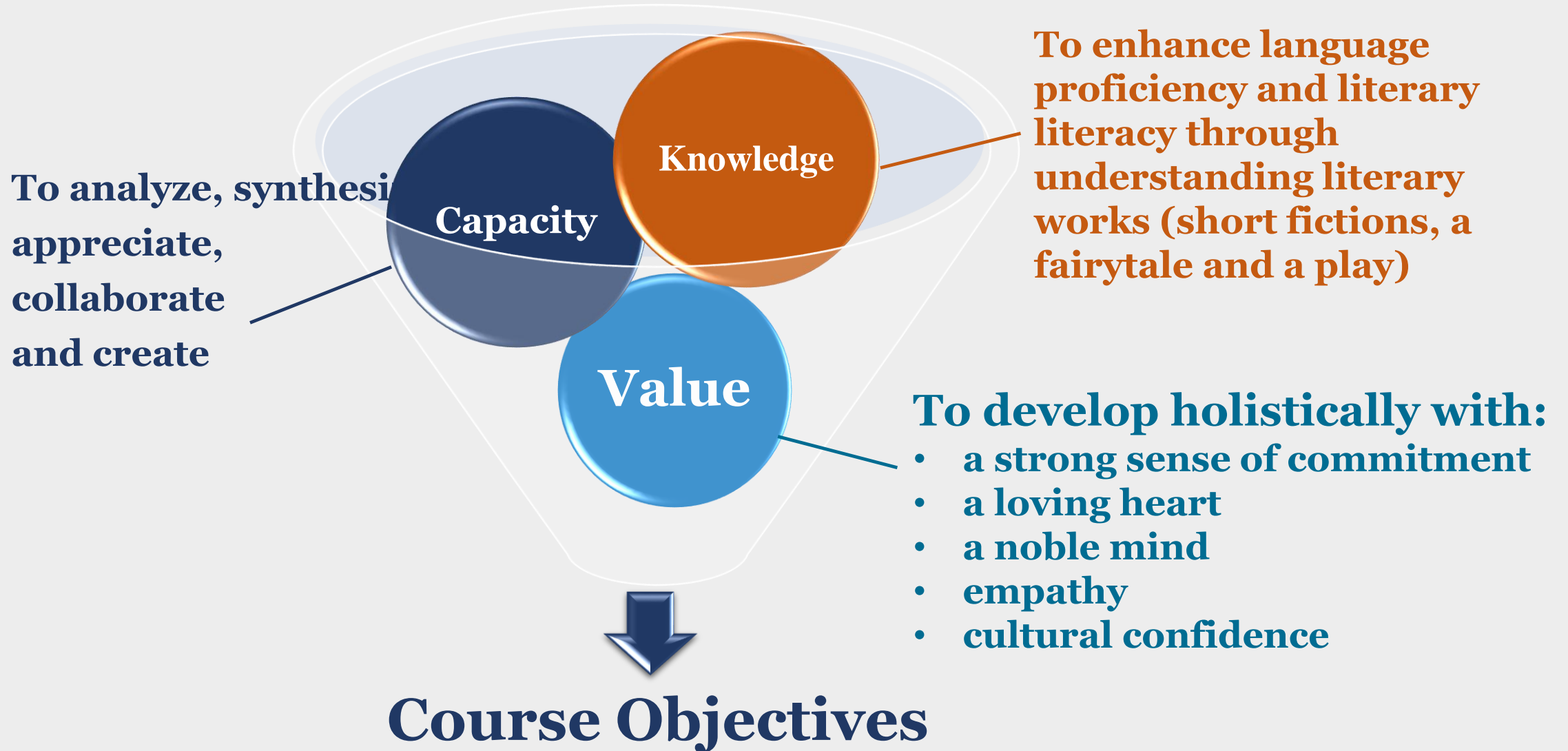
BEAUTY
of
thoughts, rhetoric,
structure, logic and
sound



次赏水平，学会细细品味文
，还需要了解不同的题材、
问题，倾听过去各种优秀人



1 The Context



1 The Context – The Text

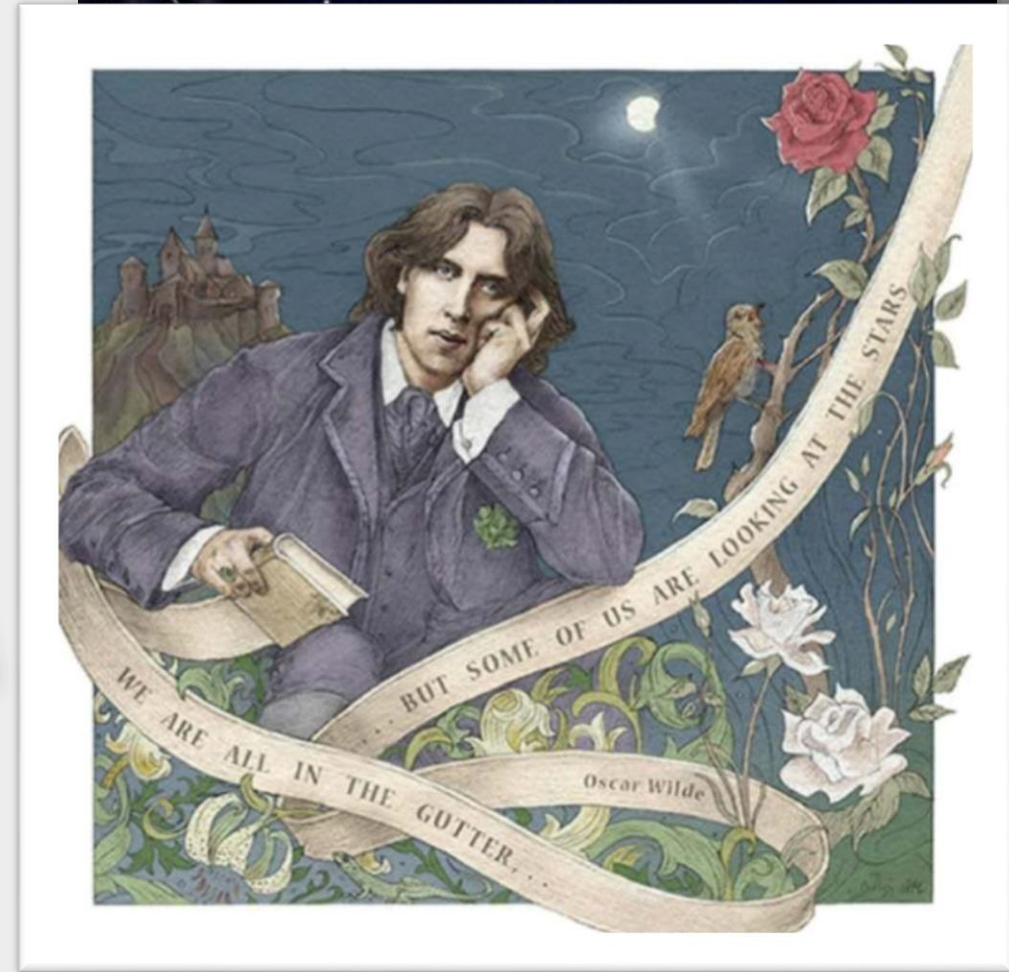
Unit 5 “The Nightingale and the Rose” Oscar Wilde, 1888



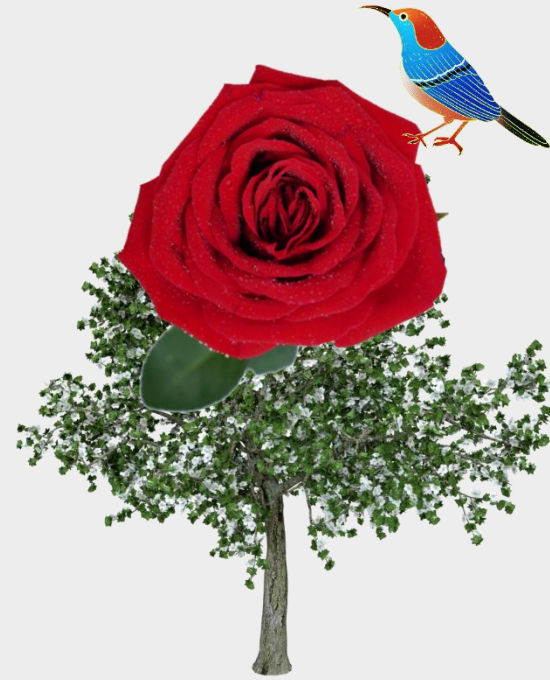
1 The Context - The Text

“Among the whole English writing world, you can not find any fairy tales dare to compare with Wilde’s. His word is very skillful, the whole story unfolded in a special way with natural imaginations, and you can find many philosophic theories throughout the book.”

Why does it remain so popular across time and cultures?
B. H. Sherard



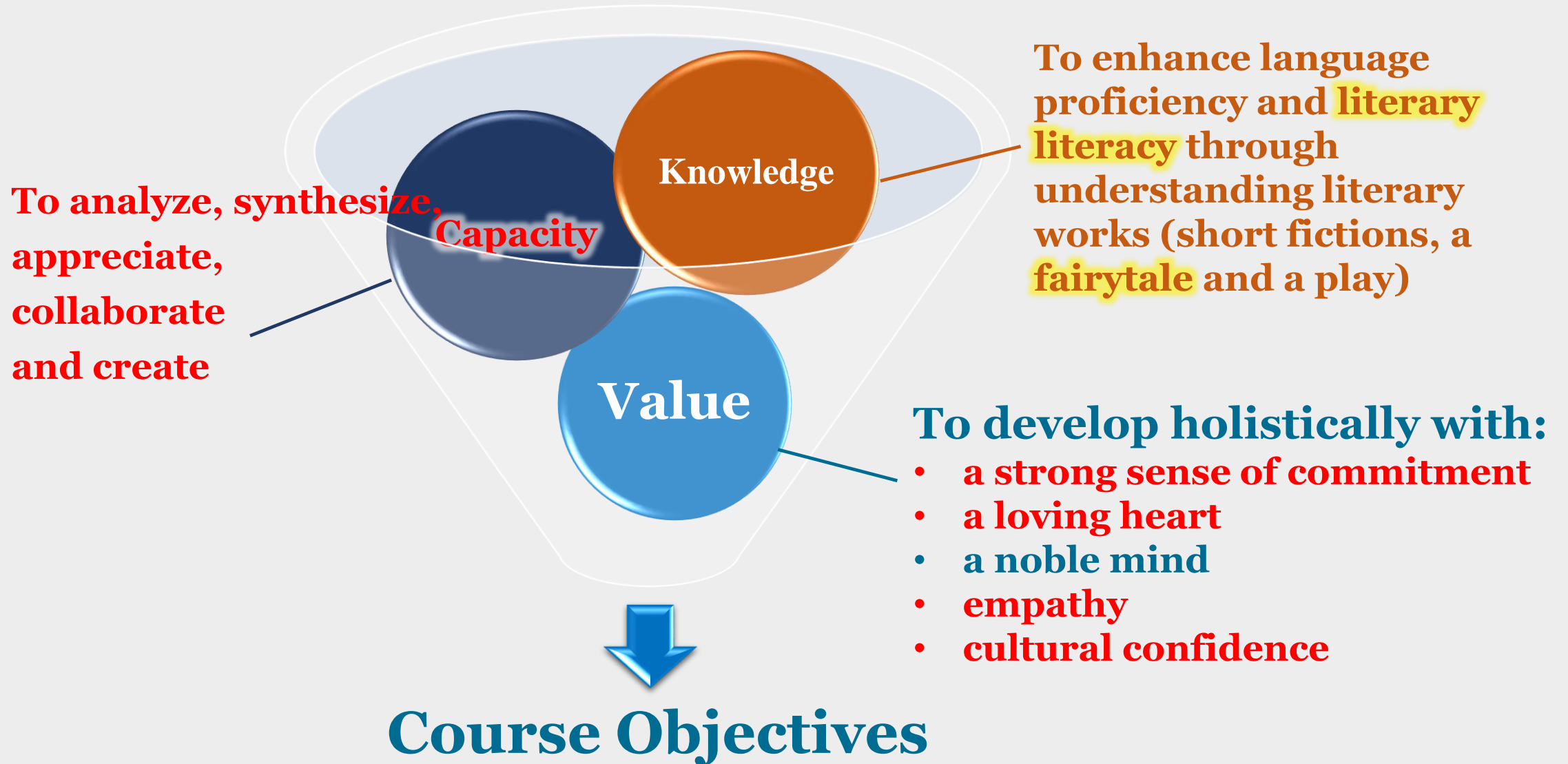
1 The Context – Demo Focus



Descriptive to Illuminative
- A Touch of the Wildean Similes



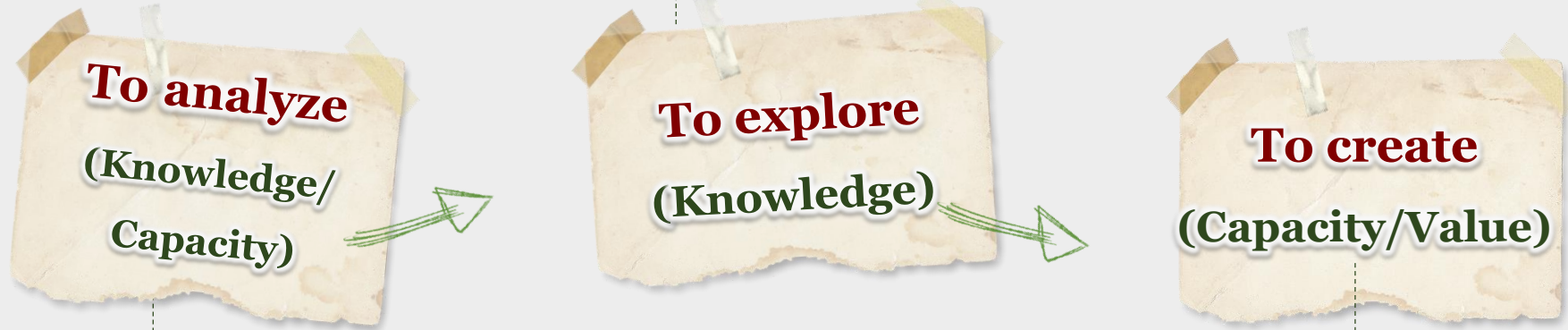
1 The Context – Unit Objectives



1 The Context – Demo Objectives

Descriptive to Illuminative - A Touch of the Wildean Similes

- how the effect changes when we change the image
 - Example 3 (para. 19)



- two key elements to make a good simile
 - Example 1 (para. 16)
- the effect of a good simile
 - Example 2 (para. 22)

- a Wildean simile to describe a given element, to highlight a certain theme and illuminate
 - Assignment





The Methodology

2 The Methodology

OBE

(Outcome-based Education)



Learner/learning-centered

Designing down



PBL

(Project-based Learning)



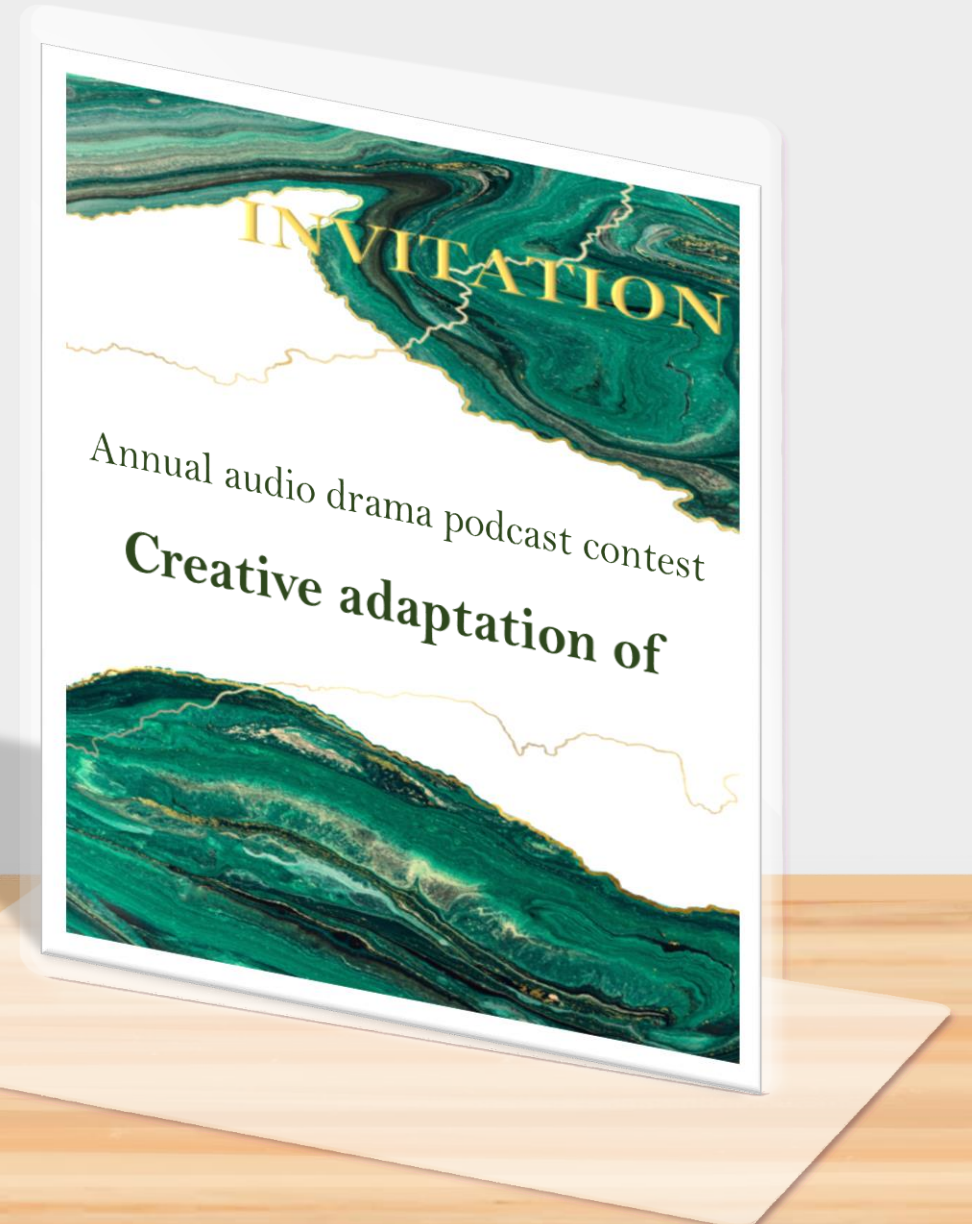
Student needs
learning outcomes



Project:

**Creative adaptation:
Audio drama**

2 The Methodology – The Unit Project



2 The Methodology – The Unit Project

PBL

(Project-based Learning)

1. Preparation

Scenario
Task



- **Annual audio drama podcast contest**
- **Creative adaptation of fairytales**

2. Process

Collecting resources
Collaboration



- **Read, analyze, compare, watch, discuss and write**
- **Group work**

3. Evaluation

Process
Learning outcomes



- **Formative assessment**
- **Summative assessment**

2 The Methodology – Submission and Evaluation



Rubrics for Fairytale Adaptation and Audio Drama

Rate the speaker on each aspect:												
	5-Excellent	4-Good	3-Average	2-Fair	1-Poor		Comment					
Content	The story demonstrates originality and rich imagination .						5	4	3	2	1	
	The story incorporates Chinese elements through profound messages.						5	4	3	2	1	
	The story is rich in detail.						5	4	3	2	1	
Organization	The story is clear and coherent. The plot is properly designed and well developed.						5	4	3	2	1	
	The story presents effective use of cohesive devices. The story shows proper understanding of “the rule of three” .						5	4	3	2	1	
Language	Skillful use of a wide range of vocabulary and sentence structures.						5	4	3	2	1	
	Effective use of rhetorical devices, particularly the Wildean similes .						5	4	3	2	1	
	Spelling and punctuation are correct.						5	4	3	2	1	
Delivery	The delivery presents clear and correct pronunciation and natural intonation. The delivery is well-paced.						5	4	3	2	1	
	The delivery shows effective use of stress, and effective use of voice for clarity and emphasis.						5	4	3	2	1	
In total												

2 The Methodology – Unit Teaching Plan

Session 1

Periods 1-3

- ✓ **Skim reading**
 - understand the elements of fairy

- ✓ **Analysis**
 - learn two key stylistic features

- **WILDEAN SIMILE**
 - the rule of three

- ✓ **Assignment 1**
 - **Apply** simile & the rule of three

Session 2

Periods 4-6

- ✓ **Close reading**
 - interpret the content and

Prepare students for the final project

- ✓ **Close reading**
 - translations
 - 林徽因、巴金 & 朱纯深
 - the same motif
 - “Cinderella” & “Yeh-Shen (叶限)”

- ✓ **Assignment 2**
 - **Create** first draft of fairytale adaptation

Session 3

Periods 7-9

- ✓ **Group discussion**
 - discuss adaptation strategies in *Revolting Rhymes* and *Mulan*

- ✓ **Collaborative work**
 - peer evaluation
 - revise the draft

- ✓ **Assignment 3**
 - **Create** second draft & audio drama



2 The Methodology – Bibliography

教学资源

王尔德作品集 <https://www.wilde-online.info>

童话

Fairy Tales.

<https://libguides.mssu.edu/c.php?g=185298&p=1223407>

Aesop's Fables. <https://www.aesopfables.com>

Grimms Tales. https://www.grimmstories.com/en/grimm_fairy-tales/index

童话改写与比较

The Revolting Rhymes. 2016.

https://www.iqiyi.com/w_19sb5vn009.html

Mulan. 2020. https://www.iqiyi.com/v_1dy2fwvo9qo.html

Yeh-Shen: A Chinese Fairy Tale.

<https://www.youtube.com/watch?v=4OuoWy4ucjs>

《夜莺与玫瑰》译文比较

奥斯卡·王尔德, 2007 (1942), 《快乐王子》, 巴金 (译)。上海: 上海译文出版社。

奥斯卡·王尔德, 2011 (1942), 《夜莺与玫瑰》, 林徽因 (译)。大连: 辽宁教育出版社。

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Greshon, M. (2013). *How to Use Bloom's Taxonomy in the Classroom Practical Ideas and Strategies to Help Put the Taxonomy of Educational Objectives to Work in your Classroom*. TES Connect Digital Publishing.

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Kokotsaki D., Menzies V., Wiggins A. (2016). Project-based learning: A review of the literature. *Improving Schools*, 19(3):267-277.

Yilmaz, K. (2008). Constructivism: Its theoretical underpinnings, variations, and implications for classroom instruction. *Educational Horizons*, 4:161-172.

童话研究

Roderick, H. & Davidson E. (2006). *A Companion to the Fairy Tale*. Cambridge: D.S. Brewer.

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修辞研究

冯翠华, 2005, 《英文修辞大全》。北京: 外语教学与研究出版社。



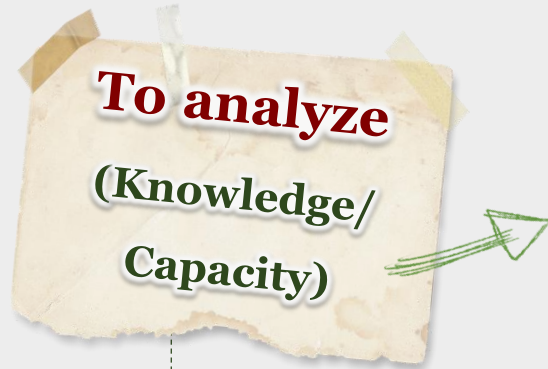
1 The Context – Demo Objectives

Prepare students for the final project

Descriptive to Illuminative - A Touch of the Wildean Similes

- how the effect changes when we change the image
 - Example 3 (para. 19)

To analyze
(Knowledge/
Capacity)



To explore
(Knowledge)



To create
(Capacity/Value)



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 - Assignment





3 To Review



If I bring her a red rose, she would dance with me till dawn...



3 To Review – Six Elements

Theme

sacrifice
true love
practicality

Point of view

the third-person narrator

Character

the Nightingale, the young Student, the Rose-trees, the Oak-tree, a Lizard, a Butterfly, a Daisy, the Professor's daughter...

Setting

indefinite, magic setting

Plot

the Nightingale sacrificed her life to grow a perfect rose for the young Student

Style

poetic with rich vocabulary and **extensive use of rhetorical devices (particularly, simile)**; repetitive pattern (or, the rule of three)

3 To Understand

Simile

Simile:

A figure of speech which describes a person or a thing as being similar to someone or something else.



Descriptive Simile:

To describe a thing, person, place, a scenery and action to **draw images**.

3 To Analyze



The Big Bad Wolf's teeth were sharp.

The Big Bad Wolf's teeth were as sharp as razors.



Cinderella's glass slipper was small.

Cinderella's glass slipper was as small as a child's shoe.



Snow White's skin was white.

Snow White's skin was as white as snow.



3 To Analyze



Introduction



Once upon a time in the middle of winter, when the flakes of snow were falling like feathers from the sky, a queen set at a window sewing, and the frame of the window was made of black ebony. And whilst she was sewing and looking out of the window at the snow, she pricked Her finger with the needle, and three drops of blood fell upon the snow. And the red looked pretty upon the white snow, and she thought to herself, would that I had a child as white as snow, with lips as red as blood, and hair as black as the wood of the window-frame.

Soon after that she had a little daughter, who was as white as snow, her lips were as red as blood, and her hair was as black as ebony, and she was therefore called little snow-white. And when the child was born, the queen died.

3 To Analyze

Introduction



... the flakes of snow were falling **like feathers**...

I had a child **as white as snow**...

... with lips **as red as blood**...

... hair **as black as the wood of the window-frame**...



3 To Analyze

Question:

Is a good simile all about drawing a vivid image?

Please describe the white rose with a simile.

It is as white as...



3 To Analyze

My roses are white, as white
as **the foam of the sea**, and
whiter than **the snow upon
the mountain**. (para. 16)



3 To Analyze



ORIGINAL

3 To Analyze



as pretty as a flower

a sparkling fairy dancing in the moonlight



as light as a feather

a sunbeam gliding along the hills



as cold as ice

Death's chill hand



as black as coal

stormy darkness





Never use a metaphor, simile, or other figure of speech which you are used to seeing in print.

—George Orwell



3 To Analyze

My roses are red, as red as **the feet of the doves**, and redder than **the great fans of coral that wave and wave in the ocean cavern.** (para. 22)



**purity
faith**



**precious
dangerous**



3 To Analyze

Original



**Profound
inner associations**



**purity
faith
precious
dangerous**

3 To Analyze



My roses are white, as white as the **foam of the sea**, and whiter than **the snow upon the mountain tops**. (para. 16)

Illuminative



My roses are yellow, as yellow as the **flowers of the mermaid**, and yellower than **the daisies in the meadow** before the mower comes with his scythe. (para. 17)

Simile



My roses are red, as red as the **beak of the doves**, and redder than **the great fans of coral** that wave and wave in the ocean cavern. (para. 22)

3 To Analyze

**Illuminative
Simile**

Originality

**Profound
inner
associations**



1. Heighten effect

2. Create atmosphere

3. Foreshadow the ending

4. Provoke thinking

Sacrifice/Belief/True love/Practicality

TRAGIC

3 To Explore

My roses are yellow, as yellow as **the hair of the princess**, and yellower than **the daffodil that blooms in the meadow**.

My roses are yellow, as yellow as **the hair** of the mermaid, and yellower than **the daffodil** that blooms in the meadow before the mower comes with his scythe. (para. 19)



3 To Explore

the hair of the princess
VS

the hair of the mermaid



sacrifice
melancholy

the daffodil that blooms in the
meadow
VS

the daffodil that blooms in the
meadow before the mower
comes with his scythe



tragic ending

1. Heighten **effect**
2. Create **atmosphere**
3. Foreshadow the **ending**
4. Provoke **thinking**

3 To Create

Assignments

1. Find two more examples of Wildean illuminative similes in the text, and analyze the impact they created with what we have discussed in class.

3 To Create

Assignments

2. Describe someone's hand with a touch of the Wildean simile.



Commitmen

t



Thank
you