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Hands On Activities for Badge/ CEU Credit

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**Introduction:** This series of activities are designed for the fully online Russian 101 course, based on the textbook Mezhdru Nami, Lessons 1-3.

**Activity 1. Award Stickers.** This activity is primarily used by the instructor, introduced at the beginning of the course, and utilized throughout the duration of the course.

**Purpose:** Cross- Cultural Awareness, feedback tool, award tool.

**Materials:** custom stickers featuring characters and themes from the artworks of Viktor Vasnetsov.

**Learning Objectives:**

- Students will become familiar with various characters from Russian folklore through the iconic art of Viktor Vasnetsov.
- Students will receive ongoing feedback through culturally relevant stickers, enhancing their learning experience.
- The stickers will serve as a motivational tool, encouraging active participation and engagement throughout the course.
- The activity will provide a cultural scaffold, reinforcing concepts and preparing students for the upcoming projects.

Instructions for the instructor:

**Step 1.** Create stickers with iPhone

- a. Save a screenshot of V.Vasnetsov art work
- b. Click on a specific part of saved picture to create a sticker
- c. Save the created stickers to Photos.

**Step 2.** Create a name for the sticker and write it's meaning (along with additional information such as explanation of a character or a theme, name and year of the artwork : instructor's choice ) Here are a few examples:

Image	Name	Sticker's Description
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	<p>АЛКОНОСТ</p> <p>The Alkonost</p> <p>Legendary bird from Slavic mythology, singing joyful songs.</p>	<p><b>Alkonost's Joy</b></p> <p>To show an Instructor's Joy for a student's exceptional progress and improvement in language skills</p>
	<p>Баба- Яга</p> <p>Baba- Yaga</p> <p>Enigmatic character from Slavic Folklore, a combination of a witch and a helper. She can fly around in a wooden mortar, wielding a pestle. She lives in a hut standing on chicken legs.</p>	<p><b>Baba-Yaga's Magic</b></p> <p>For students who approach tests with great insight and skill, just like Baba-Yaga's cleverness and magic.</p>
	<p>Ковёр- самолёт</p> <p>Flying Carpet</p> <p>Legendary carpet used as a form of transportation by Ivan Tsarevich, one of the main heroes of Russian folklore.</p>	<p><b>Flying Carpet Adventurer</b></p> <p>For creative and effective use of vocabulary in writing or speaking.</p>
	<p>Царевна- Лягушка</p> <p>Frog Princess</p> <p>Beautiful Russian princess Vasilisa under a spell.</p>	<p><b>Frog Princess's Fluency</b></p> <p>For demonstrating fluent and expressive language use in speaking</p>

	<p>Царевна Несмеяна</p> <p>Princess Nesmeyana</p> <p>A thoughtful and serious princess who never smiled or laughed.</p>	<p><b>Princess Nesmeyana's Accuracy</b></p> <p>For achieving precision in pronunciation and grammar.</p>
	<p>Иван Царевич и Серый Волк (с королевной Еленой)</p> <p>Ivan Tsarevich on a Grey Wolf (with Princess Elena)</p> <p>Ivan Tsarevich is a brave and adventurous prince, always able to find and save a beautiful princess, and capable of negotiating with various creatures. For instance, he managed to turn the Grey Wolf into his helper.</p>	<p><b>Ivan Tsarevich's Clarity</b></p> <p>For clear and effective communication in presentations and discussions</p>
	<p>Богатырский скак</p> <p>Bogatyr's leap</p> <p>Bogatyr is a folk epic hero or warrior whose duty was to protect the Russian land.</p>	<p><b>Heroic Leap</b></p> <p>For making significant strides in understanding complex Grammar concepts.</p>
	<p>Балалаечник</p> <p>Balalaika player</p> <p>Balalaika is a music symbol of Russia. One of the oldest string instruments.</p>	<p><b>Balalaika Virtuoso</b></p> <p>For students who consistently produce high-quality homework with flair and precision, akin to a skilled balalaika player.</p>

	<p>Скоморохи</p> <p>Wondering Musicians</p> <p>This medieval East Slavic wandering musicians, playing a domra and a lyra (or other old music instruments), were called skomorokhs.</p>	<p><b>Golden Strings</b></p> <p>For students who contribute insightful and engaging thoughts during discussions, weaving together ideas beautifully, just like golden strings create harmonious and captivating melodies.</p>
	<p>Алёнушка</p> <p>Alyonushka</p> <p>A young girl from a Russian fairy tale. She is often portrayed as an orphan and has a great patience.</p>	<p><b>Alyonushka's Patience</b></p> <p>For persistent and patient efforts in mastering challenging grammar rules.</p>

### Step 3. Upload stickers to Canvas Files

- a. After uploading, copy URL of the image
- b. Use Stickers in feedback (when grading assignments) and/or on a Sticker Wall for the class ( on Sticker Wall, Canvas Page)

**Activity 2:** This is an activity and assignment for students.

My Neighbor is Viktor Vasnetsov. Мой сосед – Виктор Васнецов

#### **Purpose:**

This project reinforces the grammar and vocabulary from Lesson 2 of "Mezhdu Nami" through an exploration of Viktor Vasnetsov's house-museum in Moscow.

#### **Skills Focus:**

Reading comprehension

Writing skills

Cultural contextualization in the target language

**Materials:** The Tretyakov Gallery web-site

#### **Learning Objectives:**

- Cultural Awareness: Students will gain a deeper understanding of Russian culture and folklore by exploring the works of Viktor Vasnetsov, specifically connecting them to the stickers used throughout the course.

- Language Application: Students will enhance their Russian language skills by applying grammar and vocabulary from Lessons 1 and 2 in a real-world context, such as describing museum rooms and reflecting on art.
- Critical Thinking: Students will develop critical thinking skills by analyzing the cultural significance of Vasnetsov's characters and artworks, and by reflecting on how these cultural elements influence their understanding of Russian culture.
- Artistic Appreciation: Students will appreciate the broader context of the artworks from which the course stickers were derived, allowing them to see the full scale and intent behind Vasnetsov's work.
- Peer Interaction: Students will improve their collaborative skills by engaging with their peers through discussions, providing feedback, and reflecting on different perspectives.

### **Project Description:**

**Step 1.** Students will take a virtual tour of Viktor Vasnetsov's house-museum in Moscow [http://small\\_museums\\_near.tretyakovgallery.ru/vasnetsov](http://small_museums_near.tretyakovgallery.ru/vasnetsov)

and explore IMAGES (not necessarily to read the texts) from the following sections:

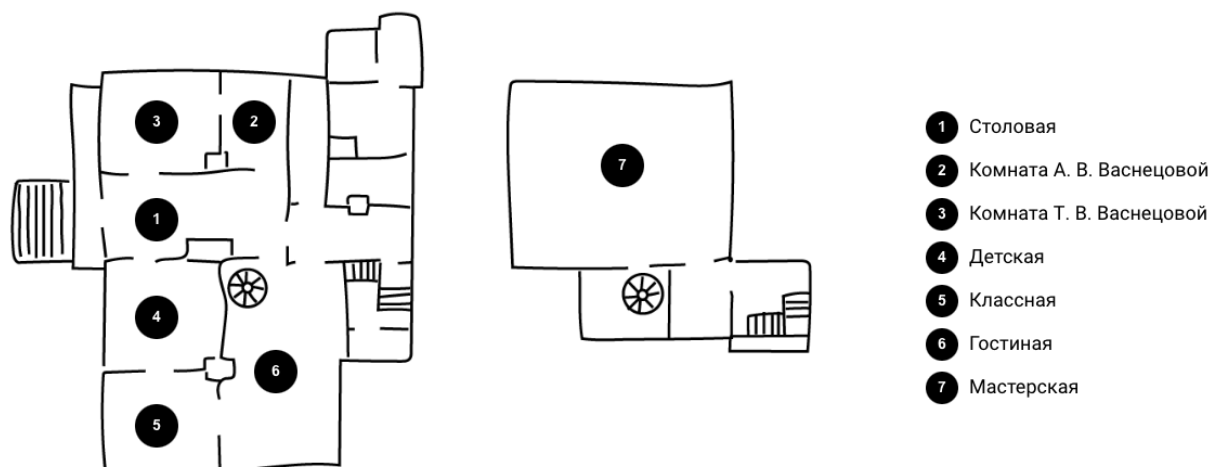
- История дома-музея (History of the House-Museum)
- Сказочная мастерская (Fairy Tale Workshop)
- Как создавалась Аленушка (How Alyonushka Was Created)
- Богатыри (Bogatyr)
- Художественный микроскоп (Artistic Microscope)

When exploring, students should choose one favorite artwork by Viktor Vasnetsov that corresponds to a sticker used in the course and which students find the most intriguing.

**Step 2.** Afterward, in the **Прогулка по музею (Walk Through the Museum)** section, students select two rooms that serve different purposes.

## Загляни в музей Васнецова прямо сейчас

Жми на номер комнаты, чтобы попасть внутрь



**Step 3.** Students write a composition (minimum 10 sentences) in Russian, describing why these rooms are interesting and what items are located in them. Students should use as many phrases and vocabulary words from Lesson 1 and Lesson 2 as possible, including:

- 5 phrases from the Other Phrases section
- 10 adjectives
- 10 words from the Housing section
- 7 words from Furnishings
- 5 adverbs
- 5 function words

**Step 4.** Students will reflect in English on the artwork by Viktor Vasnetsov chosen earlier ( the work that they find most intriguing and that contains one of the stickers used in the course). In their reflection, students should:

- Explain in English why they chose this artwork, focusing on how, in their opinion, it reflects Russian cultural values or folklore.
- Discuss how the chosen artwork relates to the character or theme depicted on the sticker. Consider the broader cultural context and how Vasnetsov's portrayal of these characters contributes to their cultural importance.
- Analyze how this artwork enhances their understanding of Russian culture.

Students should also include a picture file of the chosen artwork with their comment to support their reflection.

**Step 5.** Students post their composition and opinion comment along with the picture file in the Discussion section.

**Step 6.** After posting, students read their peer’s posts and leave constructive comments on at least two of their peers’ posts.

**Rubric:**

Criteria	Excellent (5 points)	Good (4 points)	Fair (3 points)	Needs Improvement (2 points)	Incomplete (0-1 point)
Content & Relevance	Covers all required sections with clear relevance to the topic	Covers most sections with good relevance	Covers basic sections, some parts lack relevance	Missing sections, content lacks focus and relevance	Incomplete or missing assignment
Use of Vocabulary	Uses all required vocabulary with accuracy	Uses most required vocabulary, minor inaccuracies	Uses some required vocabulary, several inaccuracies	Limited use of required vocabulary, many inaccuracies	Little to no use of required vocabulary
Grammar & Sentence Structure	Excellent grammar and varied sentence structure	Good grammar with minor errors, varied structure	Adequate grammar with noticeable errors, basic structure	Frequent grammatical errors, repetitive structure	Poor grammar, incoherent sentences
Cultural Contextualization	Demonstrates strong understanding of cultural elements	Demonstrates good understanding of cultural elements	Demonstrates basic understanding, some gaps	Limited understanding of cultural elements	No demonstration of cultural understanding
Peer Interaction	Thoughtful comments on two or more peers’ posts	Comments on two peers’ posts	Comments on one peer’s post	Limited interaction, superficial comments	No interaction or comments on peers’ posts

**Activity 3.** This is an activity and assignment for students.

Неужели в России так можно? Could it be that you can do that in Russia?

**Final Assignment** :Storybook

**Skills focus**

Writing skills

Vocabulary

Cultural contextualization in the target language

**Learning Objectives:**

- Creative Integration: Students will creatively integrate characters from their textbook with figures from Russian folklore, demonstrating an understanding of both modern and historical cultural contexts.

- **Language Proficiency:** Students will enhance their proficiency in Russian by using a wide range of vocabulary and sentence structures learned in Lessons 1-3, applying them in a cohesive and imaginative narrative.
- **Typing Proficiency:** Students will demonstrate their ability to type in Russian by accurately and efficiently creating digital content, using appropriate keyboard layouts and typing techniques.
- **Cultural Awareness:** Students will deepen their understanding of Russian culture by weaving together contemporary and mythical elements, reflecting on how these diverse cultural aspects can coexist.
- **Digital Literacy:** Students will develop digital storytelling skills by using the My Storybook platform to create a multimedia project that combines text and images.
- **Peer Engagement:** Students will engage with their peers by sharing their storybooks and providing constructive feedback, fostering a collaborative learning environment.

### **Assignment Overview:**

For the final Culture project after completing Lesson 3 of the "Mezhdu Nami" textbook, students will create an imaginative storybook using the My Storybook online resource. The storybook will weave together the adventures of the textbook characters—Amanda, Tony, Joshua, and Caitlin—with fictional characters from Viktor Vasnetsov's famous paintings.

### **Project Description:**

#### **Step 1. Story Creation**

Write a simple narrative featuring textbook characters (Amanda, Tony, Joshua, Caitlin) and Vasnetsov's figures (e.g., Ivan Tsarevich, Alyonushka). Set the story in one or more real cities (Saint Petersburg, Yaroslavl, Kazan, Irkutsk) using real locations and images. Include at least two characters (one textbook character, one legendary character) and real city settings.

Students can work on a storybook with a partner or individually.

The work includes 3 stages:

- Stage 1. Submit a plan with a rough draft of a story.
- Stage 2. Submit story text and dialogues.
- Stage 3. Submit a final project.

#### **Step 2. Platform <https://www.mystorybook.com/>**

The storybook should be created using the My Storybook platform, which allows to add text, images, and other multimedia elements to bring a story to life. Students should utilize the platform's features to enhance storytelling, such as adding dialogue, descriptive scenes, and visual elements that connect with Vasnetsov's artistic style.

#### **Step 3. Language and Content**

The story must be written in Russian, incorporating the grammar and vocabulary learned in Lessons 1-3 of "Mezhdu Nami." Students should aim to use a variety of sentence structures, vocabulary from different categories (such as adjectives, verbs, nouns, adverbs, and phrases – 10 of each minimum), and demonstrate understanding of the cultural and linguistic context.

#### **Step 4. Integration of Characters**

The story should integrate textbook characters with Vasnetsov's figures in a natural and cohesive manner. For example, Amanda and Tony might encounter Ivan Tsarevich in a dorm or a lab, while Joshua and Caitlin could help Alyonushka find her way to a cafeteria or count various books and objects in a library.

#### **Step 5. Length**

The story should contain 20 sentences minimum, with each page containing a combination of



text and images. The narrative should have a clear beginning, middle, and end, with a plot that reflects the themes from both the textbook and Vasnetsov's paintings.

**Step 6. Submission**

Once the storybook is complete, students will publish it on the My Storybook platform and share the link in the Canvas Discussion section dedicated to this project. Then, students need to comment on other submissions.

**Rubric:**

Criteria	Excellent (5 points)	Good (4 points)	Fair (3 points)	Needs Improvement (2 points)	Incomplete (0-1 point)
Language Use	Accurate and varied use of vocabulary and grammar	Good use of vocabulary and grammar, minor errors	Adequate use of vocabulary, several errors	Frequent errors, limited vocabulary use	Poor language use, numerous errors
Cultural Integration	Strong integration of cultural and artistic elements	Good integration, with some cultural references	Basic integration, some cultural understanding	Limited cultural integration	No cultural references or understanding
Multimedia & Visuals	Effective use of visuals to enhance the story	Good use of visuals, enhances story moderately	Adequate use of visuals, basic enhancement	Limited visuals, minimal enhancement	No use of visuals, no enhancement