

Folktales

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School: Morton Middle School

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Area(s) of Core Content: Social Studies, Mathematics, Writing, Reading

Organizer:

How does ancestry affect folklore?

Targeted Standards:

Academic Expectation 2--Art & Humanities:

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

Assess the contributions of various cultures to folklore; compare and contrast similar folk tales in different cultures.

2.26 Through the arts and humanities, student recognize that although people are different, they share some common experiences and attitudes.

Communicate beliefs, ideas, and artistic concepts through products or performances using the contributions of diverse cultures.

Academic Expectation 4--Responsible Group Membership:

4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and world view.

Compare and contrast basic needs of other cultures with their own.

Program of Studies--Middle School English-Language Arts:

ELA-6-R-1 identify meaning of a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events.

ELA-6-SLO-4 apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional supporting Academic Expectation 5.1).

ELA-6-T-2 explore technology as a means of communication.

Program of Studies--Middle School Social Studies:

SS-6-CS-1 examine the concept of culture in the modern world.

Middle School Core Content--Reading:

RD-M-x.0.9 Reflect on and evaluate what is read.

RD-M-x.0.10 Connect information from a passage to students' lives and/or real world issues.

RD-M-1.0.12 Identify characteristics of short stories, novels, poetry, and plays.

RD-M-1.0.13 Describe literary elements (e.g., characterization, setting, plot, theme,

point of view) in a passage.

RD-M-1.0.14 Analyze the relationship between events in a story and a character's behavior.

RD-M-1.0.15 Explain how a conflict in a passage is resolved.

RD-M-1.0.16 Identify literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole).

RD-M-4.0.12 Identify the sequence of activities needed to carry out a procedure.

Middle School Core Content--Writing:

WR-M-1.3 Characteristics of literary writing may include literary elements of the selected form (e.g., short story-plot, poem-imagery, script--stage directions)

WR-M-1.3 Characteristics of literary writing may include focus on engaging an audience

Middle School Core Content--Social Studies:

SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.

SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.

SS-M-5.1.2 Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history.

SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.

Essential Questions:

1. Where are your ancestral roots? (Europe, Asia, North America, South America, Australia, Africa, Antarctica)
2. What are the various types of folklore? (myths, fairy tales, legends, fables)
3. What are the elements of the various types of folklore?
4. What are the components of culture?
5. How does folklore reflect culture?

Culminating Performance:

Groups of 4-5 students choose one option below to:

*Demonstrate a different cultural perspective in a fairy tale or other folklore with which you are familiar (change the elements to match one of the cultures you have studied)

Possible culminating activities:

PowerPoint

Video

Animation (ex. Claymation)

Diorama (Digital or shoebox)

Live performance of play

Digital Storytelling

Storybook (hard copy)

Readers' Theater

Mural illustrating folklore from another country

Scoring Guide

CATEGORY	4	3	2	1
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.

Knowledge:

Know own ancestry (ethnographic profile)

Ethnographic profiles of other cultures (elements of culture)

Basic mapping skills (7 continents)

5 themes of geography (location, place, region, movement, human environmental interaction)

Varieties of folklore

Elements of each folklore genre

Story content (familiarity with specific folklore)

Story map (5 elements)

Skills/Abilities:

Technical skills (power point, video, digital camera, scanning)

Writing skills (forms of writing, mechanical skills, usage, vocabulary)
Research skills (web searches, library reference materials)
Presentation skills (oral language skills, standard English usage)
Mapping skills (relations between continents and cultures)
Cooperative learning skills
Critical thinking skills (analytical)

Technology Standards (FCPS):

- T1.1 Demonstrate ethical use of electronic resources
 - T1.1.1 Demonstrate understanding of the privileges and consequences of AUP
- T2.1 Process information in an ethical manner in real world situations
 - T2.1.1 Download information
- T3 Use/Present Information/Ethical and Real World Use
 - T3.1 Use proper citations
 - T3.2 Communicate responsibly and respectfully
 - T3.2.1 Use appropriate electronic etiquette (lower case, emoticons, etc.)
 - T3.2.2 Use correct grammar, mechanics and spelling
 - T3.4.2 Demonstrate understanding of continuing changes in culture and society
- T4.4 Locate information using the Internet
 - T4.4.1 Determine when Internet search may be effective
 - T4.4.3 Use Boolean logic with various search engines/tools
 - T4.4.3.1 Keywords (broadening and narrowing)
 - T4.4.3.2 Index (broadening and narrowing)
 - T4.4.4 Use various web browsers
 - T4.4.4.2 Advanced features
- T5.3 Evaluate information from the Internet
 - T5.3.2 Scan for information within an Internet document
 - T5.3.3 Distinguish between fact and opinion
 - T5.3.4 Evaluate web site results from a search
- T6.1 Select appropriate software for a task.
 - T6.1.1 Define an end product
 - T6.1.2 Develop a plan for the project
 - T6.1.3 Select software with appropriate capabilities for the project
- T6.6 Use digital imaging and audio
 - T6.6.1 Determine appropriate use for presentation

Evaluation Component: Pre / Post Test

Choose one of the following folktales and re-create the story using a story map to reflect another culture you have studied.

Little Red Riding Hood
Hansel & Gretel
Three Little Pigs
Jack and the Beanstalk

Rubric:

Are all 5 elements of the story map included?

Does the story map accurately reflect the elements of different culture?

Critical Resources:

Technological Resources

- Cultural Understanding through Folklore
<http://www.yale.edu/ynhi/curriculum/units/1993/2/93.02.05.x.html>
- Storytelling in the Classroom <http://www.storyarts.org/classroom/index.html>
- Stories from Around the World
<http://midteso.org/ClassProjects/project1/table.htm>
- Japanese folktales <http://jinjapan.org/kidsweb/virtual.html>
- Five Themes of Geography
<http://www2.una.edu/geography/statedepted/themes.html>
- Cultural folktales, fables, fantasy, legend/ tall tales
<http://www.washburn.edu/mabee/crc>
- Learning through An Expanded Arts and Academic Program
<http://www.eapnyc.org>
- Folktales from Around the World <http://www.nsc.ru/folk/folktale.htm>

Physical Resources

- Literature, The Reader's Choice (Glencoe Textbook)
- The Illustrated Treasury of Children's Literature, "Cinderella", by Arthur Rackham
- Tales of the Arabian Nights
- The Korean Cinderella By Shirley Climo
- Moonbeams, Dumplings & Dragon Boats By Nina Simonds, Leslie Swartz, & The Children's Museum, Boston
- African Tales, Uh-Huh By Ashley Bryan
- Video Clips: Cinderella (Jerry Lewis); The Princess & the Pea (Carol Burnett); Fractured Fairytales
- Computers (or wireless laptops), LCD Projector, SmartBoard, Inspiration

Human Resources

- Dr. Geneva Blackwell, UK German Professor
- Ms. Janie Short, Media Specialist
- Channel 13 program specialists

Instructional/Assessment Activities:

Collaborative Activities

Guest speaker - share about folk tales

Show video clips of fairy tale parodies: Cinderella (Jerry Lewis); Princess & the Pea (Carol Burnett)

Language Arts Activities

Read a variety of folklore

Apply active reading strategies

Use sentences from stories to learn/re-inforce grammar skills

Story circle --- one student starts story, next person continues it around the class

Cut apart story; have students re-assemble the story

(Different students have different parts and re-tell their part of the story)

Use an object to tell the "story" of this object (use real cultural items -- see ESL teacher)

Personal fables - use animals to represent people they know; tell a story about these people, using an animal to represent them

Write a fable/myth/other folklore

Students collect family stories (how things were in the old days)

Librarian (in costume) reads folk tale to students

Social Studies Activities

Review 5 themes of geography for geographic areas previously studied

Review geography of Asia, Africa, Europe

Review ethnographic profiles (Asia, Africa, Europe)

Web-site: Pose questions to a Japanese student

Model pulling specific cultural elements from a folktale

- Brainstorm list of cultural elements in a folk story
- Use LCD w/ Inspiration to organize elements into the categories on the ethnographic profiles

Discussion: how traditions/heritage are passed to the next generation

- values and beliefs conveyed in different stories
- the impact of natural phenomena and historical events on stories

Search the Internet for folktales from around the world (either on laptops or as a class with an LCD projector)

Discuss proverbs of different cultures and their meanings

Do an H-map (comparison/contrast) for a folk tale

List of tales to find similarities/differences