

FABULOUS FOLK TALES

Grade Level or Special Area: 4th Grade

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Length of Unit: Five lessons (approximately one week (five days); one day = 45 minutes)

I. ABSTRACT

This unit will provide fourth graders with an overview of folk tales from Africa and China and give teachers lessons to cover the requirements in the *Core Knowledge Sequence*. Through reading, class discussion, and activities, students will gain a foundational knowledge of the elements of folk tales and become familiar with the stories *Fire on the Mountain* and *The Magic Brocade* (or *The Weaving of a Dream*). NOTE – teach this unit after the History units on Africa and China. Students need to know the literary terms of character, setting, and plot before this unit.

II. OVERVIEW

A. Concept Objectives

1. Students recognize how to read and understand a variety of materials. (Colorado Reading and Writing Standard One)
2. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado Reading and Writing Standard Four)
3. Students understand how to read and recognize literature as a record of human experience. (Colorado Reading and Writing Standard Six)

B. Content from the *Core Knowledge Sequence*

1. 4th Grade Language Arts: Fiction (page 89)
 - a. Stories
 - i. *Fire on the Mountain* (an Ethiopian folktale)
 - ii. *The Magic Brocade* (a Chinese folktale) NOTE: - this is also known as “The Weaving of a Dream,” and will be referred to as such throughout this unit.

C. Skill Objectives

1. The students will fill out a checklist listing the different elements of a folktale as contained in the stories *Fire on the Mountain* and *The Weaving of a Dream*.
2. The students will create a title page for their reading folders.
3. The students will list different characteristics about the main character, Alemayu from *Fire on the Mountain*.
4. The students will list different characteristics about the main character, Leje from *The Weaving of a Dream*.
5. The students will write down different parts of the setting from the stories *Fire on the Mountain* and *The Weaving of a Dream*.
6. The students will list events from the stories *Fire on the Mountain* and *The Weaving of a Dream* in the order they occurred.
7. The students will categorize the different elements of folk tales as contained in *Fire on the Mountain* and *The Weaving of a Dream*.
8. The students will compare and contrast one of the elements of a story (character, setting, or plot) from the two folk tales read in class.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Fire on the Mountain* by Jane Kurtz
2. *The Weaving of a Dream* by Marilee Heyer

3. <http://falcon.jmu.edu/~ramseyil/tradcarney.htm>.
- B. For Students
1. Kindergarten: Language Arts: Stories (folktales), page 9
 2. Grade 1: Language Arts: Stories (folktales), page 25
 3. Grade 1: Language Arts: Literary Terms: Characters, page 26
 4. Grade 2: Language Arts: Stories (folktales), page 45
 5. Grade 3: Language Arts: Stories (folktales), page 67
 6. Grade 4: Language Arts: Literary Terms: Plot, Setting, page 89
 7. Grade 4: History: Early and Medieval African Kingdoms, page 93
 8. Grade 4: History: China: Dynasties and Conquerors, page 93

IV. RESOURCES

- A. Reading folders – these are simple folders with two pockets and brads in the center (all lessons)
- B. *The Fire on the Mountain* by Jane Kurtz (Lessons One and Two)
- C. *The Weaving of a Dream* by Marilee Heyer (Lessons Three and Four)
- D. *World Tales of Wisdom and Wonder* by Heather Forest (optional for Lessons Three and Four)
- E. Various folktales from Africa and China, especially those listed in the bibliography (Culminating Activity)

V. LESSONS

Lesson One: What’s a Folktale? (approximately 45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students recognize how to read and understand a variety of materials.
 - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand how to read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. *Fire on the Mountain*
 3. Skill Objective(s)
 - a. The students will fill out a checklist listing the different elements of a folktale as contained in the story *Fire on the Mountain*.
 - b. The students will create a title page for their reading folders.
- B. *Materials*
 1. Reading folders (I strongly recommend having the reading folders all assembled prior to this lesson. If you do not choose to do this, you can just hand out the worksheets during the lesson in which they are needed.) The folders should be in the following order:
 - a. Blank piece of white paper (title page)
 - b. Lined piece of paper (vocabulary page)
 - c. Appendix C
 - d. Appendix N
 - e. Appendix E (each student will have two of these in his reading folder)
 - f. Appendix H (each student will have two of these in his reading folder)
 - g. Appendix K (each student will have two of these in his reading folder)
 - h. Appendix E (each student will have two of these in his reading folder)
 - i. Appendix H (each student will have two of these in his reading folder)
 - j. Appendix K (each student will have two of these in his reading folder)

- k. Appendix P (gifted and honors students will have Appendix Q instead)
 - 2. *Fire on the Mountain* by Jane Kurtz
 - 3. Appendix A (one per student – use only if you are not waiting until the end of the unit to grade students’ work)
 - 4. Appendix B (one copy for the teacher)
 - 5. Appendix C (one per student and one copy made into a transparency)
 - 6. Appendix D (one copy for the teacher)
 - 7. Colored pencils
 - 8. Overhead projector
- C. *Key Vocabulary*
- 1. *Culture* refers to the beliefs, skills, and traditions of a certain people group during a specific time period.
 - 2. A *folk tale* is a short story that contains the traditional beliefs, legends and tales of a culture and has been passed down orally through stories.
- D. *Procedures/Activities*
- 1. Before teaching this lesson, make sure you have read both folk tales listed, the background information in Appendix B, and have visited the website listed in the background knowledge section. Also, make sure that your students know the elements of a story (character, setting, and plot). If you have not yet taught setting and plot, explain that the setting of a story is the time and place (when and where it takes place) and the plot is the storyline, which contains a problem and a solution (According to the *Core Knowledge Scope and Sequence*, this should be taught in fourth grade).
 - 2. Have the students create a vocabulary page for this unit on the second page unit of their reading folders. On the overhead, list the day’s vocabulary words and their definitions. Talk about the words to make sure the students understand them. Have the students copy the words into their copybook. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
 - 3. As a way to assess the knowledge of the students and to activate prior knowledge, ask them what they think are elements (or parts) of a folk tale. Ask them if they can recall any folk tales they have read – either in school or at home. Write their ideas on the board or overhead. Students should have read several folk tales in the previous grades (see background information for specific location within the *Core Knowledge Scope and Sequence*).
 - 4. Put Appendix C on the overhead. Tell students this is a checklist of elements most often found in folk tales. Tell them you are going to read them an Ethiopian folk tale called *The Fire on the Mountain* by Jane Kurtz. Tell them to listen for the elements of a folk tale in the story as you read. Remind students that modern day Ethiopia was the ancient African Kingdom of Axum.
 - 5. Read the story to the class. **Make sure you first read the author’s note on the very last page. This helps to establish that this is a traditional story and is important in the Ethiopian culture (an element of folk tales).** Allow the students to sit quietly and enjoy the story as you read.
 - 6. If you have not yet done so, pass out Appendix C to the students. Have them put this in the folder after their vocabulary page. Have them complete the checklist for *Fire on the Mountain*. Depending on your class, this can be done as a whole class, in pairs, or individually. After the checklist has been completed, discuss which elements of a folk tale were contained in the story (The story comes from traditional beliefs, legends and tales of a culture, it is a short story, the hero faced many obstacles before the end of the story, the first line quickly introduced the

setting and main character, in the end the problem was resolved, the hero was happy, and the bad guy was punished, there were good and bad characters, and the story featured a smart peasant outsmarting his master.) Note this on the transparency copy of Appendix C (save for Lesson Three).

7. Allow the students to create a title page for this unit on the first sheet in their reading folders. The title is “Fabulous Folk Tales.” They need to include this title as well as the title and author of the story read today (*Fire on the Mountain* by Jane Kurtz). They should include a picture to illustrate the story. Let them know that they will be adding one more title, author, and picture to this page, so they need to leave plenty of blank space. Have them use colored pencils to complete their title page.

E. *Assessment/Evaluation*

1. The discussion generated during this lesson will serve as a way for the teacher to assess the students’ knowledge of folk tales, as well as their understanding of the story *Fire on the Mountain*.
2. Students will also be assessed on the completion of their title page (use Appendix A to grade, but wait until the end of Lesson Three or the end of the unit).
3. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
4. Students will also be assessed by the checklist they completed in their folders (use Appendix D to grade). Note – folders can either be graded every day, or collected and graded at the end of the unit.

Lesson Two: *Fire on the Mountain* (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students recognize how to read and understand a variety of materials.
 - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
 - a. *Fire on the Mountain*
3. Skill Objective(s)
 - a. The students will list different characteristics about the main character, Alemayu from *Fire on the Mountain*.
 - b. The students will write down different parts of the story’s setting.
 - c. The students will list events from the story in the order they occurred.

B. *Materials*

1. Reading folders
2. *Fire on the Mountain* by Jane Kurtz
3. Appendix A (one per student – use only if you are not waiting until the end of the unit to grade students’ work)
4. Appendix E (one per student)
5. Appendix F (one copy for the teacher)
6. Appendix H (one per student)
7. Appendix I (one copy for the teacher)
8. Appendix K (one per student)
9. Appendix L (one copy for the teacher)
10. Colored pencils
11. Overhead projector

- C. *Key Vocabulary*
1. *Injera* is sour pancake-like bread known eaten in Ethiopia.
 2. The *krar* is a stringed instrument similar to a harp or lyre.
 3. *Mesob* is the Ethiopian word for the small, traditional woven tables where people gather to share a communal meal.
 4. A *shemma* is a light cloak.
 5. *Wat* is a very hot and spicy stew; usually made with chicken and eaten with injera.
- D. *Procedures/Activities*
1. Review with students some of the elements of folk tales found in *Fire on the Mountain* (The story comes from traditional beliefs, legends and tales of a culture, it is a short story, the hero faced many obstacles before the end of the story, the first line quickly introduced the setting and main character, in the end the problem was resolved, the hero was happy, and the bad guy was punished, there were good and bad characters, and the story featured a smart peasant outsmarting his master.)
 2. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words into their reading folders. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his folder.
 3. Review with students the elements of a story (characters, setting, and plot). If they are not already in the students' reading folder, pass out Appendices E, H, and K. Have them write in Alemayu's name at the top of Appendix E and *Fire on the Mountain* by Jane Kurtz on the top of Appendices H and K.
 4. Once again, read *Fire on the Mountain*. This time have the students take notes and fill in their character, setting, and plot worksheets. Note – the setting worksheet is a bit unusual. Have the students imagine they are the main character in the story and have them write down what they would have experienced with their five senses. **Special Education Accommodation:** Choose the one worksheet you would most like your student to work on, and only have him fill out one of the three sheets. Make sure he fills out the same sheet for both this lesson and Lesson Four.
 5. As you read, make sure to pause especially after section in the story that you feel the students need to copy onto their worksheets.
 6. When you have finished reading the story, allow students to pair up with each other and compare notes, adding any details they may have missed. Depending on your class, you may also want to review these sheets together as a whole class (See Appendices F, I, and L, but be aware that these are just samples of what the students *may* have put, but they are by no means all inclusive). Please note that there is a wide range of responses students may put. Examples could be literal (“he smelled smoke”) or figurative (“he smelled trouble”).
- E. *Assessment/Evaluation*
1. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
 2. The students will be assessed by the completion of the character, setting, and plot worksheets they filled out (use Appendices A, F, I, and L to grade.)

Lesson Three: Elements of a Folk Tale (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to read and understand a variety of materials.

- b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand how to read and recognize literature as a record of human experience.
 - 2. Lesson Content
 - a. *The Magic Brocade* (also known as *The Weaving of a Dream*)
 - 3. Skill Objective(s)
 - a. The students will fill out a checklist listing the different elements of a folktale as contained in the story *The Weaving of a Dream*.
 - b. The students will categorize the different elements of folk tales as contained in *Fire on the Mountain* and *The Weaving of a Dream*.
 - c. The students will complete the title page for their reading folders.
- B. *Materials*
 - 1. Reading folders
 - 2. *The Weaving of a Dream* by Marilee Heyer
 - 3. *World Tales of Wisdom and Wonder* by Heather Forest (optional tape of the story *The Magic Brocade*)
 - 4. Appendix A (one per student – use only if you are not waiting until the end of the unit to grade their title page)
 - 5. Appendix C (already in reading folders; also use transparency copy from Lesson One)
 - 6. Appendix N (one per student; may also make one transparency copy)
 - 7. Appendix O (one copy for the teacher)
 - 8. Colored pencils
 - 9. Overhead Projector
- C. *Key Vocabulary*
 - 1. If something is *essential*, it is absolutely necessary.
- D. *Procedures/Activities*
 - 1. Briefly review yesterday’s lesson by talking about the characters, setting, and plot from *Fire on the Mountain*. (The main characters were Alemayu, his sister, and their master. It took place long ago in Ethiopia. Alemayu won a bet with his master that he could spend all night in the cold air of the mountains with only a thin cloak to keep him warm.)
 - 2. On the overhead, list the day’s vocabulary word and definition. Talk about the word to make sure the students understands it. Have the students copy the word into their reading folders. **Special Education Accommodation:** Have the vocabulary word and definition typed out for the student to glue in his folder.
 - 3. Have the students refer to Appendix C. Discuss what elements of a folk tale were contained in *Fire on the Mountain*. (The story comes from traditional beliefs, legends and tales of a culture, it is a short story, the hero faced many obstacles before the end of the story, the first line quickly introduced the setting and main character, in the end the problem was resolved, the hero was happy, and the bad guy was punished, there were good and bad characters, and the story featured a smart peasant outsmarting his master.)
 - 4. Inform the students that you are now going to read a folk tale from China called *The Weaving of a Dream* by Marilee Heyer. Tell them to listen for the elements of a folk tale in the story as you read.
 - 5. Read the story to the class. **Make sure you first read the last paragraph of the summary of the story. This is located inside the front flap of the book. This helps to establish that this is a traditional story and is important in the Chinese culture (an element of folk tales).** Allow the students to sit quietly and

enjoy the story as you read. NOTE – this story is also on tape. As an option, students could listen to the story rather than having it read to them.

6. Have the students complete the checklist in Appendix C for *The Weaving of a Dream*. Depending on your class, this can be done as a whole class, in pairs, or individually. After the checklist has been completed, discuss which elements of a folk tale were contained in the story. (The story comes from traditional beliefs, legends and tales of a culture, it is a short story, the hero faced many obstacles before the end of the story, the first line quickly introduced the setting and main character, in the end the problem was resolved, the hero was happy, and the bad guy was punished, there were good and bad characters, there were elements of magic, and the story contains a lot of repetition.) Note this on the transparency copy of Appendix C.
 7. If you have not already done so, pass out Appendix N to the class. Have students fill this out (again, this can be done individually, in partners, or as a class on the overhead).
 8. Based on the information in Appendix N, ask the class if they can make any inferences about which elements of a folk tale are essential to all folk tales. Why do they think this? (The students should mention that the stories come from traditional beliefs, legends and tales of a culture, they are short stories, the heroes faced many obstacles before the end of the story, the first line quickly introduced the setting and main character, in the end the problem was resolved, the hero was happy, and the bad guy was punished, and there were good and bad characters. These are the elements that were contained in both of the folk tales that we read in class). You may use Appendix O to help facilitate this discussion.
 9. Finally, have the students complete their title page by adding the title and author of the story read today (*The Weaving of a Dream* by Marilee Heyer). They should include a picture to illustrate the story.
- E. *Assessment/Evaluation*
1. The discussion generated during this lesson will serve as a way for the teacher to assess the students' knowledge of folk tales, as well as their understanding of the story *The Weaving of a Dream*.
 2. Students will also be assessed on the completion of their title page (use Appendix A to grade).
 3. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
 4. Students will also be assessed by the checklist they completed in their folders (use Appendix D to grade).
 5. Students will be assessed by the completion of Appendix N in their reading folders (use Appendix O to grade).

Lesson Four: *The Weaving of a Dream* (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students recognize how to read and understand a variety of materials.
 - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
 - a. *The Magic Brocade* (also known as *The Weaving of a Dream*)

3. Skill Objective(s)
 - a. The students will list different characteristics about the main character, Leje from *The Weaving of a Dream*.
 - b. The students will write down different parts of the story's setting.
 - c. The students will list events from the story in the order they occurred.
- B. *Materials*
1. Reading folders
 2. *The Weaving of a Dream* by Marilee Heyer
 3. *World Tales of Wisdom and Wonder* by Heather Forest (optional tape of the story *The Magic Brocade*)
 4. Appendix A (one per student –use only if you are not waiting until the end of the unit to grade students' work)
 5. Appendix E (one per student)
 6. Appendix G (one copy for the teacher)
 7. Appendix H (one per student)
 8. Appendix J (one copy for the teacher)
 9. Appendix K (one per student)
 10. Appendix M (one copy for the teacher)
- C. *Key Vocabulary*
1. A *brocade* is a rich cloth with a raised design woven on it.
 2. An old, ugly, and withered woman is also known as a *crone*.
 3. *Maize* is another word for corn.
- D. *Procedures/Activities*
1. Review with students some of the essential elements of folk tales as discussed in lesson three. (The stories come from traditional beliefs, legends and tales of a culture, they are short stories, the heroes faced many obstacles before the end of the story, the first line quickly introduced the setting and main character, in the end the problem was resolved, the hero was happy, and the bad guy was punished, and there were good and bad characters.)
 2. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words into their reading folders. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his folder.
 3. Review with students the elements of a story (characters, setting, and plot). If they are not already in the students' reading folder, pass out Appendices E, H, and K. Have them write in Leje's name at the top of Appendix E and *The Weaving of a Dream* by Marilee Heyer on the top of Appendices H and K.
 4. Once again, read *The Weaving of a Dream*. This time have the students take notes and fill in their character, setting, and plot worksheets. Note – the setting worksheet is a bit unusual. Have the students imagine they are the main character in the story and have them write down what they would have experienced with their five senses. **Special Education Accommodation:** Choose the one worksheet you would most like your student to work on, and only have him fill out one of the three sheets. Make sure he fills out the same sheet as he did for lesson two. NOTE – this story is also on tape. As an option, students could listen to the story rather than having it read to them
 5. As you read, make sure to pause especially after section in the story that you feel the students need to copy onto their worksheets.
 6. When you have finished reading the story, allow students to pair up with each other and compare notes, adding any details they may have missed. Depending on your class, you may also want to review these sheets together as a whole class

(See Appendices G, J, and M, but be aware that these are just samples of what the students *may* have put, but they are by no means all inclusive). Please note that there is a wide range of responses students may put. Examples could be literal (“he smelled smoke”) or figurative (“he smelled trouble”).

E. *Assessment/Evaluation*

1. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
2. The students will be assessed by the completion of the character, setting, and plot worksheets they filled out (use Appendices A, G, J, and M to grade.)

Lesson Five: Compare and Contrast (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students recognize how to read and understand a variety of materials.
 - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - c. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
 - a. *Fire on the Mountain*
 - b. *The Magic Brocade* (also known as *The Weaving of a Dream*)
3. Skill Objective(s)
 - a. The students will compare and contrast one of the elements of a story (character, setting, or plot) from the two folk tales read in class.

B. *Materials*

1. Reading folders
2. Appendix P (one per student; may also make into a transparency)
3. Appendix Q (one copy for each gifted/honors student; may also make into a transparency)
4. Appendix R (one copy for the teacher)
5. Appendix S (one copy for the teacher)
6. Overhead projector

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. As a review of Lesson Four, have students review the characters, setting, and plot from *The Weaving of a Dream*. (The main characters were Leje, his brothers, and their mother. It took place long ago in the land of China. Leje’s mother had lost her magic brocade and Leje went to rescue it from the fairies of Sun Mountain.)
2. If you have not yet done so, pass out Appendix P to the students.
3. Randomly assign students a number (one, two, or three). The students who are number ones will be comparing and contrasting the two characters from the two folk tales. The students who are number twos will be comparing and contrasting the two settings from the two folk tales. The students who are number threes will be comparing and contrasting the two plots from the two folk tales. **Special Education Accommodation:** Make sure to assign this student to the group for which he has filled out his worksheets!
4. Have students complete Appendix P. They need to list at least five differences and three similarities between the folktales. They also need to make sure they answer the question at the bottom of the page! **Gifted/Honors**

Accommodation: Have students fill out Appendix Q instead of Appendix P. This adds a third dimension to the Venn Diagram. These students can also compare and contrast a third character/setting/plot from another story. This may be a story they have read, a story from a basal reader you have read in class, or one of the Core Knowledge novels (for example *Robin Hood*) you have read as a class (*Robin Hood* is the example used in Appendix S). For this activity, they need to have five differences, but only one similarity listed.

5. This assignment can be done in a variety of ways. Students can work individually if you want to use this as the final assessment for the unit. You may also allow them to work in pairs or small groups if you are using another means to assess them (see the culminating activity for other final assessment ideas).
 6. If this is not to be the final assessment, then discuss the differences and similarities each found in each element (character, setting, plot). Put transparency copies of the Venn Diagram on the overhead and fill in as a class. You may also do this for the gifted and honors students – even though you may have only had one or two students do this option, it would still be a great activity to do as a whole class!
- E. *Assessment/Evaluation*
1. Students will be assessed by the completion of this page in their reading folders (use either Appendix A and Appendix R or S to grade).
 2. Students will be assessed on their vocabulary page at the end of this unit (use Appendix A to grade).
 3. If you have not yet done so, collect and assess reading folders at this point (use Appendices A, D, F, G, I, J, L, M, and O to grade).

VI. CULMINATING ACTIVITY (choose one)

- A. Have a “folk tale” area set up in the classroom with various Chinese and African folk tales and fairy tales available for the children. Have each student pick a story from this area to read independently (see Bibliography for a list of suggested stories). The student then makes a mobile telling the setting, character, and plot of the story (pass out Appendix T to the students to use as a rough draft or practice). Have them make the mobile from construction paper or cardstock. They may attach the different sections with yarn or string and the whole thing can hang from a hanger. Have them illustrate the front of the mobile and use words on the back. The students can then use this mobile to retell the story they read to the rest of the class.
- B. Using the elements of a folk tale learned in class, students may write their own folk tale to share with their classmates.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Assessment Tools
- B. Appendix B: Background Information on Folk Tales
- C. Appendix C: Elements of a Folk Tale Checklist
- D. Appendix D: Elements of a Folk Tale Checklist Answer Key
- E. Appendix E: Character Worksheet
- F. Appendix F: Character Worksheet Example from *Fire on the Mountain*
- G. Appendix G: Character Worksheet Example from *The Weaving of a Dream*
- H. Appendix H: Setting Worksheet
- I. Appendix I: Setting Worksheet Example from *Fire on the Mountain*
- J. Appendix J: Setting Worksheet Example from *The Weaving of a Dream*
- K. Appendix K: Plot Worksheet
- L. Appendix L: Plot Worksheet Example from *Fire on the Mountain*

- M. Appendix M: Plot Worksheet Example from *The Weaving of a Dream*
- N. Appendix N: Essential Elements
- O. Appendix O: Essential Elements Answer Key
- P. Appendix P: Venn Diagram
- Q. Appendix Q: Venn Diagram for Gifted/Honors Students
- R. Appendix R: Venn Diagram Example
- S. Appendix S: Venn Diagram Example for Gifted/Honors Student
- T. Appendix T: Example of Mobile

VIII. BIBLIOGRAPHY

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Appendix A, page 1
Assessment Tools

<u>Title Page Checklist</u>	<u>Yes</u>	<u>No</u>
1. Contains the title of the unit, “Fabulous Folk Tales”	_____	_____
2. Contains the title and author of the story <i>Fire on the Mountain</i> by Jane Kurtz	_____	_____
3. Contains the title and author of the story, <i>The Weaving of a Dream</i> by Marilee Heyer	_____	_____
4. Contains an illustration for <i>Fire on the Mountain</i>	_____	_____
5. Contains an illustration for <i>The Weaving of a Dream</i>	_____	_____

Appendix A, page 2
Assessment Tools

<u>Vocabulary Page Checklist</u>	<u>Yes</u>	<u>No</u>
1. Eleven vocabulary words are listed	_____	_____
2. The vocabulary words are all spelled correctly	_____	_____
3. Each vocabulary word has a correct definition	_____	_____
4. The writing is neat and legible	_____	_____

Appendix A, page 3
Assessment Tools

(make two copies of this rubric per student; one for each story)

Character Worksheet Rubric					
CATEGORY	4	3	2	1	Points
Content	All of the categories are filled in with accurate information from the story.	One or two of the categories are blank or have inaccurate information.	Three or four of the categories are blank or have inaccurate information.	Five or more of the categories are filled in with accurate information from the story.	
Spelling and Punctuation	There are no spelling or punctuation errors.	There is one spelling or punctuation error.	There are two-three spelling and punctuation errors.	There are more than three spelling and punctuation errors.	
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	
	Total →				
Teacher Comments					

Appendix A, page 4
Assessment Tools

(make two copies of this rubric per student; one for each story)

Setting Worksheet Rubric					
CATEGORY	4	3	2	1	Points
Content	All of the categories are filled in with information that can be supported from the story.	One of the categories is blank or has information that the story does not support.	Two or three of the categories are blank or have information that the story does not support.	Four or more of the categories are blank or have information that the story does not support.	
Spelling and Punctuation	There are no spelling or punctuation errors.	There is one spelling or punctuation error.	There are two-three spelling and punctuation errors.	There are more than three spelling and punctuation errors.	
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	
Total→					
Teacher Comments					

Appendix A, page 5
Assessment Tools

(make two copies of this rubric per student; one for each story)

Plot Worksheet Rubric					
CATEGORY	4	3	2	1	Points
Content	All of the plot boxes are filled in with important events from the story. The events are in sequential order.	One of the plot boxes is empty or has information that is inaccurate or not in sequential order.	Two or three of the plot boxes are empty or have information that is inaccurate or not in sequential order.	Four or more of the plot boxes are empty or have information that is inaccurate or not in sequential order.	
Spelling and Punctuation	There are no spelling or punctuation errors.	There is one spelling or punctuation error.	There are two-three spelling and punctuation errors.	There are more than three spelling and punctuation errors.	
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	
Total →					
Teacher Comments					

Appendix A, page 6
Assessment Tools

Venn Diagram Rubric					
CATEGORY	4	3	2	1	Points
Similarities	There are three similarities listed and all are accurate.	There are only two accurate similarities listed.	There is only one accurate similarity listed.	There are no accurate similarities listed.	
Differences – <i>Fire on the Mountain</i>	There are five accurate differences.	There are only three or four accurate differences listed.	There are only one or two accurate differences listed.	There are no accurate differences listed.	
Differences – <i>The Weaving of a Dream</i>	There are five accurate differences.	There are only three or four accurate differences listed.	There are only one or two accurate differences listed.	There are no accurate differences listed.	
Question	The answer is supported with at least three elements of folk tales found in each story.	The answer is supported with two elements of folk tales found in each story.	The answer is supported with only one element of folk tales found in each story.	The answer is not supported with any elements of folk tales found in each story.	
Spelling and Punctuation	There are no spelling or punctuation errors.	There is one spelling or punctuation error.	There are two-three spelling and punctuation errors.	There are more than three spelling and punctuation errors.	
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.	
	Total →				
Teacher Comments					

Appendix A, page 7
Assessment Tools

Venn Diagram Rubric (for gifted/honors students)					
CATEGORY	4	3	2	1	Points
Similarities	There is one accurate similarity listed between all of the stories (three total).	There are only two accurate similarities listed between all of the stories.	There is only one accurate similarities listed between all of the stories.	There are no accurate similarities listed.	
Differences – <i>Fire on the Mountain</i>	There are five accurate differences.	There are only three or four accurate differences listed.	There are only one or two accurate differences listed.	There are no accurate differences listed.	
Differences – <i>The Weaving of a Dream</i>	There are five accurate differences.	There are only three or four accurate differences listed.	There are only one or two accurate differences listed.	There are no accurate differences listed.	
Differences – story of student’s choosing	There are five accurate differences.	There are only three or four accurate differences listed.	There are only one or two accurate differences listed.	There are no accurate differences listed.	
Question	The answer is supported with at least three elements of folk tales found in each story.	The answer is supported with two elements of folk tales found in each story.	The answer is supported with only one element of folk tales found in each story.	The answer is not supported with any elements of folk tales found in each story.	
Spelling and Punctuation	There are no spelling or punctuation errors.	There is one spelling or punctuation error.	There are two-three spelling and punctuation errors.	There are more than three spelling and punctuation errors.	
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is Illegible.	
	Total →				
Teacher Comments					

Appendix A, page 8
Assessment Tools

Mobile Retelling Project Rubric					
CATEGORY	4	3	2	1	Points
Setting	Lots of vivid, descriptive words are used to tell the audience when and where the story takes place.	Some vivid, descriptive words are used to tell the audience when and where the story takes place.	The audience can figure out when and where the story took place, but there isn't much detail (e.g., once upon a time in a land far, far away).	The audience has trouble telling when and where the story takes place.	
Characters	The main characters are named and clearly described The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described (through words and/or actions). The audience has a fairly good idea of what the characters look like.	The main characters are named. The audience knows very little about the main characters.	It is hard to tell who the main characters are.	
Problem	It is very easy for the audience to understand what problem the main character(s) face and why it is a problem.	It is fairly easy for the audience to understand what problem the main character(s) face and why it is a problem.	It is fairly easy for the audience to understand what problem the main character(s) face and but it is not clear why it is a problem.	It is not clear what problem the main character(s) face.	
Solution to Problem in Story	The solution to the problem is easy-to-understand and is logical. There are no loose ends.	The solution to the problem is easy-to-understand and is somewhat logical.	The solution to the problem was a little hard to understand.	No solution was attempted or it was impossible to understand.	
Accuracy of Retelling A Story	The storyteller includes all major points and several details of the story s/he is retelling.	The storyteller includes all major points and one-two details of the story s/he is retelling.	The storyteller includes all major points of the story s/he is retelling.	The storyteller forgets major points of the story s/he is retelling.	
Mobile	The student turns in an attractive and complete mobile of the story in the correct format.	The student turns in a complete mobile of the story in the correct format	The student turns in a complete mobile of the story, but the format was not correct.	The student turns in an incomplete mobile of the story.	
	Total →				
Teacher Comments					

Appendix A, page 9
Assessment Tools

Folk Tale Assignment Rubric					
CATEGORY	4	3	2	1	Points
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.	
Elements of Folk Tales	At least three of the elements of folk tales discussed in class are included in the story.	Two of the elements of folk tales discussed in class are included in the story.	Only one of the elements of folk tales discussed in class are included in the story.	There are no elements of folk tales discussed in class included in the story.	
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft.	There is one spelling or punctuation error in the final draft.	There are two-three spelling and punctuation errors in the final draft.	The final draft has more than three spelling and punctuation errors.	
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.	
	Total →				
Teacher Comments					

Appendix B

Background Information on Folk Tales

Folktales (or folklore) are defined as "stories that grow out of the lives and imaginations of the people, or folk." They are heard and remembered, and they are subject to various alterations in the course of retellings. They are a form of traditional literature that began as an attempt to explain and understand the natural and spiritual world. The origin of the folktale lies in the oral tradition, until the twelfth century, when first literary sources began to circulate in Europe. As they are passed through a culture, some folktales may pass in and out of written literature (for example, the "Rip Van Winkle" story), and some stories of literary origin may cross over into oral tradition (for example, the anecdote about George Washington and the cherry tree). Nevertheless, an essential trait of folktales—and all folk literature—is their passage from one generation to another, by word of mouth.

A folk tale is a short story that comes from the oral tradition. Folk tales often have to do with everyday life and frequently feature wily peasants getting the better of their superiors. In many cases, the characters are animals with human characteristics. They often contain elements of magic, wonder, and enchantment. The main emphasis is on the plot, and they contain repetitive elements to help in the memory process. Universal human emotions such as love, hate, courage, kindness, and cruelty appear in bold, broad strokes on the canvas of folk tales.

There are several distinctive elements of folktales. First is the introduction, which introduces the leading characters, time/place of the story and the conflict or problem to be faced. These may be short such as "Once upon a time" or "Back in the days when the animals could talk." Setting is also stock such as a road or a bridge or in a forest. Following the introduction is the development. Here the action mounts steadily until it reaches a climax, where the problem or conflict will be resolved. Typically, the hero or heroine faces many obstacles and is usually reduced to helplessness before the climax. Finally, comes the conclusion, which is usually "short and sweet." Everything is resolved-- the heroes and heroines are happy and the villains are punished. One convention conclusion is "and they lived happily ever after." A very distinctive element of folktales is the importance of the plot and the shallowness of the characters and setting.

For children, the appeal of folktales lies in the qualities that youngsters respond to in a story. The tale starts quickly with action throughout. Children often enjoy the humor in such stories. They also appeal to a child's sense of justice--good is rewarded and evil is punished. Characters are generally stereotyped--good or bad. The rhyme and repetition of many folktales attract children. Stories are usually short and with a definite conclusion.

Appendix C
Elements of a Folk Tale Checklist

Put a check on the line if it is true of the story.

	<i>Fire on the Mountain</i>	<i>The Weaving of a Dream</i>
1. The story comes from traditional beliefs, legends and tales of a culture	_____	_____
4. They are short stories	_____	_____
5. The story features a smart peasant outsmarting his or her master	_____	_____
4. Animals have human characteristics (such as being able to talk)	_____	_____
5. There are elements of magic	_____	_____
6. The hero faces many obstacles before the end of the story	_____	_____
7. The first line quickly introduces the setting and main character/s	_____	_____
8. In the end the problem is resolved, the hero is happy, and the bad guys are punished	_____	_____
9. There are good and bad characters	_____	_____
10. The story contains a lot of repetition	_____	_____

Appendix D

Elements of a Folk Tale Checklist Answer Key

Put a check on the line if it is true of the story.

	<i>Fire on the Mountain</i>	<i>The Weaving of a Dream</i>
1. The story comes from traditional beliefs, legends and tales of a culture	_____ X _____	_____ X _____
2. They are short stories	_____ X _____	_____ X _____
3. The story features a smart peasant outsmarting his or her master	_____ X _____	_____
4. Animals have human characteristics (such as being able to talk)	_____	_____
5. There are elements of magic	_____	_____ X _____
6. The hero faces many obstacles before the end of the story	_____ X _____	_____ X _____
7. The first line quickly introduces the setting and main character/s	_____ X _____	_____ X _____
8. In the end the problem is resolved, the hero is happy, and the bad guys are punished	_____ X _____	_____ X _____
9. There are good and bad characters	_____ X _____	_____ X _____
10. The story contains a lot of repetition	_____	_____ X _____

Appendix E
Character Worksheet

Name of Character _____

Thinks _____

Sees _____

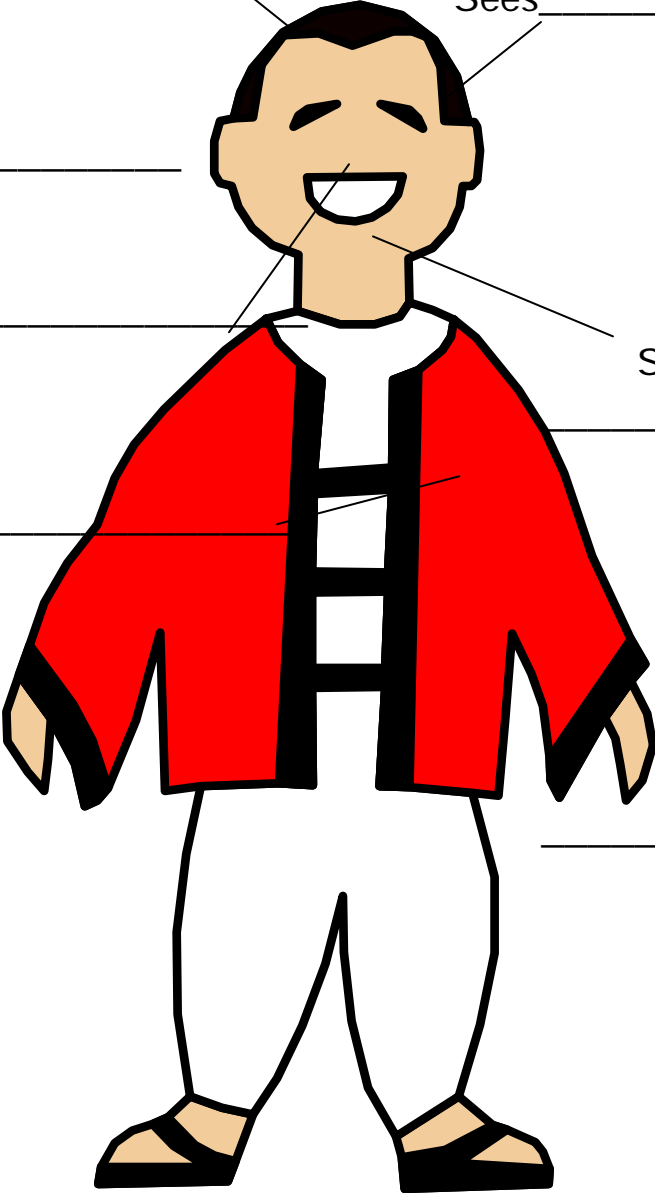
Hears _____

Smells _____

Says _____

Loves _____

Does _____



Goes _____

Appendix F

Character Worksheet Example from *Fire on the Mountain*

Name of Character Alemayu

Thinks he is strong and brave

Sees beautiful waterfalls

Hears hyenas howling

Smells wat cooking

Says "I, too, stayed
in the cold air of
the mountains
throughout the night."

Loves his sister

Does work for the
rich man



Goes to find his sister at the rich man's house

Appendix G
Character Worksheet Example from *The Weaving of a Dream*

Name of Character Leje

Thinks his mother should make a weaving of the painting

Sees Sun Mountain

Hears his mother's weeping

Smells the burning fire

Says "I must bring back the brocade for my mother or she will surely die."

Loves his mother

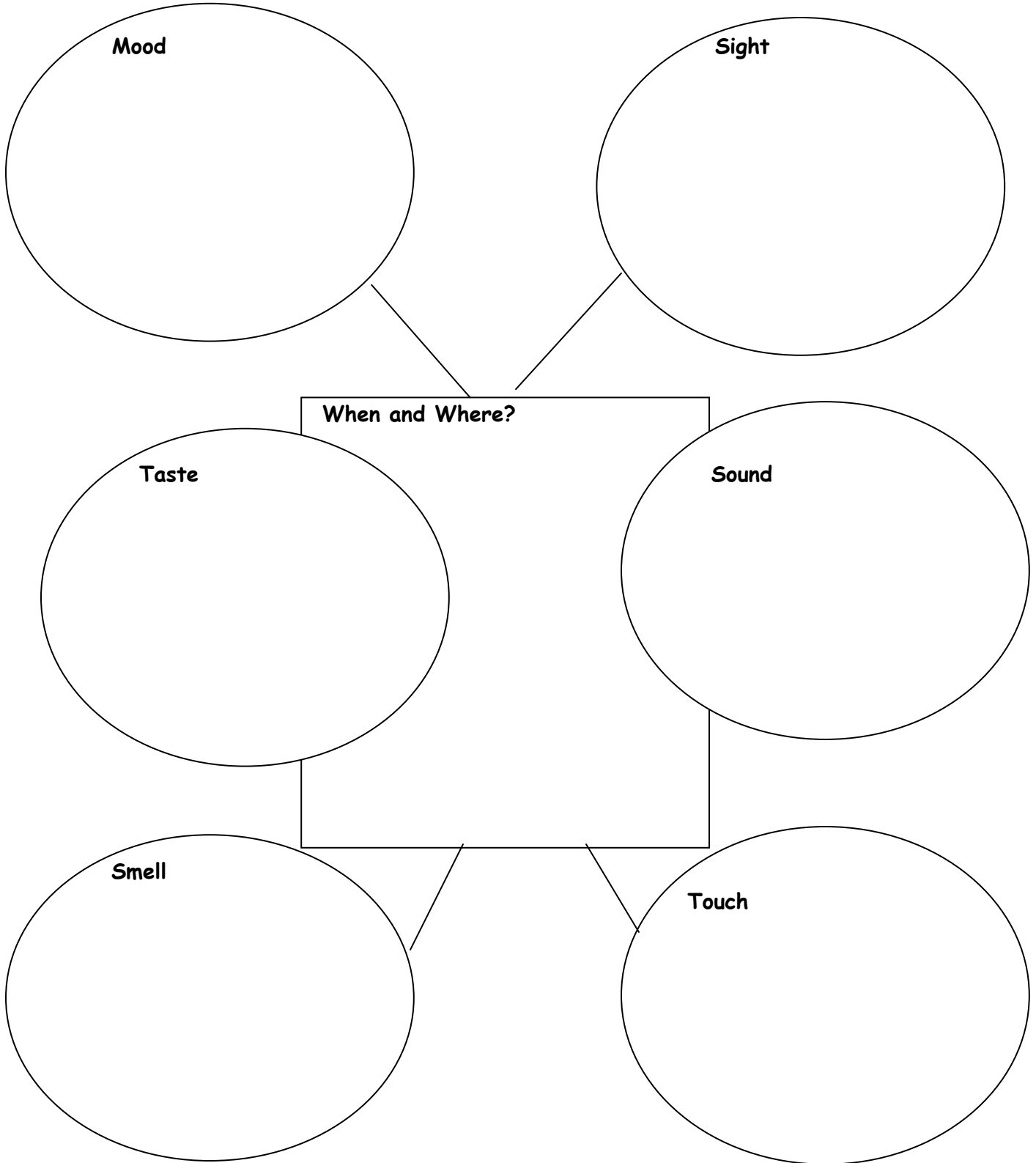
Does work chopping wood to sell for food for his family

Goes through fire and ice to find his mother's brocade



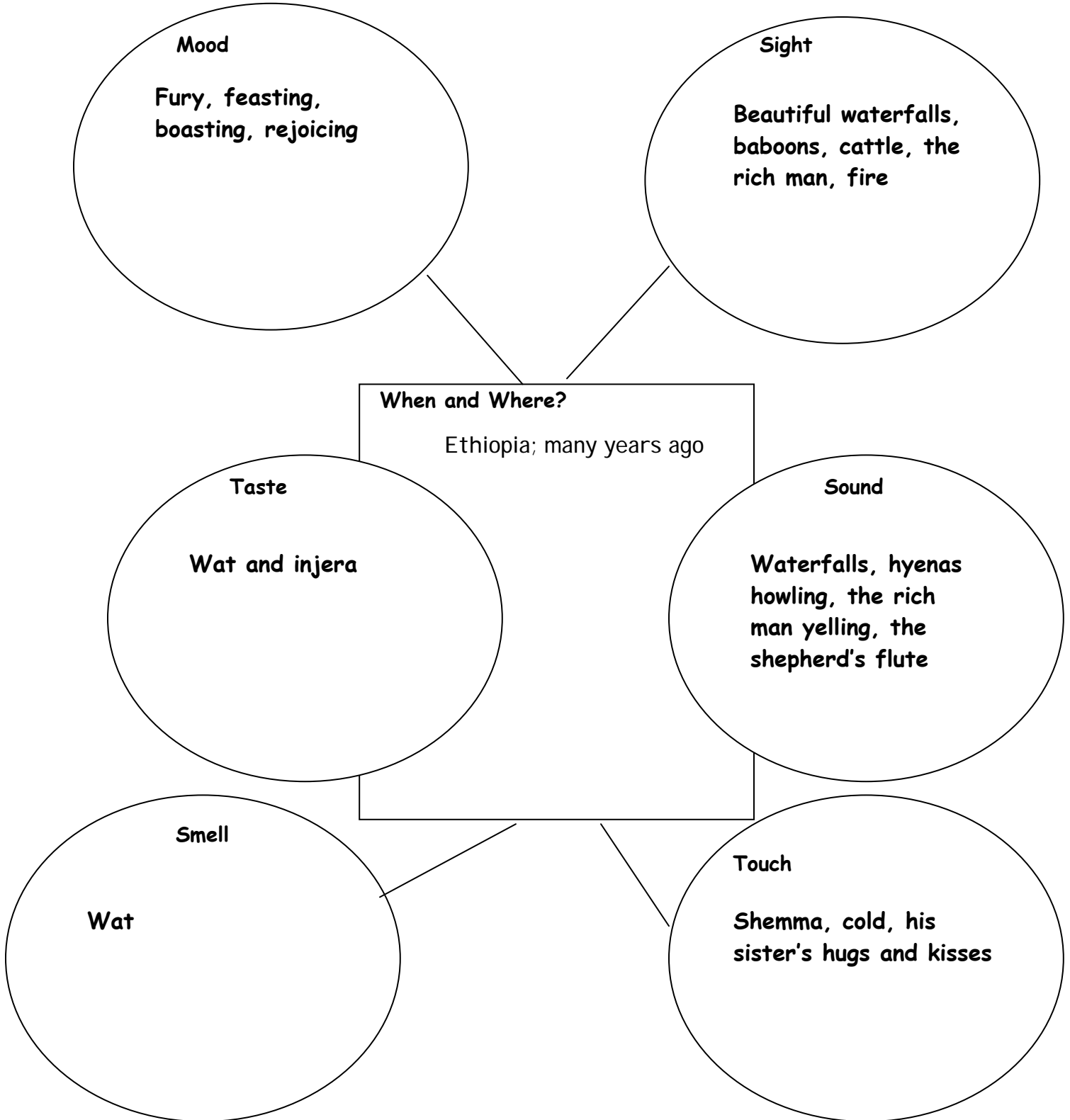
Appendix H Setting Worksheet

Title and Author _____



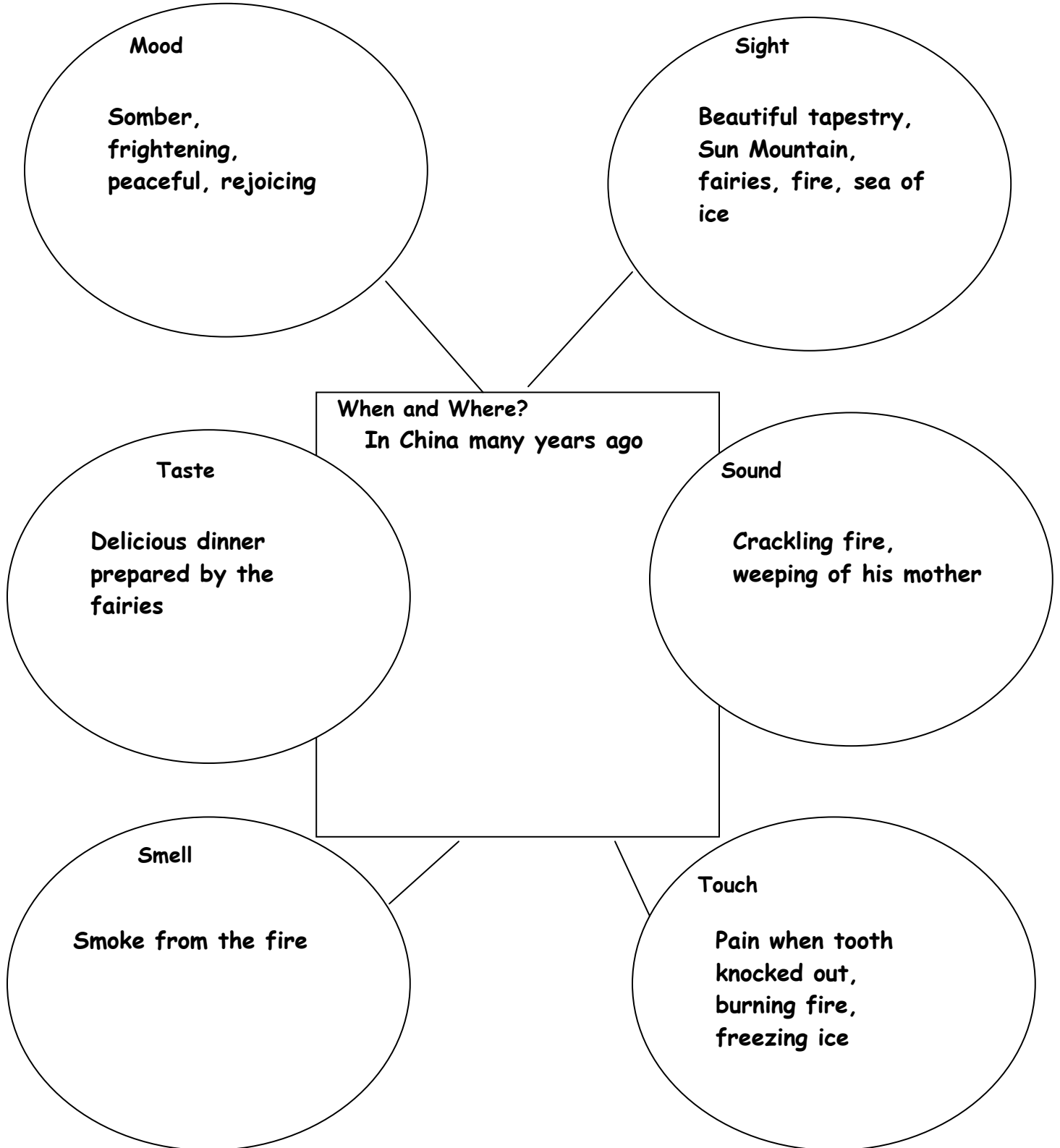
Appendix I
Setting Worksheet Example from *Fire on the Mountain*

Title and Author *The Fire on the Mountain* by Jane Kurtz

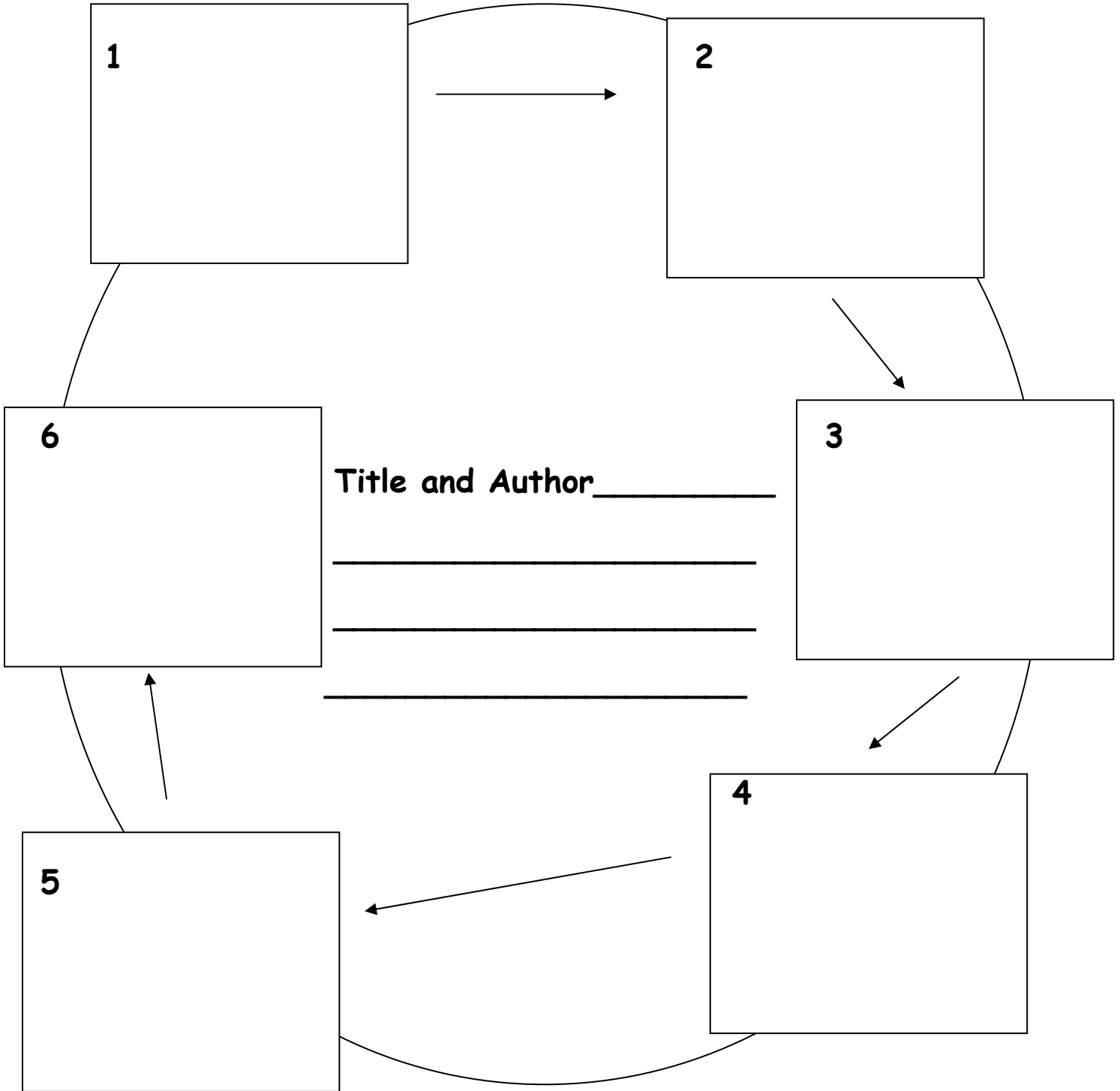


Appendix J
Setting Worksheet Example from *The Weaving of a Dream*

Title and Author *The Weaving of a Dream* by Marilee Heyer

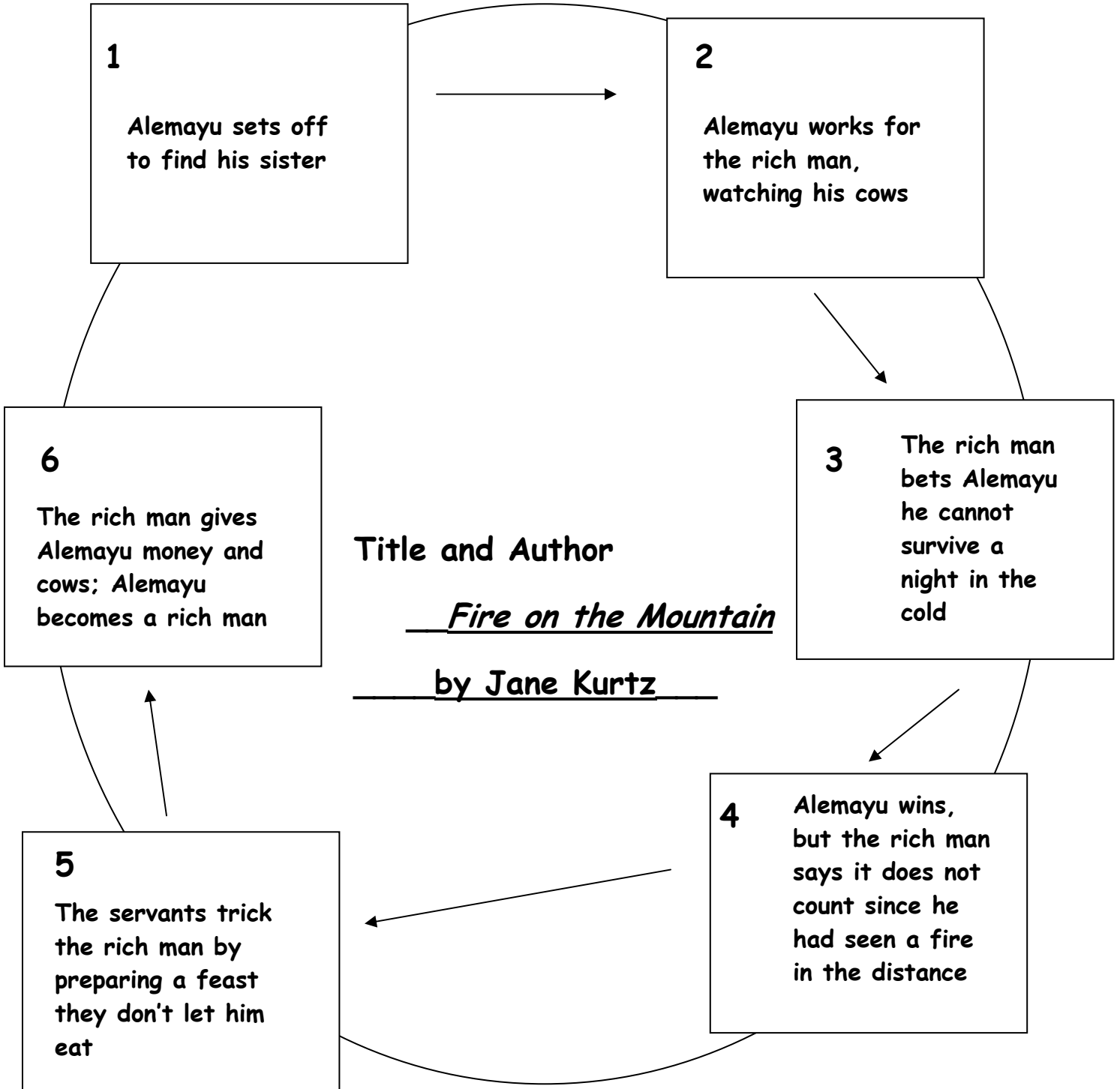


Appendix K
Plot Worksheet

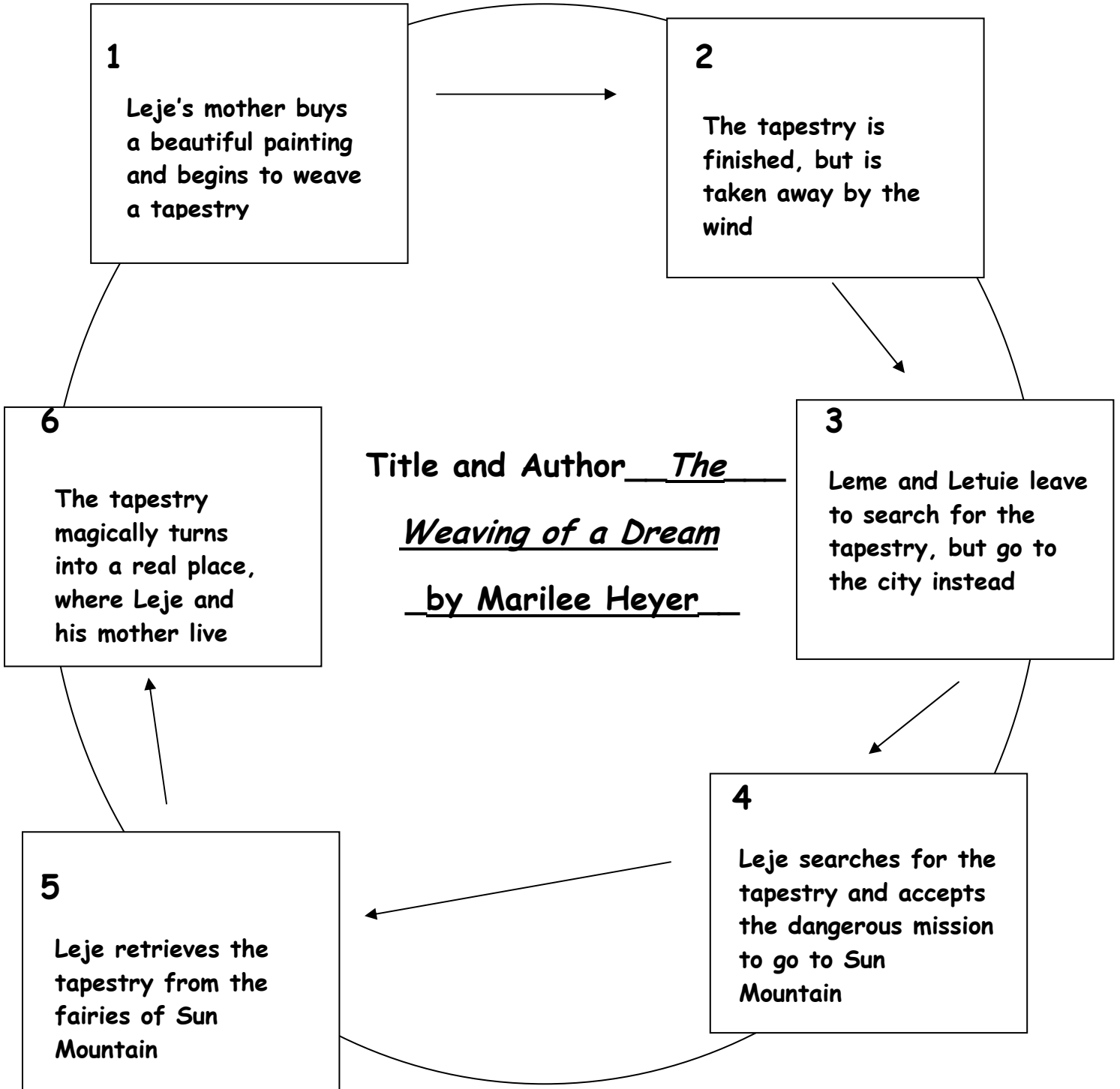


Appendix L

Plot Worksheet Example from *Fire on the Mountain*



Plot Worksheet Example from *The Weaving of a Dream*



Appendix N
Essential Elements

Elements of Folk Tales found in both *Fire on the Mountain* and *The Weaving of a Dream*

Elements of Folk Tales found in neither *Fire on the Mountain* nor *The Weaving of a Dream*

Elements of Folk Tales found only in *Fire on the Mountain*

Elements of Folk Tales found only in *The Weaving of a Dream*

Appendix O
Essential Elements Answer Key

Elements of Folk Tales found in both *Fire on the Mountain* and *The Weaving of a Dream*

The story comes from traditional beliefs, legends and tales of a culture

They are short stories

The hero faces many obstacles before the end of the story

The first line quickly introduces the setting and main character/s

In the end the problem is resolved, the hero is happy, and the bad guys are punished

There are good and bad characters

Elements of Folk Tales found in neither *Fire on the Mountain* nor *The Weaving of a Dream*

Animals have human characteristics (such as being able to talk)

Elements of Folk Tales found only in *Fire on the Mountain*

The story features a smart peasant outsmarting his or her master

Elements of Folk Tales found only in *The Weaving of a Dream*

There are elements of magic

The story contains a lot of repetition

Appendix P
Venn Diagram

Fire on the Mountain

The Weaving of a Dream

Similarities



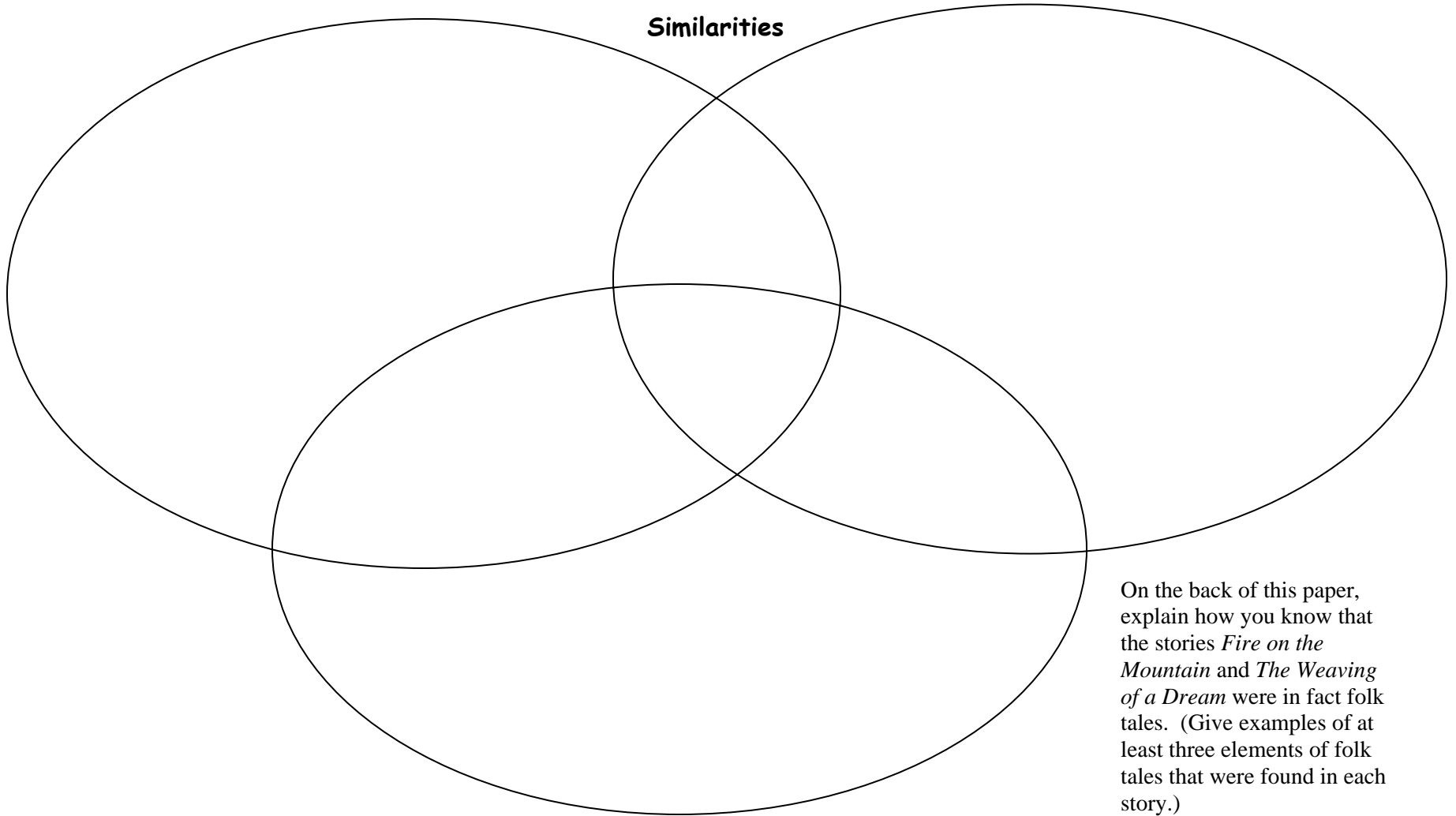
On the back of this paper, explain how you know that the stories *Fire on the Mountain* and *The Weaving of a Dream* were in fact folk tales. (Give examples of at least three elements of folk tales that were found in each story.)

Appendix Q
Venn Diagram for Gifted/Honors Students

Fire on the Mountain

The Weaving of a Dream

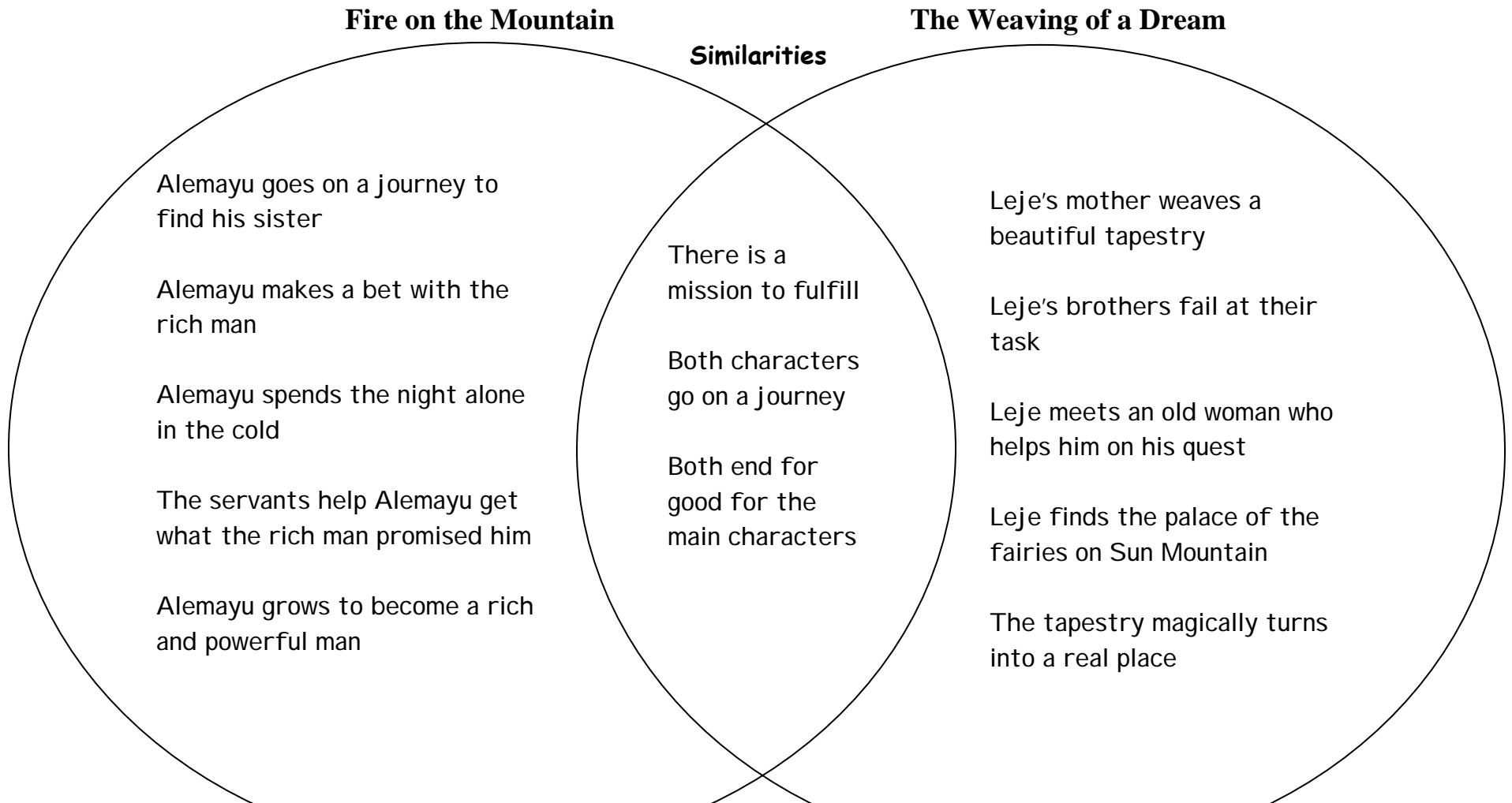
Similarities



On the back of this paper, explain how you know that the stories *Fire on the Mountain* and *The Weaving of a Dream* were in fact folk tales. (Give examples of at least three elements of folk tales that were found in each story.)

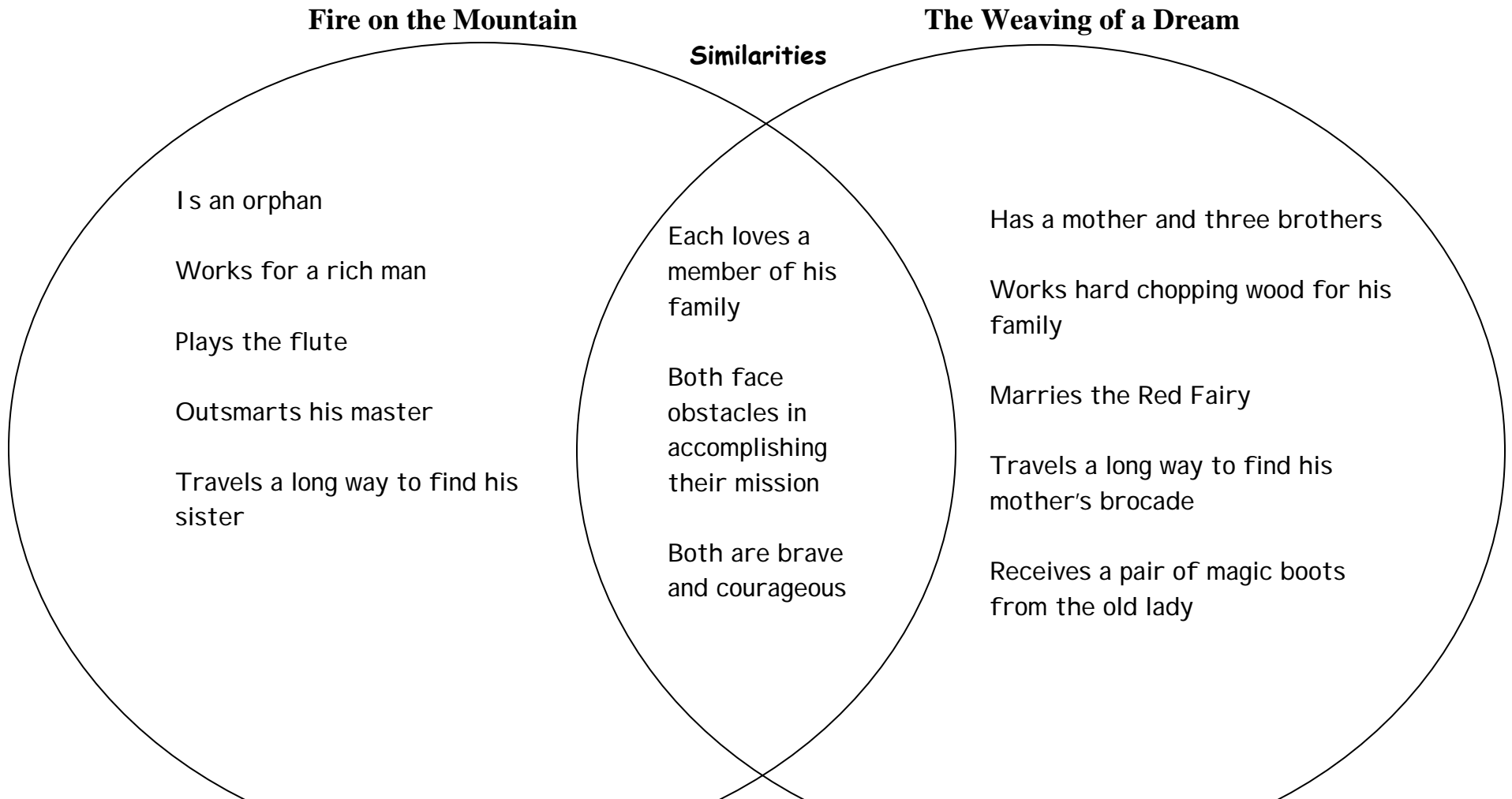
Story #3

Venn Diagram Example (Plot)



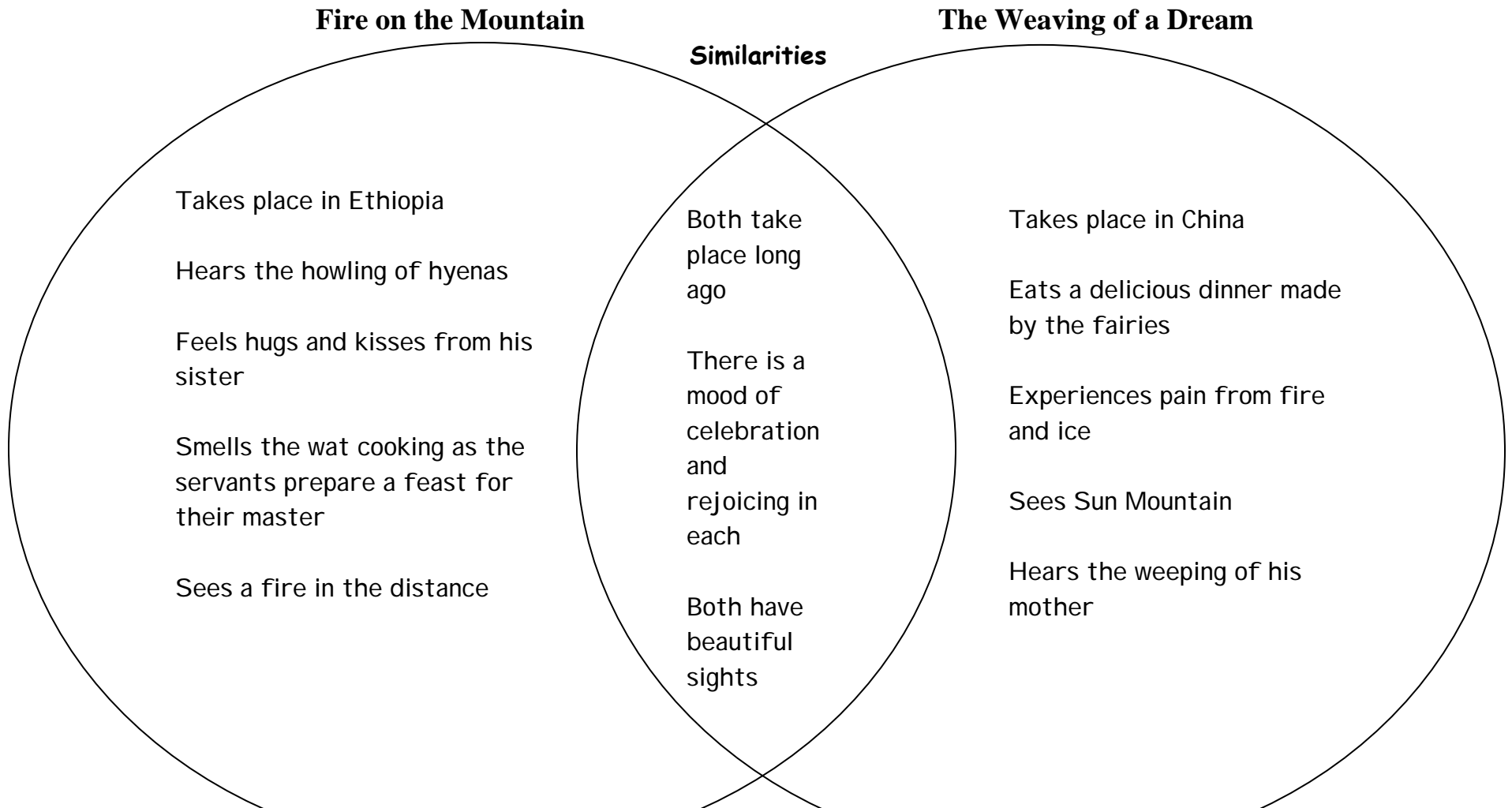
Fire on the Mountain and The Weaving of a Dream were folk tales. I know this because they each contained elements of a folk tale. Both stories come from traditional beliefs, legends and tales of a culture, they are short stories, the heroes faced many obstacles before the end of the story, the first line quickly introduced the setting and main character, in the end the problem was resolved, the hero was happy, and the bad guy was punished, and there were good and bad characters.)

Venn Diagram Example (Character)



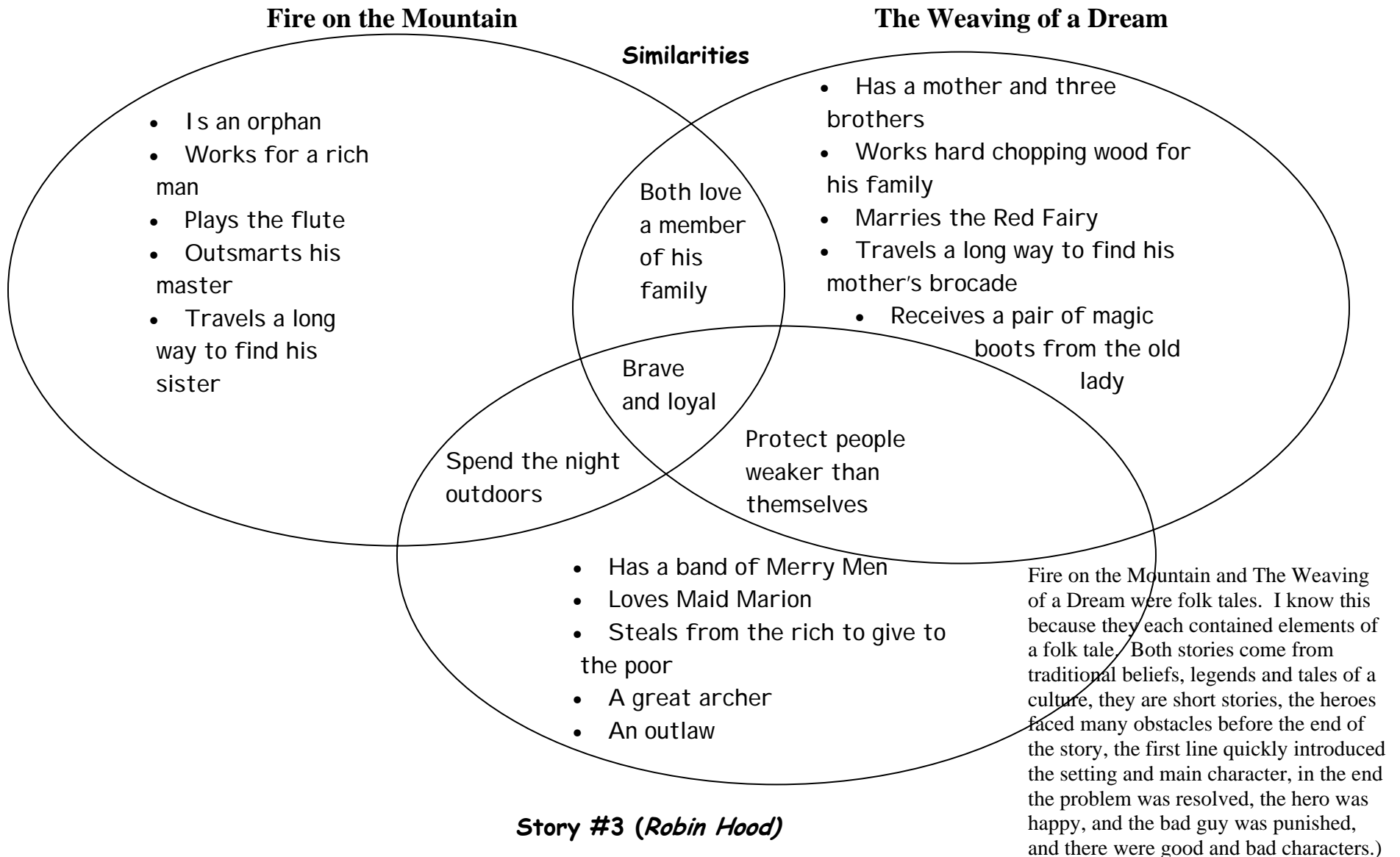
Fire on the Mountain and The Weaving of a Dream were folk tales. I know this because they each contained elements of a folk tale. Both stories come from traditional beliefs, legends and tales of a culture, they are short stories, the heroes faced many obstacles before the end of the story, the first line quickly introduced the setting and main character, in the end the problem was resolved, the hero was happy, and the bad guy was punished, and there were good and bad characters.)

Venn Diagram Example (Setting)

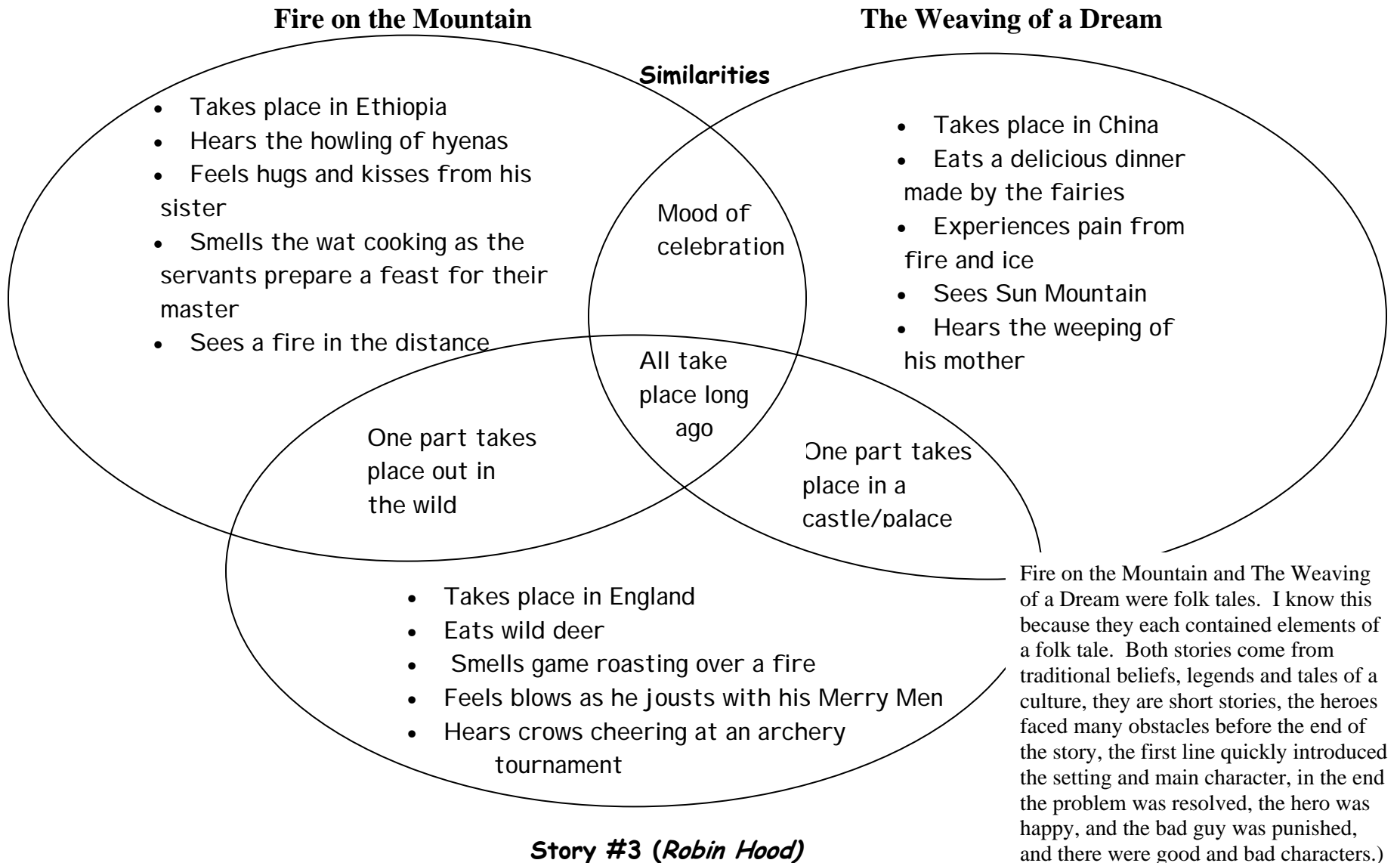


Fire on the Mountain and The Weaving of a Dream were folk tales. I know this because they each contained elements of a folk tale. Both stories come from traditional beliefs, legends and tales of a culture, they are short stories, the heroes faced many obstacles before the end of the story, the first line quickly introduced the setting and main character, in the end the problem was resolved, the hero was happy, and the bad guy was punished, and there were good and bad characters.)

Venn Diagram Example for Gifted/Honors Student (Character)



Venn Diagram Example for Gifted/Honors Student (Setting)



Venn Diagram Example for Gifted/Honors Student (Plot)

Fire on the Mountain

- Alemayu goes on a journey to find his sister
- Alemayu makes a bet with the rich man
- Alemayu spends the night alone in the cold
- The servants help Alemayu get what the rich man promised him
- Alemayu grows to become a rich and powerful man

A rich man is outsmarted

The Weaving of a Dream

- Leje's mother weaves a beautiful tapestry
- Leje's brothers fail at their task
- Leje meets an old woman who helps him on his quest
- Leje finds the palace of the fairies on Sun Mountain
- The tapestry magically turns into a real place

Both main characters get married

Similarities

Both characters go on a journey

End in good for the main characters

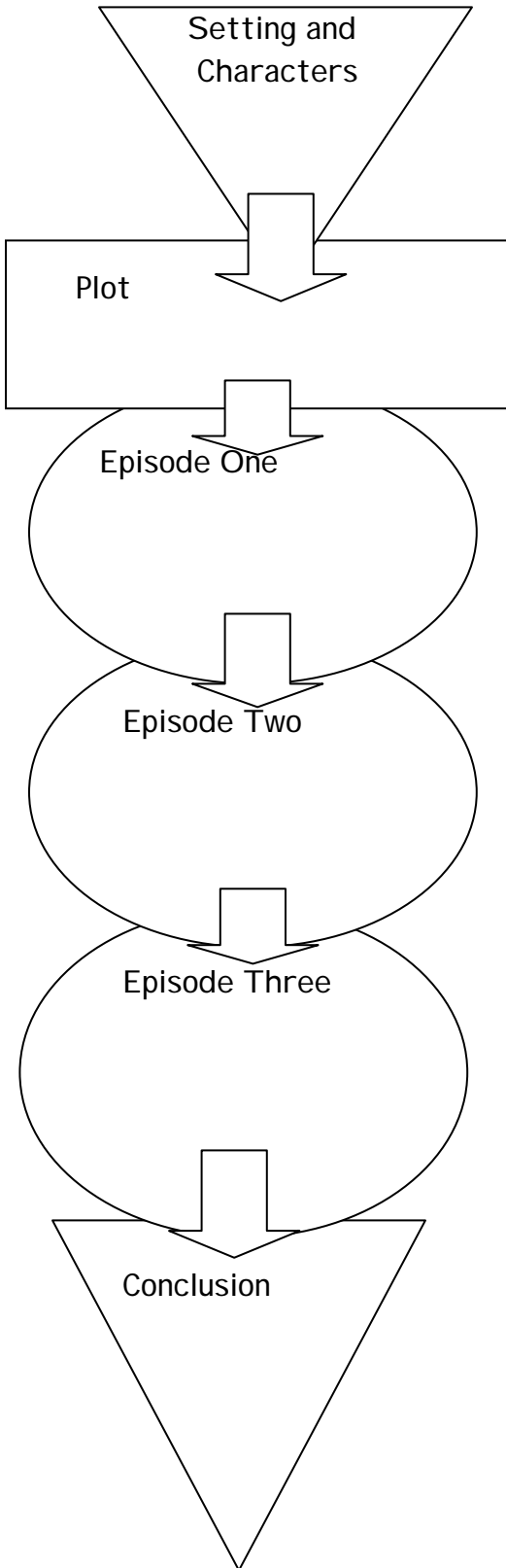
- Robin Hood becomes an outlaw
- Robin Hood forms a band of Merry Men
- Robin and his Merry Men steal from the rich and give to the poor
 - Robin tricks the Sheriff of Nottingham
 - Robin is pardoned by the King

Story #3 (Robin Hood)

Fire on the Mountain and The Weaving of a Dream were folk tales. I know this because they each contained elements of a folk tale. Both stories come from traditional beliefs, legends and tales of a culture, they are short stories, the heroes faced many obstacles before the end of the story, the first line quickly introduced the setting and main character, in the end the problem was resolved, the hero was happy, and the bad guy was punished, and there were good and bad characters.)

Appendix T
Example of Mobile

(adapted from Sit *Tight, and I'll Swing You a Tail: Using and Writing Stories with Young People* by Gregory A. Denman)



Retelling:

Once upon a time there was a

One day

The first

The second

The third

So finally
