

# Legends In The Fall...or whenever!

**Grade Level:** 5<sup>th</sup> Grade, Language Arts

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**Length of Unit:** Six Lessons, over 12-16 60-minute class periods, depending on teacher options

## I. ABSTRACT

Using the myths and legends specified for fifth grade in the *Core Knowledge Sequence*, as well as other myths and legends from around the globe, students are able to sample and appreciate stories from a multicultural perspective. Students will learn to recognize, compare and contrast specific literary elements and cultural influences and create character analyses. Geography is incorporated as students select one of the countries of origin for a story and produce a travel brochure for a class display. The culminating activity is a Pacific Islands-style “Talk Story” Night in which parents and families are invited to participate in an evening of pupus\* and storytelling together. (\*appetizers)

## II. OVERVIEW

- A. Concept Objectives
  - 1. Gain a better understanding of one’s own and others’ cultures through literature, and convey same using a variety of means.
  - 2. Understand that literature can be a record of human experience and culture.
- B. Content from the *Core Knowledge Sequence* (page111)
  - 1. Myths and Legends
- C. Skill Objectives
  - 1. Identify and interpret story elements.
  - 2. Apply thinking skills to reading, listening, speaking, writing, and viewing.
  - 3. Develop cultural awareness by experiencing literature from a variety of countries.
  - 4. Geography connection: Locate specific countries on a map or globe.
  - 5. Collect, analyze and synthesize information from a variety of sources for a specific purpose.

## III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. *What Your Fifth Grader Should Know*, E. D. Hirsch
  - 2. *Core Knowledge Sequence*, Core Knowledge Foundation
- B. For Students
  - 1. *A Tale of the Oki Islands* (aka *The Samurai’s Daughter*)
  - 2. *Morning Star and Scarface: the Sun Dance*
  - 3. American Indian trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)

## IV. RESOURCES

- A. See Appendix B

## V. LESSONS

## **Lesson One: Introduction and Getting Started**

### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Gain a better understanding of one's own and others' cultures through literature, and convey same using a variety of means.
  - b. Understand that literature can be a record of human experience and culture.
2. Lesson Content
  - a. Myths and Legends (page 111)
3. Skill Objective(s)
  - a. Identify and interpret story elements.
  - b. Develop cultural awareness by experiencing literature from a variety of countries.

### **B. Materials**

1. One student packet for each student (see PROCEDURES)
2. Pencils for each student
3. Student's favorite legend, myth, or folktale (see PROCEDURES)

### **C. Key Vocabulary**

1. Folktale – stories that mirror human behavior in a fanciful way; as a genre, folktales illustrate human desires in an imaginative way
2. Myth – stories that contain religious or philosophical beliefs of a particular culture; myths also portray actions of gods, goddesses, or godlike beings
3. Legend – Stories about people, places or events that have some historical fact as their basis; they often embellish details, giving them exaggerated or magical qualities

### **D. Procedures/Activities**

1. **PRIOR TO TODAY'S FIRST LESSON**, ask students to bring a copy of their favorite myth, legend or folktale to class to share today. Place students in groups of 4-5 students each and have them share what they like best about their stories with each other. Have one person in each group act as RECORDER, jotting down some common themes from the discussion. This activity can continue for about 30 minutes. Have each reporter give his/her report to the whole group.
2. Introduce the unit on legends, myths, and folktales by ensuring that students have definitions of each and can give at least one example of each genre.
3. Hand out STUDENT PACKETS, which will consist of one invitation to the Talk Story Night (Appendix A); one Booklist (Appendix B); one parent letter about Talk Story Night from teacher and student (Appendix C); one Character Graphing Sheet (Appendix D); a Research and Record Sheet (Appendix E); one travel brochure guide (Appendix F); and one Project Rubric (Appendix G)
4. Ask students to take out both the INVITATION and the PARENT LETTER. Read through the invitation; explain that this is a culminating activity that we will share with family members. Read through the parent letter together and have students sign. (*Be sure to find out if there are students who may have a need for more than one parent invitation [e.g., children of divorce, etc.]*.)

5. Ask students to leave the invitation in their packet for now, but to fold the letter, address it to their parent(s), and take it home that evening. Make sure they understand that this is important information that parents need to have early on, so that it needs to get home this evening.
- E. *Assessment/Evaluation*
1. Students show folded and addressed letter as their ticket out of the class for the day

**Lesson Two: Reading and Responding to the Literature (3-4 days in duration)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Gain a better understanding of one's own and others' cultures through literature, and convey same using a variety of means.
  - b. Understand that literature can be a record of human experience and culture.
2. Lesson Content
  - a. Myths and Legends (page 111)
3. Skill Objective(s)
  - a. Apply thinking skills to reading, listening, speaking, writing and viewing.
  - b. Develop culture awareness by experiencing literature from a variety of countries.

B. *Materials*

1. Copies of all (or several) of the books from the Booklist (Appendix B)
2. Students packets and pencils

C. *Key Vocabulary*

1. No new vocabulary from teacher. Students may utilize vocabulary booklets, journals or sheets if you currently use those tools in your classroom. They are not provided as part of this unit.

D. *Procedures/Activities*

1. Place students in pairs or groups of no more than three. Students will complete and sign the Group Contract (Appendix I), stating that they will all read *The Samurai's Daughter* and *The Legend of Scarface*. In addition, each student must select a minimum of three other stories to read and summarize.
2. Summaries are to be in narrative format, edited for conventions, and should clearly show student's understanding of the plot, setting and characters in the story. It needn't be longer than the front of one page (longhand). Remind students: it's a SUMMARY, not a detailed report. Stress that students are NOT to begin a new book or story until ALL group members have read and completed their summaries of the current book or story.
3. Groups may choose to read the same books and to read them round-robin style, chorally, or silently. Regardless, each student is responsible for his/her own summary in his/her own words. Groups, however, may and are encouraged to discuss the readings with each other for clarity.
4. One suggestion is that teacher should read *The Samurai's Daughter* and/or *The Legend of Scarface* orally, discussing the stories and those elements of

folktales, myths and/or legends previously covered in the introduction. Model for students how to get a book discussion (or Literature Circle, if you prefer) started, ensuring that everyone feels comfortable to participate and hold a “job” in the group.

5. This reading and discussion should continue for about three-four class periods.

E. *Assessment/Evaluation*

1. Circulate from group to group, offering guidance, assistance with new vocabulary, asking questions to get groups started talking with each other.
2. **SEND HOME INVITATIONS FOR TALK STORY NIGHT TODAY!!!**

**Lesson Three: The Character Mask and the Character Graph Projects (Two class periods)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Gain a better understanding of one’s own and others’ cultures through literature, and convey same using a variety of means.
  - b. Understand that literature can be a record of human experience and culture.
3. Lesson Content
  - a. Myths and Legends (page 111)
4. Skill Objective(s)
  - a. Apply thinking skills to reading, listening, speaking, writing and viewing.
  - b. Develop cultural awareness by experiencing literature from a variety of countries.

B. *Materials*

1. Large (12” x 18”) sheet of white construction paper for each student
2. Crayons, markers, water colors, and/or colored pencils for student use
3. Pencils
4. One copy of the Character Graphing Sheet for each student (Appendix D)

C. *Key Vocabulary*

No new vocabulary

D. *Procedures/Activities*

1. **CHARACTER MASK PROJECT:** Each student should choose one book s/he has not previously read from the list. The student will then select two characters (preferably a protagonist and an antagonist) from the story for which s/he will design, color and cut out a Character Mask. The masks should represent those qualities students noticed about the characters from the story in some way, and should also indicate whether the character is the protagonist or antagonist without the use of words. On the back of each mask, the student should place his/her name, the name of the character, and the title of the story from which the character was chosen.
2. **CHARACTER GRAPHING SHEET:** Using the graphing sheet supplied in Appendix D, students should read *another* story not yet read and again choose two characters from the story. S/he should then complete the charts (one for each character) by placing an “X” or a checkmark in the

appropriate box on the graph. Then, the student must complete the questions/sentences following the graph.

E. *Assessment/Evaluation*

1. Teacher observation of student progress on these two projects. NOTE: By the end of the second day of this lesson, students should have handed in ALL story summaries, their masks and the graphing activity for grading.

**Lesson Four: Geographical Connections (2-3 class periods)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Gain an understanding of one's own and others' cultures through literature, and convey same using a variety of means.
  - b. Understand that literature can be a record of human experience and culture.
2. Lesson Content
  - a. Myths and Legends (page 111)
3. Skill Objective(s)
  - a. Develop cultural awareness by experiencing literature from a variety of countries.
  - b. Geography connection: Locate specific countries on a map or globe.
  - c. Collect, analyze and synthesize information from a variety of sources for a specific purpose.

B. *Materials*

1. World maps or globes
2. Pencils
3. One copy of Appendix E, Research and Record Sheet, for each student, with extras available for use by students who finish early
4. Reference materials (Internet access, encyclopedias, travel information, books, etc.) for students to use for each of the represented countries/areas
5. One copy of Appendix G, Project Rubrics, for each student

C. *Key Vocabulary*

No new vocabulary

D. *Procedures/Activities*

1. With students in one total group, review the Project Rubric with students. Show them an overhead transparency of Appendix H, The Display Center, so that they will get a good idea of where they are going with their projects.
2. Explain that they will be assigned a country or region representative of one of the stories (which they may or may not have chosen to read) on which to report out.
3. Explain that we are going to create a whole-class display center for our Talk Story Night. Using the transparency again, tell students that when the individual project pieces are completed, volunteers will be solicited to compile the Research and Records Sheets into one booklet. The same will be done with all the Character Graphing Sheets. Another group will be responsible for locating maps of the country or region of the stories we

read, and will prepare a nice list of those countries. Another group will produce parts of the display that define legends, myths and folktales. Groups are formed at teacher's discretion.

4. Ask students to take out Appendix F, the Travel Brochure guide, and go over each part of it, explaining that they may utilize the information from their Research and Record Sheet to help with this brochure.
5. The Brochure must be COMPLETE, neatly written, and with colorful pieces added to make it eye-catching. All illustrations must be in color!
6. Next, have students select another story they have not previously read for this unit, read it and complete the Record and Research Sheet (Appendix E) about the geography of that story. ON THESE DAYS, PLENTY OF GEOGRAPHICAL RESOURCES MUST BE READILY AVAILABLE. Each student must complete one research sheet, and if finished early, can complete another sheet. All geographical areas from the stories should be represented.

E. *Assessment/Evaluation*

1. Collect Record and Research Sheets. These may be scored or not, at your discretion. Make sure they are complete and accurate, in any case.

**Lesson Five: Connecting Geography with Literature (3-4 class periods)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Gain a better understanding of one's own and others' cultures through literature, and convey same using a variety of sources.
  - b. Understand that literature can be a record of human experience and culture.
2. Lesson Content
  - a. Myths and Legends (page 111)
3. Skill Objective(s)
  - a. Identify and interpret story elements.
  - b. Apply thinking skills to reading, listening, speaking, writing and viewing.
  - c. Develop cultural awareness by experiencing literature from a variety of countries.
  - d. Geography connection: Locate specific countries on a map or globe.
  - e. Collect, analyze, and synthesize information from a variety of sources for a specific purpose.

B. *Materials*

1. Pencils
2. Student research and record sheets (returned to students)
3. Resource materials for geographical information
4. Travel Brochure guide (Appendix F)
5. Colored pencils/crayons

C. *Key Vocabulary*

No new vocabulary

D. *Procedures/Activities*

1. Place the names of all the represented geographical areas in a basket or “hat.” Each student should draw one name from the hat, and this will be his/her assigned topic for the travel brochure project. **MAKE SURE THERE ARE SUFFICIENT RESOURCE MATERIALS FOR THIS LESSON!**
  2. Ask students to take the Project Rubric from their packet. Go over the rubric and give an example listing of some types of acceptable projects, such as a puppet show, a shadow play, a skit, etc. Give students your due date for the project as well as your date for their personal presentation of the project, if you are having a presentation day. Note-If students opt for a shadow play, I usually keep simple coloring books on hand with a variety of themes so that students can trace characters from those coloring books to make their shadow puppets.
- E. *Assessment/Evaluation*
1. This is A LOT to get done. You may wish to stretch it over three-four periods. Regardless, it requires a great deal of teacher accessibility and guidance, keeping everyone on task.

**Lesson Six: Come Talk Story Wid’ Me! Preparation and Practice**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Gain a better understanding of one’s own and others’ cultures through literature, and convey same using a variety of sources.
  - b. Understand that literature can be a record of human experience and culture.
2. Lesson Content
  - a. Myths and Legends (page 111)
3. Skill Objective(s)
  - a. Identify and interpret story elements.
  - b. Apply thinking skills to reading, listening, speaking, writing and viewing.
  - c. Develop cultural awareness by experiencing literature from a variety of countries.
  - d. Geography connection: Locate specific countries on a map or globe.
  - e. Collect, analyze, and synthesize information from a variety of sources for a specific purpose.

B. *Materials*

1. Pencils
2. Student assignments from group work for Display Board (See Lesson Four)
3. One-two large tri-fold display boards
4. Computers with word processing capability (Optional)
5. Plain paper for labeling display
6. Glue/glue sticks for affixing pieces to display boards
7. Stapler
8. Plastic report covers or laminated front/back covers for map booklets, Research/Record booklets, and Character Graphing booklets

9. One large (approximately 12" x 18") world map for each display board
- C. *Key Vocabulary*  
No new vocabulary
- D. *Procedures/Activities*
1. This class period, preferably on the day of the Talk Story Night event, will be devoted to putting together the display boards and practicing retelling students' favorite stories for the Talk Story Night.
  2. Working in their groups, students should design, create and arrange labels and information on the display board, using the overhead of the display as a *guide*, affixing the pieces with glue/staples. Travel brochures may be displayed on the table in front of the tri-fold board.
  3. Another group might create a bulletin board using all the character masks and/or Venn diagram projects. Students might also make two separate boards.
  4. Another group of students may hang decorations for the event.
  5. Finally, students should practice retelling their favorite story from the unit, using the best expression and vocabulary to make the story come alive. They may also have the option of dressing in character for tonight if they wish, but this should be arranged ahead of time with parents. Perhaps they might like to put together a simple costume representing the native dress of their story's area of origin.
- E. *Assessment/Evaluation*
1. Evaluate student participation in today's activities, even if they are unable to participate in tonight's event. Perhaps extra credit could be given to those students who do fully participate in the Talk Story Night. Check your school's policy about grading/scoring work for events taking place outside the school day.
  2. NOTE-You might add another one or two class periods to this unit if you choose to have presentation days for projects rather than having students simply hand them in for display at Talk Story Night.

## VI. CULMINATING ACTIVITY

- A. "TALK STORY NIGHT" is based on the Pacific Islanders' custom of storytelling, called "talk story." The classroom (or other area to be used for the event) should be decorated with palm trees, tropical flower cutouts, tropical fish, tiki masks/torches (UNLIT OF COURSE!), "grass" table skirts, etc. (NOTE: Most all these decorations can be ordered through party supply stores such as ORIENTAL TRADING COMPANY, or students or parent volunteers can make the decorations. If, however, students will be making the decorations, extra days must be built into this unit.)
- B. Students have invited parents and family members, who hopefully will have volunteered to help supply pupus and beverages (Island-style punch, of course!) for the event. Greet students and family members (in costume, if possible!), and show them to the pupus table(s). You may wish to utilize parent volunteers to man the food and beverage tables. It has been my experience that unmanned tables soon are barren of food after one "swoop" of children. ☺ Ask families to get refreshments and find a seat. After everyone has arrived, ask students to

volunteer to “talk story,” retelling their favorite story. NOTE: As you are practicing the storytelling with the children, remind them to keep their retellings to summary length, because everyone will want to take a turn.

- C. Finally, you might ask a couple of parents ahead of time to come prepared to share another story, or you may choose to read or tell one yourself.
- D. Keep things moving, and when there is finally that lull, thank everyone for coming. It is also a great idea to enlist parents to help clean up and put the room back in order for the following day’s classes. The whole event should take around 90 minutes, given a class of about 20 students participating.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Talk Story Night Invitation
- B. Appendix B: Book List
- C. Appendix C: Parent Letter about Talk Story Night
- D. Appendix D: Character Graphing Sheet
- E. Appendix E: Research and Record Sheet
- F. Appendix F: Travel Brochure Guide
- G. Appendix G: Project Rubric
- H. Appendix H: Display Center Transparency Guide
- I. Appendix I: Group Contract
- J. Appendix J: OPTIONAL TEST- The Samurai’s Daughter

## **VIII. BIBLIOGRAPHY (This is a flexible bibliography. It will vary based on teacher choices.)**

- A. Bernier-Grand, Carmen T. (retold). *Juan Bobo: Folktales from Puerto Rico*. New York: HarperCollins Publishers, 1995. ISBN# 0-329-02179-6
- B. Demi. *The Empty Pot*. New York: Henry Holt and Company, 1990. ISBN# 0-8050-1217-6
- C. Foster, Joanna. (retold). *The Magpie’s Nest*. New York: Clarion Books, 1995. ISBN# 0-395-62155-0
- D. Hooks, William H. *Peach Boy*. New York: Bantam Books, 1992. ISBN # 0-553-35429-9.
- E. Lester, Julius. *John Henry*. New York: Dial Books, 1994. ISBN# 0-803701607-9.
- F. McDermott, Gerald. *Raven – A Trickster Tale from the Pacific Northwest*. San Diego: Harcourt Brace and Company, 1995. ISBN# 0-15-265661-8.
- G. San Souci, Robert D. *The Talking Eggs*. New York: Dial Books for Young Readers, 1989. ISBN # 0-8037-0620-0.
- H. San Souci, Robert D. *The Samurai’s Daughter*. New York: Dial Books for Young Readers, 1992. ISBN # 0-8037-1135-2.
- I. Schechter, Ellen (retold). *Sim Chung and the River Dragon: A Folktale from Korea*. Milwaukee: Gareth Stevens Publishing, 1997. ISBN# 08368-16951.

Appendix A-Legends in the Fall

TALK STORY NIGHT INVITATION



## Appendix B-Legends in the Fall

### Book Suggestions for Unit

| <b>BOOK TITLE</b>                    | <b>ORIGIN</b>              |
|--------------------------------------|----------------------------|
| The Banza                            | Haiti                      |
| Bearhead                             | Russia                     |
| Borreguita and the Coyote            | Mexico                     |
| Coyote and Rabbit                    | Tlingit Indians/Alaska     |
| Coyote and the Blackbirds            | Pueblos/New Mexico         |
| Coyote and the Fawn's Stars          | Navajos/New Mexico         |
| Coyote and the Fire Stick            | Pacific NW Indian Tribes   |
| Coyote and the Snake                 | Navajos/Arizona            |
| The Empty Pot                        | China                      |
| The Foolish Dog                      | Ukraine                    |
| Fox Fools Eagle                      | Inuit Indians/Aleutian Is. |
| The Hero of Bremen                   | Germany                    |
| How Grandmother Spider Stole the Sun | Creek Indians/Oklahoma     |
| It Could Always Be Worse!            | Israel (Yiddish tale)      |
| Juan Bobo-A Pig in Sunday Clothes    | Puerto Rico                |
| The Legend of John Henry             | Louisiana, USA             |
| The Legend of Scarface               | Blackfeet Indians/Okla     |
| Lily and the Wooden Bowl             | Japan                      |
| The Long-Nosed Goblin                | Japan                      |
| The Magic Kettle                     | Japan                      |
| The Magpie's Nest                    | England                    |
| Makanda and Mahlanu, A Bantu Tale    | Africa                     |
| Maui and the Sun                     | New Zealand (Maori)        |
| Momotaru                             | Japan                      |
| Peach Boy                            | Japan                      |
| Punia and the King of the Sharks     | Hawaii                     |
| Raven, the River Maker               | Tlingit Indians/Alaska     |
| The Samurai's Daughter               | Okinawa, Japan             |
| The Sea King's Daughter              | Russia                     |
| Selkie Girl                          | Scotland                   |
| Sim Chung and the River Dragon       | Korea                      |
| The Sticky Sticky Pine               | Japan                      |
| The Story of Chinaman's Hat          | Hawaii                     |
| The Sun Girl and the Moon Boy        | Korea                      |
| A Tale of the Oki Islands            | Okinawa, Japan             |
| The Talking Eggs                     | Southern USA               |
| Tiddalick the Frog                   | Australia                  |
| Two of Everything                    | Israel                     |
| Why the Jellyfish has no Bones       | Japan                      |
| The Wife's Portrait                  | Japan                      |

**Appendix C-Legends in the Fall**  
Parent Letter about Talk Story Night

Dear Parents,

Today in reading, we began our unit on Folk Tales and Legends. While the fifth grade Core Knowledge Sequence primarily focuses on Asian and Native American stories of these types, your child will be reading stories from around the globe.

In lieu of a written test at the end of this unit, I will make my assessment of their work based on their class work, homework, and projects. The major project will be due on \_\_\_\_\_.

I would also like to ask for your assistance with the unit, as we will host a TALK STORY NIGHT on \_\_\_\_\_. I will need volunteers to prepare pupus (appetizers, Hawaiian style!) and punch, and to assist with room decorations that afternoon. Our TALK STORY NIGHT will be a chance for you to hear your child share a folk tale or legend from our unit and demonstrate his/her understanding of this genre. You will receive an invitation in the next few days with details of the event. I hope that you will make every effort to have your child here and to attend this event, which is for the whole family!

Please let me know if you have any questions, and if you are available for assisting with this event, please contact me as soon as possible. Thank you, or as they say in the islands...MAHALO NUI LOA!

Aloha,

\_\_\_\_\_

**Appendix D-Legends in the Fall**  
**CHARACTER GRAPHING**

CHARACTER:

GOOD

BAD

|  |  |
|--|--|
|  |  |
|  |  |

SMART

FOOLISH

Write the name of the story from which this character came on the line above. Then, use the space below to explain why you rated him/her as you did. **USE FACTS FROM THE STORY!**

**Appendix E-Legends in the Fall**  
**RESEARCH AND RECORD SHEET**

**Title of Story**

\_\_\_\_\_

Country/Area of Origin \_\_\_\_\_

Protagonist(s) \_\_\_\_\_

Antagonist(s) \_\_\_\_\_

Other important characters \_\_\_\_\_

\_\_\_\_\_

Summary of story \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Use back of page if necessary...)

Significant issues (use of numbers 3 or 7, magic, royalty, "typical" beginning or ending) \_\_\_\_\_

What tests or problems do the characters face, and how are these issues resolved in the end? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List any other similar stories you have read from a different culture or geographical area.

\_\_\_\_\_

\_\_\_\_\_

Your name \_\_\_\_\_

Date you completed reading this story \_\_\_\_\_

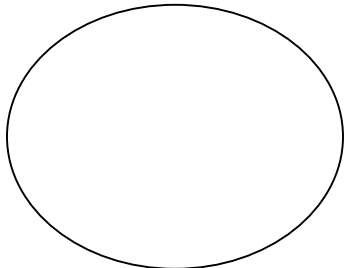
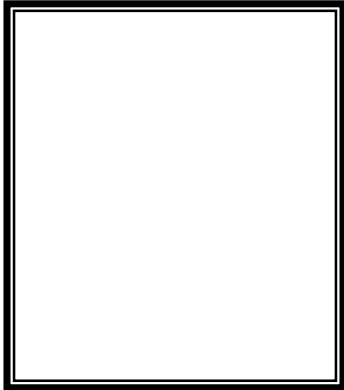
What you liked best about the story was

\_\_\_\_\_

\_\_\_\_\_ because

\_\_\_\_\_

**Appendix F, page 1-Legends in the Fall**

|                                                        |                                                                                      |
|--------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p><b>More Information about the Area of _____</b></p> |    |
| <p><b>CLIMATE</b></p>                                  | <p><b>A WONDERFUL PLACE TO VISIT!</b></p>                                            |
| <p><b>LANGUAGE</b></p>                                 |                                                                                      |
| <p><b>POPULATION</b></p>                               |                                                                                      |
| <p><b>MAJOR CITIES</b></p>                             |                                                                                      |
| <p><b>TOURIST ATTRACTIONS AND LANDMARKS</b></p>        |  |

Appendix F, page 2-Legends in the Fall

The form is a worksheet for legends. It consists of a large decorative oval frame at the top, followed by several horizontal lines for writing. At the bottom, there is a rectangular box with a dashed border and a horizontal line extending from its right side. Small arrows are drawn at the bottom-left and bottom-right corners of the page.

## Appendix G-Legends in the Fall

### Project Rubric

#### 120 Points Possible

##### UNIT CONCEPTS:

40 - WOW! You explained folk tales and legends thoroughly and even gave us examples! You did an exemplary job!

30 - You explained folk tales/legends well, but needed examples.

20 - You explained folk tales/legends, but needed more details and information.

10 - You explained folk tales/legends, but not very well. Are you sure you understand these concepts, or can I help you?

##### STORY LINE AND PERFORMANCE VALUE:

40 - WOW! You not only gave a great performance, you even told us the moral of the story, or summarized it for us! You were SO focused! Here's your Oscar...

30 - We were following the story line and enjoying those details! You were a focused and entertaining performer.

20 - We could generally follow the story and tell that you understood it, too. You were focused as a performer. Remember, make sure we understand as well as you do.

10 - We could follow you most of the time, but some parts became very confusing. There were also maybe some playing around/unfocused parts of your performance.

##### VISUAL:

40 - WOW! All characters were neatly and accurately represented. Your design and/or staging showed much effort and complete understanding.

30 - All characters were neat and accurate. You did a good job.

20 - Characters were overlapping or poorly done. It could have been neater and more colorful, organized, or clearly presented. Needed more work!

10 - Missing characters and/or facts. Sloppy appearance. Needed much more work and effort!

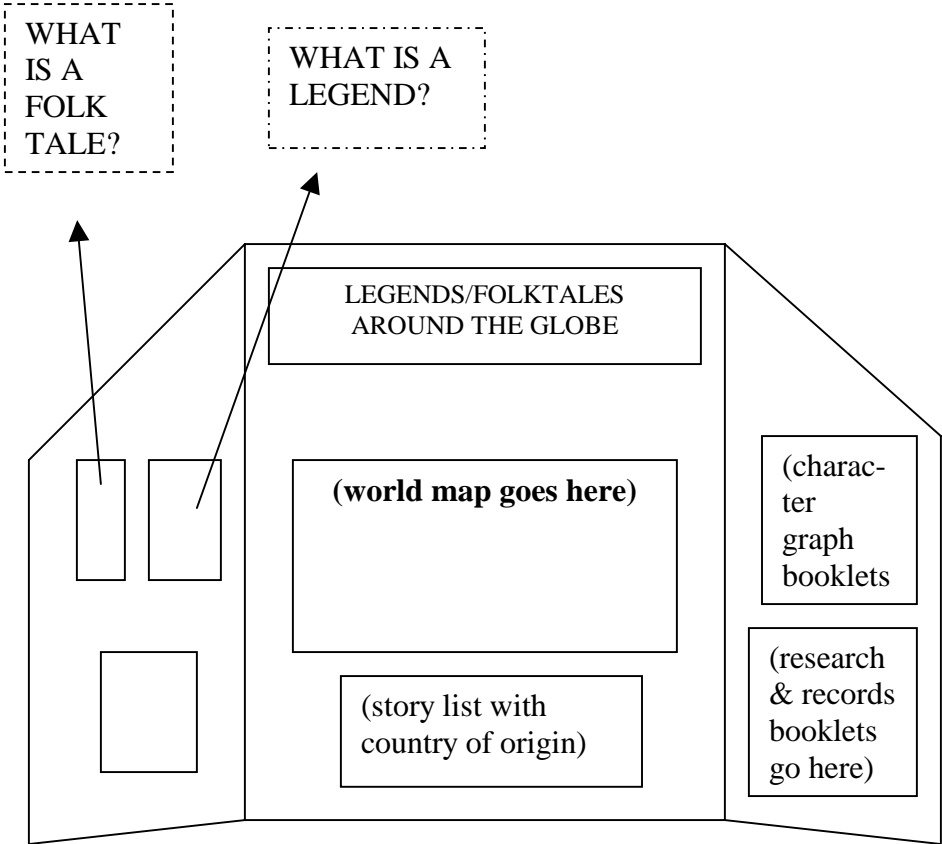
NAME \_\_\_\_\_ SCORE \_\_\_\_/120

Percentage score \_\_\_\_\_%

Teacher's comments:

**Appendix H-Legends in the Fall**

**Display Center Guide**



**Appendix I-Legends in the Fall**

**Group Contract**

**Group Members:**

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**Books Read by Group: (Each member initials as book is read.)**

**THE SAMURAI'S DAUGHTER** \_\_\_\_\_

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**SUMMARIES COMPLETED FOR EACH BOOK (Each member initials as summary is completed BEFORE going on to next book!)**

**THE SAMURAI'S DAUGHTER** \_\_\_\_\_

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**Write in titles of books on lines provided. Group members agree (1) to stay focused and complete reading and summaries in a timely manner and (2) not to push, but to help each other get through the reading and get started on summaries by discussing books read as a group.**

## Appendix J-Legends in the Fall

### OPTIONAL TEST THE SAMURAI'S DAUGHTER

Name \_\_\_\_\_ Date \_\_\_\_\_

#### MATCHING:

- |                          |                                          |
|--------------------------|------------------------------------------|
| ___ samurai              | a. a wooden, clog-type shoe              |
| ___ Tokoyo               | b. a knife                               |
| ___ Kuma                 | c. a Japanese knight-warrior             |
| ___ getas                | d. a Japanese diving woman               |
| ___ mino                 | e. an Asian symbol or token of good luck |
| ___ dagger               | f. courage, discipline, endurance        |
| ___ amas                 | g. the child's nurse                     |
| ___ virtues of a samurai | h. to be sent away                       |
| ___ duty of a samurai    | i. Protecting the weak                   |
| ___ cricket in a box     | j. Samurai's daughter                    |
| ___ banished             | k. a silk robe or dress                  |
|                          | l. a Japanese straw cape                 |

The samurai was banished to Oki because:

- A. the ruler was out of his mind
- B. the ruler feared the samurai
- C. both of these reasons

When the samurai was sent away, how old was Tokoyo? \_\_\_\_\_

Why did Kuma give Tokoyo a cricket in a wooden cage?

TRUE or FALSE (circle one) Tokoyo took Kuma with her when she went to search for her father.

How did Tokoyo kill the serpent?

- A. electrocuted it
- B. stabbed it with a dagger
- C. strangled it
- D. none of these choices

What else did Tokoyo find near the cave?

- A. a wooden statue of the Japanese ruler
- B. pearls and other jewels
- C. a sunken ship
- D. all of these

**Appendix J, page 2-Legends in the Fall**

What happened to the ruler when the statue was taken from the sea?

TRUE or FALSE (circle one) The samurai never got to return home with Tokoyo.

DISCUSSION: (10 points) USE your 6-Traits to help you write!!

Analyze Tokoyo's actions in trying to rescue her father. What would you have done differently? Why? What plan would you have tried to help him?