

# Folklore and Culture

**Grade Level or Special Area:** 6<sup>th</sup> Grade Language Arts

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**Length of Unit:** Seven lessons (45 minute periods, four weeks to teach unit)

## I. ABSTRACT

In this unit students will read, discuss and write folklore. Through reading a variety of legends, myth, fables and folktales, students will develop an understanding of the characteristics and purposes of the four kinds of folklore.

## II. OVERVIEW

### A. Concept Objectives

1. Understand and develop an awareness of a variety of materials and genre.
2. Understand the plots and major characters of selected folktales, legends, fables and myths from around the world.
3. Develop an awareness of applying the reading process to specific types of literary texts.
4. Recognize literature as a record of human experience.
5. Recognize that people speak for a variety of purposes.

### B. Content from the *Core Knowledge Sequence*, p. 136

1. Language Arts: Fiction and Drama: Classical Mythology
  - a. Apollo and Daphne
  - b. Orpheus and Eurydice
  - c. Narcissus and Echo
  - d. Pygmalion and Galatea
2. Robin Hood (Grade 4)
3. William Tell (Grade 3)
4. *Aesop's Fables* – “The Dog and his Reflection” and “The Tortoise and the Hare”(Grade 1)
5. Fables (not from the *Core Knowledge Sequence*)
6. Multicultural Folktales (not from the *Core Knowledge Sequence*)
7. Family Stories (not from the *Core Knowledge Sequence*)
8. Myths (not from the *Core Knowledge Sequence*)
9. Characteristics of Folklore – Legends, Myths, Folktales, and Fables (not from the *Core Knowledge Sequence*)

### C. Skill Objectives

1. Paraphrase, summarize and synthesize information from a variety of text and genres.
2. Infer and predict using information in a variety of text and genres.
3. Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
4. Understand and write complete sentences and compound sentences.
5. Write sentences with a semi-colon or comma with *and*, *but* or *or* to separate sentences that form a compound sentence.
6. Write a narrative (legend, myth, fable or folktale) which demonstrates an understanding of plot, setting and character.
7. Plan, draft, revise, proofread, and edit written communications.
8. Use background knowledge of subject and text structure to make complex predictions of content and purpose of text.

9. Read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
10. Reading and responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar.
11. Choose vocabulary and figures of speech that communicate clearly.
12. Know and use correct grammar in speaking and writing.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *Wonder Tales* by Heather Forest
  2. *Tales Alive!* As retold by Susan Milord
  3. *World Book –Myths and Legend Series*
- B. For Students
  1. Narrative writing (Core Knowledge, Grade 3)
  2. Literary elements – plot, setting and character (Core Knowledge Grade 4)
  3. Quotation marks and the use of dialogue (Core Knowledge, Grade 4)
  4. Sentence writing and paragraphing.
  5. Aesop’s Fables (Core Knowledge, Grade 1)
  6. Folktales (Core Knowledge, Grade 2)
  7. Mythology of Ancient Greece (Core Knowledge, Grade 2)
  8. Norse Mythology (Core Knowledge, Grade 3)
  9. Robin Hood (Core Knowledge, Grade 4)
  10. Folktales (Core Knowledge, Grade 4)

### IV. RESOURCES

- A. Laird, Elizabeth. *When the World Began*
- B. Milord, Susan. *Tales Alive!*
- C. Video – *Aesop’s Fables Vol. 2* (1986), ASIN: 6300185656 - \$14.98 (Amazon.com)
- D. Video – *Whose Who in Greek and Roman Mythology* (2000), ASIN: 1589500458- \$89.95 (Amazon.com)
- E. Paye, Won-Ldy and Margaret H. Lippert. *Why Leopard Has Spots*

### V. LESSONS

#### Lesson One: Family Stories (one 45-minute class period)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Recognize literature as a record of human experience.
  2. Lesson Content
    - a. Family Stories
  3. Skill Objective(s)
    - a. Reading and responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar.
    - b. Paraphrase, summarize and synthesize information from a variety of text and genres.
    - c. Infer and predict using information in a variety of text and genres
- B. *Materials*
  1. Teacher’s own “family” stories
  2. Butcher paper

- C. *Key Vocabulary*
1. Oral tradition – the passing down of information through speaking and storytelling
  2. Folklore – the stories, customs, and beliefs of ordinary people that are passed down to their children
  3. Culture – the customs, beliefs and language shared by a group of people
- D. *Procedures/Activities*
1. This lesson will focus on establishing a background for understanding the importance in preserving memories, customs and teaching people how to act through storytelling.
  2. Teacher will share a family story and allow students to share theirs. Discussion will center on the question, “Why do we all have ‘family stories’? What is their purpose?” Teacher will list answers on the board.
  3. Teacher will ask students to respond to “What do you think of when I say the word, ‘story’?” On the board, teacher will cluster the students’ answers to this question. At the end of this exercise, the terms “Legend”, “Fable”, “Folktale” and “Myth” should be on the board. Teacher will write these terms on a butcher paper, titled “Folklore”.
  4. At the end of the class, students will understand that people pass on stories from generation to generation to preserve their culture, memories and to teach behavior.
- E. *Assessment/Evaluation*
1. Participation

**Lesson Two: Legends (two 45-minute periods)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand and develop an awareness of a variety of materials and genre.
    - b. Recognize literature as a record of human experience.
    - c. Understand the plots and major characters of selected folktales, legends, fables and myths from around the world.
  2. Lesson Content
    - a. Robin Hood (Grade 4)
    - b. William Tell (Grade 3)
  3. Skill Objective(s)
    - a. Paraphrase, summarize and synthesize information from a variety of text and genres.
    - b. Reading and responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- B. *Materials*
1. APPENDIX C – biography of Robin Hood (copies for each student)
  2. A story of William Tell (can use Paul Bunions, Davy Crockett, Johnny Appleseed or Santa Claus)
  3. “Folklore” graphic organizer for students – APPENDIX D (copies for each student)
- C. *Key Vocabulary*
1. Legend – see APPENDIX B
  2. Viceroy – the governor of a county or province
  3. Tyrant – a ruler who uses absolute and brutal power

4. Reign – to rule
  5. Decree – an order having the force of law
  6. Proclaim – to publicly declare or say
- D. *Procedures/Activities*
1. Review previous day’s discussion on stories and their importance to people.
  2. Review butcher paper entitled “Folklore.”
  3. Teacher initiates discussion on Robin Hood. Who was he? What did he do? Was he real? What can we learn from his story?
  4. Read biography of Robin Hood - APPENDIX C and discuss the word “Legend” and develop a definition. Teacher asks question, “Why are legends important?”
  5. Distribute graphic organizer to student, APPENDIX D. Have students fill in sections for Legend.
  6. Write vocabulary on the board and discuss meaning (#2-6). Read the story of William Tell and discuss what happened, and if William Tell fits the definition of a legend, and if the students believe his story.
  7. On butcher paper list, write definition for LEGEND.
  8. Collect student APPENDIX D.
- E. *Assessment/Evaluation*
1. Participation and APPENDIX D

**Lesson Three: Fables (two - three 45-minute periods)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand and develop an awareness of a variety of materials and genre.
    - b. Understand the plots and major characters of selected folktales, legends, fables and myths from around the world.
    - c. Develop an awareness of applying the reading process to specific types of literary texts.
    - d. Recognize literature as a record of human experience.
  2. Lesson Content
    - a. *Aesop’s Fables* – “The Dog and his Reflection” and “The Tortoise and the Hare”(Grade 1)
    - b. Fables
  3. Skill Objective(s)
    - a. Paraphrase, summarize and synthesize information from a variety of text and genres.
    - b. Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
    - c. Read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
    - d. Reading and responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- B. *Materials*
1. For the teacher only, a copy of “The Tortoise and the Hare” from *Aesop’s Fables*
  2. For the students - a copy of “The Dog and his Reflection”, “The Goose who laid the Golden Eggs”, “The Mouse and the Frog”, ”The Fox and the Grapes”, “The Lion and the Mouse”, “The Fox and the Crow”, and “The City Mouse and the Country Mouse” from *Aesop’s Fables*
  3. APPENDIX E (copies for each student)

4. Video – *Aesop’s Fables* Volume 2
  5. Several dictionaries
  6. APPENDIX L (copies for each student)
- C. *Key Vocabulary*
1. Fable – see APPENDIX B
  2. Moral –a passage pointing out, usually at the conclusion, the lesson to be learned from the story
  3. To mock – to make fun of
- D. *Procedures/Activities*
1. Return to students APPENDIX D and review the previous type of folklore studied – Legends.
  2. Teacher asks students if they know the saying “Slow and steady wins the race” and discuss what it means.
  3. The idea of a moral will be introduced, and teacher will read, “The Tortoise and the Hare” to the students and give some biographic background on Aesop (APPENDIX L).
  4. Students will view video and discuss characteristics of a fable and the idea of a moral.
  5. Students will be grouped into groups of three and distribute different fables to the groups. Students will read one of the fables listed above (other fables may be substituted).
  6. In their groups of three, students are to discuss their fables while focusing on the questions in APPENDIX E. Students will individually fill in APPENDIX E.
  7. On butcher paper list, add definition of FABLE.
  8. Students will add definition for fable on APPENDIX D and teacher will collect for the next day.
- E. *Assessment/Evaluation*
1. Participation and APPENDIX B and APPENDIX E.

**Lesson Four: Folktales (two 45-minute periods)**

- A. *Daily Objectives*
1. Concept Objective(s).
    - a. Understand and develop an awareness of a variety of materials and genre.
    - b. Understand the plots and major characters of selected folktales, legends, fables and myths from around the world.
    - c. Develop an awareness of applying the reading process to specific types of literary texts.
    - d. Recognize literature as a record of human experience
  2. Lesson Content
    - a. Multicultural Folktales
  3. Skill Objective(s)
    - a. Paraphrase, summarize and synthesize information from a variety of text and genres.
    - b. Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
    - c. Read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
    - d. Reading and responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar.

- B. *Materials*
1. A variety of multicultural folktales for students
  2. A copy of “The Most Wonderful Gift” – a Turkish folktale for the teacher
  3. APPENDIX D (copies for each student)
  4. A set of encyclopedia
  5. Several atlases
  6. Several dictionaries
  7. APPENDIX G (copies for each student)
  8. Laird, Elizabeth. *When the World Began*
  9. Milord, Susan. *Tales Alive!*
- C. *Key Vocabulary*
1. Folktale – see APPENDIX B
- D. *Procedures/Activities*
1. Distribute APPENDIX D and review definitions from previous days.
  2. Teacher will inform students that today they will be introduced to folktales and read “The Most Wonderful Gift”. Discuss how folktales are different than legends and fables and arrive at a definition. Put definition on butcher-paper list. Students should write definition on APPENDIX D.
  3. Distribute folktales to students. Students are to work individually. Distribute APPENDIX G.
  4. After students read folktale, discuss the common behaviors seen in people all over the world.
  5. Locate the various countries on the map and have students share what they found out about the countries.
- E. *Assessment/Evaluation*
1. Participation, APPENDIX G and APPENDIX D

**Lesson Five: Myths (two - three 45-minute periods)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand and develop an awareness of a variety of materials and genre.
    - b. Understand the plots and major characters of selected folktales, legends, fables and myths from around the world.
    - c. Develop an awareness of applying the reading process to specific types of literary texts.
    - d. Recognize literature as a record of human experience
  2. Lesson Content
    - a. Myths
  3. Skill Objective(s)
    - a. Paraphrase, summarize and synthesize information from a variety of text and genres.
    - b. Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
    - c. Read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
    - d. Reading and responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- B. *Materials*
1. Paye, Won-Ldy and Margaret H. Lippert. *Why Leopard Has Spots*

2. APPENDIX D (copies for each student)
  3. APPENDIX H (copies for each student)
- C. *Key Vocabulary*
1. Origin – source, beginning, first one
  2. Myth – see APPENDIX B
  3. Natural phenomenon – a unique, marvelous, wondrous, stunning act of nature (i.e. thunder, lightening, sunrise, etc.)
- D. *Procedures/Activities*
1. Distribute APPENDIX D, and review previous definitions.
  2. Explain to students that there are several kinds of myths - creation myths, myths about gods, and myths that explain natural phenomenon. Teacher tells students that first they will be focusing on the myth that deals with explaining natural phenomenon.
  3. Teacher tells personal story about a child’s belief in the origin of some natural phenomenon. Ask if students had some similar belief as a child.
  4. Teacher reads, “Why Spider has a Big Butt”.
  5. Distribute copies of “Why Leopard Has Spots”. Read and discuss.
  6. Class should decide upon a definition for Myth and add to butcher-paper list, as well as APPENDIX D.
  7. APPENDIX D is now complete. Students are to check their finished chart with their neighbor for accuracy and to compare with butcher-paper list. Check for understanding, and review terms and stories, which illustrated the different kinds of folklore for a test the next day.
  8. Students are to take home completed APPENDIX D to study for test.
- E. *Assessment/Evaluation*
1. Participation and APPENDIX D.
  2. Test – See APPENDIX H

**Lesson Six: Acting Out – Myths of Love (three - five 45-minute periods)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand and develop an awareness of a variety of materials and genre.
    - b. Understand the plots and major characters of selected folktales, legends, fables and myths from around the world.
    - c. Develop an awareness of applying the reading process to specific types of literary texts.
    - d. Recognize literature as a record of human experience.
    - e. Recognize that people speak for a variety of purposes.
  2. Lesson Content
    - a. Cupid and Psyche
    - b. Apollo and Daphne
    - c. Echo and Narcissus
    - d. Orpheus and Eurydice
    - e. Pygmalion and Galatea
  3. Skill Objective(s)
    - a. Paraphrase, summarize and synthesize information from a variety of text and genres.
    - b. Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.

- c. Read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
  - d. Reading and responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar.
  - e. Choose vocabulary and figures of speech that communicate clearly.
- B. *Materials*
- 1. One copy of “Cupid and Psyche” for the teacher
  - 2. Multiple copies of “Apollo and Daphne”, “Echo and Narcissus”, “Orpheus and Eurydice” and “Pygmalion and Galatea”
  - 3. APPENDIX I (copies for each student and transparency)
  - 4. APPENDIX K (transparency)
  - 5. Video: *Whose Who in Greek Mythology*
  - 6. Video: *The Storyteller – Perseus and Gorgon/ Daedalus and Icarus*
- C. *Key Vocabulary*
- 1. Oracle – a person (as a priestess of ancient Greece) through whom a deity is able to speak
  - 2. Deity – a god or goddess of ancient Greece
  - 3. Nymph – a beautiful maiden inhabiting groves, forests, fountains and springs
  - 4. Immortal – having unending existence
  - 5. Fate – the power thought to determine one’s future
  - 6. Destiny – inevitable, fate
  - 7. Epic – a long narrative poem celebrating heroic events or achievements
  - 8. Muse – any of the nine Greek goddesses presiding over poetry, the arts or the sciences
  - 9. Omen – a phenomenon or incident believed to foretell some future event
  - 10. Realm – kingdom, domain, sphere
  - 11. Lyre – a harp-like stringed instrument used by the ancient Greeks to accompany poetry and song
- D. *Procedures/Activities*
- 1. Have students watch one of the above listed videos to get a feeling for mythology.
  - 2. Students and teacher engage in a discussion of the behaviors the gods and goddess exhibited in the videos and how they are like and unlike humans.
  - 3. Teacher asks students, “Who is Cupid?” “What is love?” Engage students in a discussion and cluster responses.
  - 4. Teacher reads “Cupid and Psyche” and students respond and discuss.
  - 5. Teacher models completion of APPENDIX I on an OHP transparency with student participation (use Teacher APPENDIX I).
  - 6. Teacher models script writing for students (APPENDIX K - make OHP transparency).
  - 7. Teacher distributes stories to groups of students. Students are to read the stories and, using APPENDIX I, organize a dramatic presentation of their myth.
  - 8. Students must have teacher preview APPENDIX I before they begin to write their script for their skit.
  - 9. Students write scripts and submit to teacher for review.
  - 10. Students prepare and rehearse skits.
  - 11. Students perform skits.
- E. *Assessment/Evaluation*
- 1. Participation
  - 2. Skits

## Lesson Seven: Creating an Island Culture through Writing Folklore (six 45-minute lessons)

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand and develop an awareness of a variety of materials and genre
  - b. Understand the plots and major characters of selected folktales, legends, fables and myths from around the world.
  - c. Recognize literature as a record of human experience.
2. Lesson Content
  - a. Characteristics of Folklore – Legends, Myths, Folktales, and Fables
3. Skill Objective(s)
  - a. Understand and write complete sentences and compound sentences.
  - b. Write a narrative (legend, myth, fable or folktale), which demonstrates an understanding of plot, setting and character.
  - c. Plan, draft, revise, proofread, and edit written communications.
  - d. Use background knowledge of subject and text structure to make complex predictions of content and purpose of text.
  - e. Choose vocabulary and figures of speech that communicate clearly.
  - f. Know and use correct grammar in speaking and writing.

### B. *Materials*

1. APPENDIX F (copies for each student)
2. APPENDIX J (copies for each student)
3. APPENDIX M (copies for each student)
4. APPENDIX N (copies for each student)

### C. *Key Vocabulary*

None

### D. *Procedures/Activities*

1. **DAY ONE:** Engage class in discussion to create our own “Island” folklore to preserve our culture, experiences and beliefs in order to teach others about our island.
2. Review four types of folklore, and, through class discussion, revisit their characteristics and their purpose.
3. Have students think about which type of folklore they would like to individually write (a distribution of all four kinds would be the best).
4. Distribute APPENDIX F to all students.
5. Allow students to work on APPENDIX F, and if necessary, to finish it for homework, so everyone is prepared for the next day.
6. **DAY TWO:** In pairs, students are to exchange completed APPENDIX F, and read their partner’s folklore summary, and engage in discussion.
7. Students are to begin their first draft in school and complete it at home after two days.
8. **DAY THREE:** Students form “folklore” groups (fable, legend, folktale and myth groups) and have students rotate papers and read each other’s work.
9. Respond to partners work using APPENDIX M, return and discuss.
10. Students take home Draft #1 and revise according to discussion feedback from their partner and APPENDIX M.
11. **DAYS FOUR AND FIVE:** Students exchange papers and proofread using “Proofreading Checklist” (APPENDIX N).
12. Conference with teacher.
13. After conferencing, begin final draft in school, and complete at home.

14. **DAY SIX:** Create a cover for their stories, and bind into books. Students share their “Island” Folklore.
- E. *Assessment/Evaluation*
  1. Island Folklore Evaluation Sheet and student reflection (APPENDIX J)

## VI. CULMINATING ACTIVITY

- A. Island Folklore

## VII. HANDOUTS/WORKSHEETS

- A. APPENDIX A: The Island Project
- B. APPENDIX B: Folklore definitions
- C. APPENDIX C: A Brief Biography of Robin Hood
- D. APPENDIX D: Folklore – Graphic Organizer
- E. APPENDIX E: Fables
- F. APPENDIX F: Island Folklore Assignment
- G. APPENDIX G: Folktales
- H. APPENDIX H: Folklore Test
- I. APPENDIX I: Myth Presentation – Graphic Organizer
- J. APPENDIX J: Island Folklore Evaluation Sheet
- K. APPENDIX K: Teacher Model (Myth Script)
- L. APPENDIX L: The Life of Aesop
- M. APPENDIX M: Island Folklore Response Sheet
- N. APPENDIX N: Proofreading Checklist

## VIII. BIBLIOGRAPHY

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- K. Paye, Won-Ldy and Margaret H. Lippert. *Why Leopard Has Spots*. Golden, Colorado: Fulcrum Kids.
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## APPENDIX A

### **The Island Project**

The “Island Project” is a simulation curriculum, which engages and captures the imagination of the students, while providing a framework for applying skills and content learned.

The premise of the simulation is that the class, somehow, through a travel mishap land and is stranded on a realistic, but imaginary island and must survive.

Through this premise a variety of social studies topics can be applied – geography and map skills, climate studies, and the study of the social sciences, such as economy, government, and education. The application of language arts is easily integrated through story writing, research and poetry. Collaborative skills are of great importance throughout the project and its creative core allows for a variety of interests and learning styles. Students easily focus on tasks at hand, and ownership brings a great deal of joy and excitement to their learning.

Ask any child who has been through this adventure, and they will tell you that it was a rich and memorable learning experience.

## **APPENDIX B**

Myth, legend, fable, and folktale – this timeless body of literature, handed down by our ancestors, provides us with a view into our collective past. These stories illuminate our past, help us understand the present, and offer guidance for our future. Oral tradition was used as a way to record the history of a people. The four distinct stories considered part of the oral tradition we know as “folklore” each has distinct characteristics and a specific cultural purpose.

### **LEGENDS**

Legends may deal with real people like Robin Hood or King Henry VIII. The stories written about them could have been real because the tale deals with real historical figures. Time erases the line where the true history and legend are separated. The historical facts have been creatively altered to intermingle many valuable precepts that encourage moral conduct and right living. Such narratives have an intermixture of fact that sets them apart from other stories in folklore.

### **FABLES**

The ones that often come to mind first are the fables by Aesop. These stories are short and in the end bring us to the simple truths that often we don’t see in everyday life. Fables are concerned with teaching us valuable truths in simple stories, and usually end with a lesson or “moral”. The characters don’t change. They just learn a valuable lesson that doesn’t change their standpoint. In fact, most of the characters of fables are inanimate objects or animals that are represented with human interests and passions.

### **FOLKTALES**

Folktales deal with adventures, both believable and fantastic of the common “folk”. They are often simple tales of good and evil. Folktales are excellent vehicles for teaching children the values and lessons in behavior, which the storyteller thinks is appropriate.

### **MYTHS**

Myths are ancient and are the oldest stories. They are considered sacred and true by their culture. There are several kinds of myths. “Creation” myths explain the origin of the universe, natural phenomenon or animals and helped alleviate the fear of the unknown and explain the mysteries of the universe. Other myths deal with the escapades of the gods and their great feats of bravery. These stories often have repetitive patterns in which truth is expressed in the form of symbols and allegories to explain the human condition and the reason for human suffering.

## APPENDIX C

### **A Brief Biography of Robin Hood**

Who was Robin Hood?

Everyone has heard of the outlaw who lived in Sherwood Forest, in England. But the stories of Robin Hood are legend, not history. They may have been based on the exploits of a real outlaw, such as the “Robert Hood, fugitive” that are listed in the records of the English courts of 1225. But no one knows for certain whom Robin Hood was, or if he even existed.

In the 14<sup>th</sup> century, ballads (songs that tell stories) about Robin became well known. This version is based on the earliest ballads, but includes much that was added as Robin’s fame grew. By the late 15<sup>th</sup> century, Robin featured as a character in games that were played in May to mark the beginning of summer. Marian and a friar also appeared in the games, and so probably became linked with Robin – Marian as his sweetheart, and the friar as Friar Tuck. By 1600, Robin had become associated (in plays) with Robert, Earl of Huntingdon, who lived during the reign of Richard I (1189-99). Stories of Robin Hood survive because outlaws and rebels are attractive characters, especially those who rob not for gain, but in the cause of justice for common people.

APPENDIX D

FOLKLORE

Graphic Organizer

Name \_\_\_\_\_

Type of Folklore	Definition	Purpose	Story title

## APPENDIX E

### Fables

Name \_\_\_\_\_

Title of Fable \_\_\_\_\_

Write a short summary of your fable:

List 3-5 new vocabulary words and, using a dictionary, write their definitions:

- 1.
- 2.
- 3.
- 4.
- 5.

Who were the characters in your fable? Describe what characteristics or personality they had.

What was the lesson or moral you were suppose to learn from this fable?

How could this moral be used in YOUR everyday life?

**APPENDIX F, PAGE 1**  
Island Folklore Assignment

Name \_\_\_\_\_

**TASK**

Your fellow island citizens want to make sure that their experiences on the island are not lost forever, and what better way to preserve your “island culture” than to write your own FOLKLORE.

We have read and discussed four types of folklore and their purpose, or what they contribute to a culture - LEGEND, FABLE, FOLKTALE and MYTH, now it is time to write a piece of island folklore.

Carefully look at the criteria below BEFORE you start, so you will know exactly what you need to do for this assignment. Afterwards, use the graphic organizer on the other side for the PRE-WRITING of your Island Folklore.

**CRITERIA**

**Visual Presentation**

Word Processed (5)

\*12-14 font

\*double space

\*paragraph indentation

Title Page (5)

\*your name

\*Title of your folklore

\*Type of folklore

\*Date

**Content (30 pts.)**

Type of Folklore (15)

\*Meets characteristics of definition (10)

\*Meets characteristics of purpose (5)

Narrative Elements (15)

\*Plot (5)

\*Setting (5)

\*Character (5)

**Writing Style (35 pts.)**

Appropriate vocabulary

Correct sentence structure

Clarity

Organization

Detailed and specific

3<sup>rd</sup> person pt. of view

Dialogue

**Writing Conventions (25 pts.)**

Correct spelling (SPELL CHECK)

Correct verb tense

Correct paragraphing

Correct use of quotation marks

Correct punctuation

**APPENDIX F, PAGE 2**

**Island Folklore  
Graphic Organizer**

Type of Folklore \_\_\_\_\_

What are the characteristics of this type of folklore?

- 1.
- 2.
- 3.
- 4.

Fill in the character chart below:

<b>Character's Name</b>	<b>Appearance</b>	<b>Behavior? Role? Power?</b>
1.		
2.		
3.		
4.		

What is the setting for your story?

Write a brief summary of your story below:

**APPENDIX G, PAGE 1**

**Folktales**

**Name** \_\_\_\_\_

**Title of Fable** \_\_\_\_\_

**Country** \_\_\_\_\_

List three new vocabulary words and, using a dictionary, write their definitions.

1.

2.

3.

Write a short summary of your folktale.

Who were the characters in your folktale? What mistakes did they make? What was the problem they had to solve? How was their problem resolved?

Find the country of your folktale on the atlas. Where is the country? (Continent? Hemisphere?)

## APPENDIX G, PAGE 2

Using an encyclopedia, find the country and list 3-5 facts you think are interesting:

1.

2.

3.

4.

5.

**APPENDIX H**  
**Folklore Test**

Name \_\_\_\_\_

**1. Write a definition for the following words (11 pts.)**

- a. **Folklore** (5 pts.)
  
- b. **Oral tradition** (2 pts.)
  
- c. **Culture** (2 pts.)
  
- d. **Origin** (2 pts.)

**2. Write the four types of folklore studied and list two characteristics for each, which are unique and different to that type of folklore. (84 pts.)**

<b>Type of Folklore</b> (3 pts.)	<b>List 2 different characteristics</b> (5 pts. each)	<b>Purpose to a culture</b> (5 pts.)	<b>Example</b> (3 pts.)
1.			
2.			
3.			
4.			

**3. Which kind of folklore did you enjoy the most? Why? What else would you like to know about the topic of folklore? (5 pts.)**

**APPENDIX I**  
**Myth Presentation**  
**Graphic Organizer**

Title of Myth \_\_\_\_\_

Group members' names and roles (BE SURE TO INCLUDE AT LEAST ONE NARRATOR)

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Write a summary of your myth below:

List the props you will need for your presentation, and who is responsible for bringing them:

Prop needed	Person responsible

**Have your teacher review and sign your graphic organizer, BEFORE you begin to write your skit.**

\_\_\_\_\_  
Teacher's signature

**APPENDIX I (cont'd)**  
**Myth Script**

Myth Title \_\_\_\_\_

(You must have at least one narrator, and ALL group members MUST have a speaking part.)

<b>Group Member's Name</b>	<b>Character</b>

Write your script below:

**APPENDIX J, PAGE 1  
ISLAND FOLKLORE  
EVALUATION SHEET**

NAME \_\_\_\_\_

TYPE OF FOLKLORE \_\_\_\_\_

**Visual Presentation (10 pts.)**

Word Processed (5) \_\_\_\_\_

\*12-14 font

\*double space

\*paragraph indentation

Title Page (5) \_\_\_\_\_

\*your name

\*Title of your folklore

\*Type of folklore

\*Date

**Content (30 pts.)**

Type of Folklore (15)

\*Meets characteristics of definition (10)

\*Meets characteristics of purpose (5)

Narrative Elements (15)

\*Plot (5)

\*Setting (5)

\*Character (5)

**Writing Style (35 pts.)**

Appropriate vocabulary (5)

Correct sentence structure (5)

Clarity (5)

Organization (5)

Detailed and specific (5)

3<sup>rd</sup> person pt. of view (5)

Dialogue (5)

**Writing Conventions (25 pts.)**

Correct spelling (SPELLCHECK) (5)

Correct verb tense (5)

Correct paragraphing (5)

Correct use of quotation marks (5)

Correct punctuation (5)

Total

COMMENTS:

**APPENDIX J, PAGE 2**

Reflection Sheet

Name \_\_\_\_\_

I chose this type of folklore because:

I enjoyed this unit because... I didn't enjoy this unit because...

I think I did well on...

I had difficulty with...

My goal for my next writing piece will be...

**APPENDIX K  
(Teacher Model)  
Myth Script**

Myth Title \_\_\_\_\_

(You must have at least one narrator, and ALL group members MUST have a speaking part.)

<b>Group Member's Name</b>	<b>Character</b>
	Cupid
	Psyche
	Narrator, admirer

Narrator – Ladies and Gentlemen, now you will see and hear the story of “Cupid and Psyche”. This is the story of a king and queen, their three daughters, Cupid, his mother Venus and their greed and jealousy.

Admirer - Wow! Look at Psyche, she is so beautiful! I have never seen anyone as beautiful. She is even more beautiful than Venus!

Narrator – Venus overheard the people speaking of the beauty of Psyche and became so jealous.

Venus – I am the most beautiful of all. I won't allow some common mortal to be considered more beautiful than I.

## APPENDIX L

### The Life of Aesop

Aesop is known as the most famous fable writer of all history, yet his life is a mystery. We can cautiously say that Aesop was an ugly, mute slave in the sixth century B.C., and that he was known for his ability to craft “fables.” It is said that Aesop met his end in Delphi (in Greece) when he was sentenced to death and pushed off a cliff because he insulted the Delphians.

Today, everyone assumes that Aesop is a teller of fables who teaches morals to children. This Aesop is a modern invention that reflects thousands of years of development. The Aesop who has resulted is a figure of mythical proportions, to whom all fables are ascribed, much as we ascribe all nursery rhymes to Mother Goose, even when these rhymes have a variety of origins.

In ancient times, fables were not designed as moral tales for children. Some were versions of famous fables we all know (“The Tortoise and the Hare”, “The Boy Who Cried Wolf”, etc.) but early fables were more frequently designed to explain the causes of natural phenomenon, and ancient fables are characterized by a hard realism which is at odds with the view of the world that contemporary authors put in the mouth of Aesop.

**APPENDIX M**

**Island Folklore  
Response Sheet**

Writer's Name \_\_\_\_\_

Responder's Name \_\_\_\_\_

Title \_\_\_\_\_ Type of Folklore \_\_\_\_\_

Fill in the chart below:

<b>Characteristic</b>	<b>Yes</b>	<b>No</b>
1.		
2.		
3.		
4.		

Did my storyline (plot) make sense? Could you follow it? If not, what could I do to make it clearer to the reader?

What part did you like the best?

How could I make my story more interesting?

APPENDIX N

**Proofreading Checklist**

**Please complete the proofreading checklist and attach to your Draft #2 BEFORE conferencing with teacher.**

<b>Check</b>	<b>Skill</b>
	Correct Verb Tense
	Punctuation (commas, periods)
	Quotation marks
	Spelling (SPELLCHECK)
	Sentence structure
	Paragraphing