



# Everyone Has a Tale

Goals 2000 - Partnerships for  
Educating Colorado Students

In Partnership with the **Denver Public Schools**  
and the **Metropolitan State College of Denver**

El Alma de la Raza Project



# Everyone Has a Tale

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Grades 6-8

Implementation Time  
for Unit of Study: 3 weeks

Goals 2000 - Partnerships for  
Educating Colorado Students  
El Alma de la Raza Curriculum  
and Teacher Training Project

Loyola A. Martinez, Project Director

El Alma de la Raza Series

# Everyone Has a Tale

## Unit Concepts

- Characteristics of folktales
- Folktales from the Spanish-American tradition
- Comparing folktales from diverse cultures
- Creating folktales
- Dramatizing folktales

## Standards

### Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

## Introduction

All cultures have traditional folktales or legends. These stories have been passed on from generation to generation. Historically, the stories were shared orally. Orally means people told each other these stories—they didn't read them in a book. For hundreds of years stories have been told and retold in this manner.

This practice is a part of the education that parents and children share with one another. Folktales are not only interesting stories, they commonly have a message or lesson for the listener. Even stories told for the sake of entertainment have cultural undertones that shape the views of the listener.

Folktales are common in our culture. Many of us are familiar with "Cinderella" and "Beauty and the Beast"; even "The Little Mermaid" is a well-known story. These stories originated in Europe. In this unit we may refer to those stories, but we are going to explore Spanish-American folktales.

We will be comparing Spanish-American folktales to folktales from other cultures. We'll find out that many are very similar. We're also going to write our own folktales and act them out.

## Implementation Guidelines

It is recommended that this unit be taught in a sixth grade language arts class, but it can be adapted for use up to eighth grade. Although the purpose of this unit is not specifically to enhance reading and writing skills, reading and writing strategies are included to strengthen these skills.

## Instructional Materials and Resources

The following books and resources are required for implementing this unit as written.

*Spanish-American Folk Tales* by Teresa Pijoan de Van Etten  
*A Gathering of Flowers*, edited by Joyce Carol Thomas  
*Cuentos: Tales from the Hispanic Southwest* by Jose Griego y Maestas and Rudolfo A. Anaya  
*Elements of Literature: Introductory Course*, published by Holt, Rinehart and Winston

The following books and resources are recommended for further reference.

*The Myths of Mexico and Peru* by Lewis Spence  
*The Old Wives' Fairy Tale Book*, edited by Angela Carter

## Lesson Summary

Lesson 1	What Is a Folktale? Discusses folktales and literary terminology.
Lesson 2	Fortune Has Smiled upon Me Fortune and the cultural expectation of sharing.
Lesson 3	Reminds Me of a Humorous Story Elements of humor in folktales.
Lesson 4	Bruja The supernatural, wisdom, and honesty; the power of a bruja.
Lesson 5	Amor Comparing a folktale to a short story; how love transcends cultures.
Lesson 6	Wisdom, Courage, and Honesty Hispanic cultural beliefs: honesty is rewarded, wisdom is rare and valuable, and children should care for their parents.
Lesson 7	Folktales from Diverse Cultures Dialect and an African-American folktale.
Lesson 8 (Extended)	Look Ma, No Script Dramatizing folktales.

# Lesson I: What Is a Folktale?

## What will the students be learning?

### STANDARD(S)

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

### BENCHMARK(S)

Students will use information from their reading to increase vocabulary and language usage.

Students will know and use literary terminology.

### OBJECTIVE(S)

The students will understand folktales and their origins.

The students will recognize a link between folktales and the history of their ancestors.

The students will identify vocabulary words related to folktales and elements of folktales.

## What will be done to help the student learn this?

### PRELIMINARY LESSON PREPARATION

Review the Folktales Information Sheet. Use as basis for discussion of folktales and folktale vocabulary.

### INSTRUCTIONAL STRATEGIES

Defining

Paraphrasing

Note taking

Discussion

### ACTIVITIES

Discuss what you already know about folktales, giving examples of folktales with which you are familiar. Then take notes on the Folktales worksheet, while your teacher discusses folktales and folktale vocabulary. Finally, fill out the Literary Terms worksheet.

### VOCABULARY

culture	Traditions and beliefs that are common to an identifiable social group or race
folktale	Entertaining story in oral or written form that has a message or moral for its audience; many folktales are adopted by and adapted to different cultures
tradition	Practice or celebration that occurs on a regular basis in a family or cultural setting
cultural more	Belief that is implied in a culture through actions, not specifically taught verbally
hyperbole	Term used to describe a statement or story that is exaggerated

## Lesson 1 (cont.)

dialect	Refers to the way people talk. Usually dialects are influenced by where people live
orally	Delivered verbally as opposed to in written form
point of view	Whose version of a story we are told

### RESOURCES/MATERIALS

Folktales worksheet

Literary Terms worksheet

Folktales Information Sheet

### ASSESSMENT

Assessment of completeness and accuracy of Folktales worksheet.

# Folktales Information Sheet

## **What is a folktale?**

An entertaining story in oral or written form that has a message or moral for its audience. Many folktales are adopted and adapted across different cultures.

## **What is culture?**

The traditions and beliefs that are common to an identifiable social group or race.

## **What is a tradition?**

A practice or celebration that occurs on a regular basis in a family or cultural setting.

## **What is hyperbole?**

Hyperbole is a term used to describe a statement or story that is exaggerated. Usually there is an element of truth in the statement or story, and only part of it is exaggerated. For example: *It is so hot outside you could fry an egg on the sidewalk!* It may really be hot outside, but not hot enough to fry an egg on the sidewalk.

**What is a dialect?** Dialect refers to the way people talk. Usually dialects are influenced by where people live. Dialect is not an accent; it refers to having a different word for a common item—like a couch.

sofa = divan

front room = living room

lunch = dinner

dinner = supper

## **What is point of view?**

Stories are usually told from the main character's point of view. That means we get their version of the story. For example, if you and your brother or sister were wrestling and broke your mom's favorite lamp, you might tell different stories about how it happened. That doesn't mean that either of you is wrong, it means you see things differently.

# Folktales

What is a folktale?

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What folktales have you heard before?

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What is culture?

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What are traditions?

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Can you give an example of a tradition in your culture?

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What does the term “oral tradition” mean?

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Give an example of an oral tradition.

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# Literary Terms

These are some terms you will run into as we read folktales.

## Hyperbole

Hyperbole is a term used to describe a statement or story that is exaggerated. Usually there is an element of truth in the statement or story, and only part of it is exaggerated. For example: *It is so hot outside you could fry an egg on the sidewalk!* It may really be hot outside, but not hot enough to fry an egg on the sidewalk.

Now, you make up a statement the stretches the truth:

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## Dialect

Dialect refers to the way people talk. Usually dialects are influenced by where people live. Dialect is not an accent, it refers to having a different word for a common item—like a couch.

Sofa = divan

Front room = living room

Lunch = dinner

Dinner = supper

Give an example of dialect you have heard:

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## Point of View

Stories are usually told from the main character's point of view. That means we get their version of the story. For example, if you and your brother or sister were wrestling and broke your mom's favorite lamp, you might tell different stories about how it happened. That doesn't mean either of you is wrong, it means you see things differently.

Who tells the story of "The Three Little Pigs"?

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How might the story change if the wolf were telling the story?

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## Lesson 2: Fortune Has Smiled upon Me

### What will the students be learning?

#### STANDARD(S)

Students read and understand a variety of materials. (RW1)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students read and recognize literature as a record of human experience. (RW6)

#### BENCHMARK(S)

Students will use comprehension strategies.

Students will make connections between prior knowledge and what they need to know about a topic before reading about it.

Students will use information from their reading to increase vocabulary and language usage.

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

Students will read literature to investigate common issues and interests in relations to self and others.

#### OBJECTIVE(S)

The students will read and understand Spanish-American folktales.

The students will be able to identify the cultural themes of fortune, hope, and sharing.

The students will use information from the stories to complete the worksheet.

#### SPECIFICS

This lesson focuses on four folktales that express the Hispanic cultural belief that fortune is to be shared. In “The Dead One Fell” the character is told that if he does not share his new found fortune with his family and village he will lose it. In “Leticia’s Turtle” the mother’s blatant refusal to include the indigent old lady results in the loss of a wonderful meal for her family. In “Christmas Story of the Golden Cockroach” the message about sharing is implied.

### What will be done to help the student learn this?

#### INSTRUCTIONAL STRATEGIES

Independent reading

Questioning

Summarizing

Free writing

Collaborative learning

## Lesson 2 (cont.)

### ACTIVITIES

The teacher writes on the chalkboard or overhead: "If I won the lottery I would...." Write for five or ten minutes and then share your writing.

Read the story "The Dead One Fell" from *Spanish American Folk Tales* by Teresa Pijoan de Van Etten. When finished, one student should summarize the story in his or her own words. Compare your writing to the story. Discuss how many students said they would share their new-found fortune and how many may have changed their minds after reading the story. Ask the question, "What is to be gained by sharing?"

Next read the story "Leticia's Turtle" from *Spanish American Folk Tales* by Teresa Pijoan de Van Etten. After reading and discussing "Leticia's Turtle," free write about what fortune you possess (family, friends, etc.).

Discuss ideas of fortune and shared wealth. Read the short story "Christmas Story of the Golden Cockroach" from *A Gathering of Flowers*, edited by Joyce Carol Thomas. In groups of 3-4, complete the Comparing the Tales worksheet.

### VOCABULARY

fortune	Luck, chance, the good or bad that happens to people
appreciation	To find value
wealth	Riches, abundance
community	A society of people, people living in the same area

### RESOURCES/MATERIALS

*Spanish-American Folk Tales* by Teresa Pijoan de Van Etten

*A Gathering of Flowers*, edited by Joyce Carol Thomas

Comparing the Tales worksheet

### ASSESSMENT

Assess completeness and accuracy of the Comparing the Tales worksheet. Except for the comparison chart, complete sentences should be used.

# Comparing the Tales

Using the chart below tell how the tales are similar and different.

		Leticia's Turtle	The Dead One Fell	Golden Cockroach
Main Characters	Same			
	Different			
Setting	Same			
	Different			
Ending	Same			
	Different			

## Comparing the Tales (cont.)

How is the story realistic?

Letitia's Turtle \_\_\_\_\_

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The Dead One Fell \_\_\_\_\_

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Golden Cockroach \_\_\_\_\_

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How is the story unrealistic?

Leticia's Turtle \_\_\_\_\_

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The Dead One Fell \_\_\_\_\_

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Golden Cockroach \_\_\_\_\_

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How many people in your group would risk the thousands of cockroaches just to breed the golden cockroach? \_\_\_\_\_

Why? \_\_\_\_\_

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Why not? \_\_\_\_\_

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# Lesson 3: That Reminds Me of a Humorous Story

## What will the students be learning?

### STANDARD(S)

Students read and recognize literature as a record of human experience. (RW6)

### BENCHMARK(S)

Students will know and use literary terminology.

### OBJECTIVE(S)

The students will recognize humor and irony in the stories.

The students will further recognize the coyote's attempt to improve the lives of the town folk.

### SPECIFICS

This lesson explores elements of humor. The authors of these stories have used unexpected and ironic endings. In "The Leaf Monster," the author paints a humorous picture by covering the coyote in honey, dirt, and leaves. In "The Mare," the author uses an unexpected humorous ending. In "The Prayer," the author sets up an ironic twist in which the Father cannot warn his parishoner of the blessing befalling him—or he will be found out. Once the students can identify these humorous events/elements in the first three stories, they should be able to identify the same elements in "Chicoria" and "The Headstrong Woman."

## What will be done to help the student learn this?

### INSTRUCTIONAL STRATEGIES

Discussion/think aloud

Independent reading

Group reading

Collaborative learning

Determining importance in text

### ACTIVITIES

As a class, define humor. Share humorous stories and try to identify what makes them funny. Read the stories "The Leaf Monster," "The Mare," and "The Prayer." Complete the Oh, Those Funny Folktales worksheet. In groups, read the stories "Chicoria" and "The Headstrong Woman." Identify the elements of humor in each story.

### VOCABULARY

solution	Answer to a problem
frustration	Feeling of being stuck, not able to proceed
monastery	House for monks
mesa	Flat-topped mountain
distressed	Affected by misfortune
humiliating	To humble or mortify
frenzied	Agitation of the mind

## Lesson 3 (cont.)

### RESOURCES/MATERIALS

*Spanish-American Folk Tales* by Teresa Pijoan de Van Etten

*Cuentos: Tales from the Hispanic Southwest* by Jose Griego y Maestas and Rudolfo A. Anaya

Oh, Those Funny Folktales worksheet

### ASSESSMENT

Assess worksheet for complete and accurate answers, use of formal language and grammar, and identification of the elements of humor.



# Oh, Those Funny Folktales

## The Leaf Monster

1. What surprised you about this tale? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Did you think this tale was funny? Explain your answer. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What is the moral or message in this story? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Why did the coyote roll around in the dirt and leaves? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Why did the coyote run around causing such mischief? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## The Mare

6. What surprised you about this tale? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Oh, Those Funny Folktales (cont.)

7. Did you think this tale was funny? Explain your answer. \_\_\_\_\_

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8. What is the moral or message in this story? \_\_\_\_\_

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9. Why did the farmer use the mare? \_\_\_\_\_

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10. Why was it funny that the farmer said “Thanks be to God” on the edge of the cliff?

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### The Prayer

11. What surprised you about this tale? \_\_\_\_\_

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12. Did you think this tale was funny? Explain your answer. \_\_\_\_\_

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## Oh, Those Funny Folktales (cont.)

13. Why did the man visit the church every morning? \_\_\_\_\_

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14. How does the author let the audience know what will happen? \_\_\_\_\_

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15. Why couldn't the priest tell the man to watch out? \_\_\_\_\_

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16. Which of these stories did you like best? \_\_\_\_\_

Why? \_\_\_\_\_

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**Define the following words and use them correctly in a sentence.**

**Solution** \_\_\_\_\_

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**Frustration** \_\_\_\_\_

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## Oh, Those Funny Folktales (cont.)

Monastery \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mesa \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Distressed \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Humiliating \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Frenzied \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 4: Bruja

## What will the students be learning?

### STANDARD(S)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)  
Students read and recognize literature as a record of human experience. (RW6)

### BENCHMARK(S)

Students will use information from their reading to increase vocabulary and language usage.

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

Students will read literature to investigate common issues and interests in relations to self and others.

### OBJECTIVE(S)

The students will interpret the message of the story and apply it to their writing.

The students will identify how the message of the story relates to other cultures.

The students will identify symbolism in the story and interpret the meaning.

The students will demonstrate their understanding of the vocabulary and the stories in their own writing by utilizing the ideas of the supernatural, superstitions, and symbols.

### SPECIFICS

This lesson focuses on the supernatural, superstitions, and symbols. All of the stories describe a supernatural event. Through these events, the folktales drive home the values of wisdom and honesty.

Two stories feature a *bruja* (witch). They have an owl as a symbol. An owl is usually a symbol of wisdom and of seeing (the future/far off) because of their keen eyesight. An owl is also a fierce opponent. Both of these attributes cause a fear of the *bruja*—especially if she can change into an owl. The final story has the most sophisticated message. The story teaches not only wisdom, but respect for others.

## What will be done to help the student learn this?

### INSTRUCTIONAL STRATEGIES

Shared reading

Discussion

Prediction

Independent reading

Character analysis

Writing

## Lesson 4 (cont.)

### ACTIVITIES

Read the story “The Mule.” After reading about the mule and Pedro switching places, stop reading and predict what will happen in the story. After you have completed the story, brainstorm as a group the advantages and disadvantages of switching places with someone or something. The teacher will record your answers on the chalkboard. Why do you think the idea of switching has fascinated people in many different cultures? Numerous movies have been made about this kind of supernatural swap (*Freaky Friday* and *Vice Versa*, for example). Brainstorm other examples of this kind of story.

Next, read “Owl Wishes.” This story still fits into the supernatural genre, but in a different category. Then read “The Dance of the Owls.” As a class or in groups, compare the owls in each story. Was the *Bruja* the owl that awoke the woman? What is the significance of the owls? What do they symbolize? How does bold honesty serve each of the main characters?

Lastly, read “The Man Who Knew the Language of All Animals.” Write about possessing the gift of talking to the animals. Give examples of the pros and cons of such a gift.

### VOCABULARY

supernatural	Something that is above nature, miraculous
superstition	A belief held without reason (logic or proof)
symbol	Something that represents something else (example: the American flag is a symbol of freedom)

### RESOURCES/MATERIALS

*Spanish-American Folk Tales* by Teresa Pijoan de Van Etten

*Cuentos Tales from the Hispanic Southwest* by Jose Griego y Maestas and Rudolfo A. Anaya

### ASSESSMENT

Assess participation in discussion and character analysis. Writing assignment should exhibit comprehension of stories, accurate use of vocabulary, and the elements of supernatural stories (miraculous events, symbolism).

# Lesson 5: Amor

## What will the students be learning?

### STANDARD(S)

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

### BENCHMARK(S)

Students will use comprehension strategies.

Students will read literature to investigate common issues and interests in relations to self and others.

### OBJECTIVE(S)

The student will identify the moral of the story and compare to a short story.

The students will recognize that love and our insecurities of appearance transcend cultural boundaries.

### SPECIFICS

In these stories, the authors have shared their experiences of love and “first love” and have offered a record of the human experience as being pretty much the same. We all get sweaty palms when we talk to the neat girl or boy.

## What will be done to help the student learn this?

### INSTRUCTIONAL STRATEGIES

Independent reading

Discussion

Comparison/contrast

### ACTIVITIES

Independently read “Fabiano and Reyes” in *Cuentos: Tales from the Hispanic Southwest* by Jose Griego y Maestas and Rudolfo A. Anaya, and “First Love” in *A Gathering of Flowers*, edited by Joyce Carol Thomas. Brainstorm possible messages in the stories. Compare the realism of the stories—one is more of a fairy tale and the other is more of a memoir. Complete the I Love Pizza worksheet.

### RESOURCES/MATERIALS

*Cuentos: Tales from the Hispanic Southwest* by Jose Griego y Maestas and Rudolfo A. Anaya

*A Gathering of Flowers*, edited by Joyce Carol Thomas

I Love Pizza worksheet

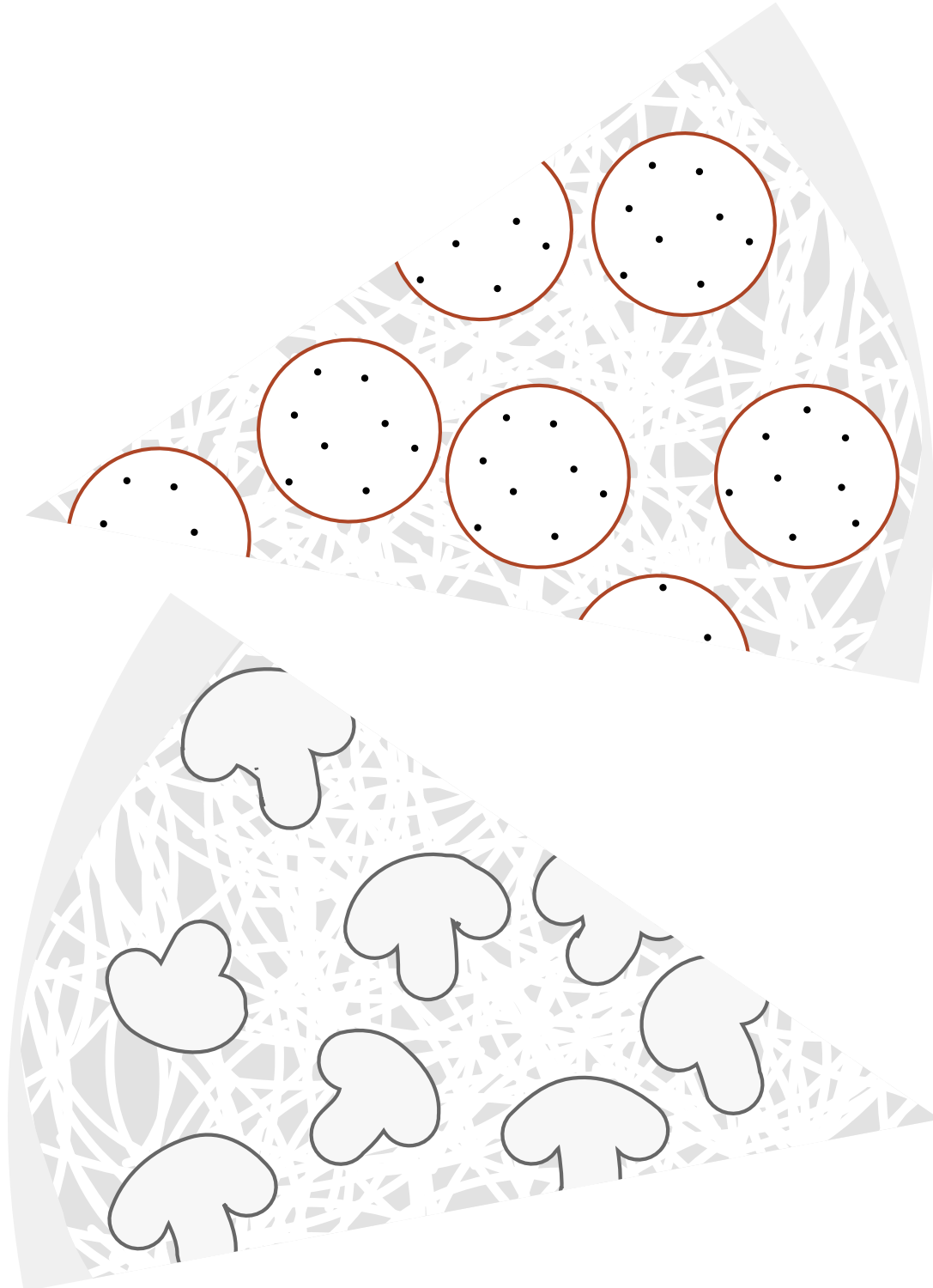
### ASSESSMENT

Assess worksheet for accuracy and completeness.

# I Love Pizza

Using these slices of pizza, compare and contrast the two stories.

Write everything that was similar on the cheese and the crust; write everything that was different on the pepperoni and the mushrooms.





# Lesson 6: Wisdom, Courage, and Honesty

## What will the students be learning?

### STANDARD(S)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

### BENCHMARK(S)

Students will make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing.

Students will recognize, express, and defend points of view orally and in writing.

### OBJECTIVE(S)

The student will independently identify messages in folktales.

The students will choose a story and defend the value presented in the tale as the most important in life.

### SPECIFICS

These tales represent the Hispanic cultural belief that honesty is rewarded, wisdom is rare and valuable, and the expectation that children should care for their parents.

## What will be done to help the student learn this?

### INSTRUCTIONAL STRATEGIES

Independent reading

Analyzing

Determining importance in the text

Defending a point of view

### ACTIVITIES

Read “The Force of Luck,” “Words of Wisdom,” and “The Boy and His Grandfather” from *Cuentos: Tales from the Hispanic Southwest* by Jose Griego y Maestas and Rudolfo A. Anaya. In groups of 3–4, discuss the stories and identify the cultural values expressed in each story. Individually, write about which of the three values highlighted in these stories you think is the most important. Divide into three groups, one defending the importance of each value. Discuss your position with the others in your group, then have a debate between the groups.

### RESOURCES/MATERIALS

*Cuentos: Tales from the Hispanic Southwest* by Jose Griego y Maestas and Rudolfo A. Anaya

### ASSESSMENT

Assess writing and participation in the debate.

# Lesson 7: Folktales from Diverse Cultures

## What will the students be learning?

### STANDARD(S)

Students read and recognize literature as a record of human experience. (RW6)

### BENCHMARK(S)

Students will read literature to investigate common issues and interests in relations to self and others.

Students will read literature that reflects the uniqueness, diversity, and integrity of the American experience.

### OBJECTIVE(S)

The students will identify folktale characteristics in tales from diverse cultures.

The students will compare and contrast these tales and their characteristics with the Spanish-American tales.

## What will be done to help the student learn this?

### INSTRUCTIONAL STRATEGIES

Independent reading

Discussion

Creative writing

### ACTIVITIES

Read “How the Snake Got Its Poison: An African American Folk Tale,” retold by Zora Neale Hurston in *Elements of Literature*, p. 546. Complete the What’choo Talkin’ ’Bout? worksheet. Discuss the use of dialect (refer back to the Folktale Information Sheet in Lesson 1). Identify your own dialect. Consider what the story would have been like if it had been written without dialect. Would it be as effective? Write a tale about how the armadillo got its armor, using your own dialect.

### VOCABULARY

dialect

Having different words for common items than the words used in the standard form of a language

### RESOURCES/MATERIALS

*Elements of Literature: Introductory Course*, published by Holt, Rinehart and Winston

Folktale Information Sheet (Lesson 1)

What’choo Talkin’ ’Bout? worksheet

### ASSESSMENT

Assess worksheet for completeness, accuracy, and creativity.

# What'choo Talkin' 'Bout?

In the tale “How the Snake Got Its Poison,” the writer used a cultural dialect to give the story flavor, or authenticity. The dialect made the story more interesting.

Give three examples of the dialect from the story.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain the meaning of each phrase or word.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What'choo Talkin' 'Bout? (cont.)**

What dialect do you use daily with your friends? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

With your family? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would this story have been as interesting if it were told in formal English? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

On the back of this paper, write a short tale about “How the Armadillo Got Its Armor.”

# Lesson 8 (Extended): Look Ma, No Script

## What will the students be learning?

### STANDARD(S)

Students write and speak for a variety of audiences. (RW2)

### BENCHMARK(S)

Students will write and speak to peers, teachers, and the community

Students will prepare written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/ contrast, problem/solution, and narration.

### OBJECTIVE(S)

Students will determine what storyline is most appropriate for a skit.

Students will write or rewrite a story in order to create a skit using appropriate strategies.

Students will present this skit to an audience of their peers and teacher.

## What will be done to help the student learn this?

### INSTRUCTIONAL STRATEGIES

Independent production

Cooperative reading

Cooperative learning

### ACTIVITIES

In groups of 4–5, read one another’s tales. Once you are familiar with all the stories, select a story to adapt for a short presentation. Create and present to the class a short skit based on the selected story.

### RESOURCES/MATERIALS

props for skits

### ASSESSMENT

Have the groups do a self-evaluation and then evaluate the performances of the other groups. Ask questions such as: Did the action fit the story? Did you understand what was going on in the story? Did the group work together or did they argue about the skit , including when presenting it to the rest of the class?

# Unit Assessment

## How will students demonstrate proficiency?

### PERFORMANCE TASK

The teacher will review the types of folktales studied and the basic building blocks of a folktale. Choose a type of tale you enjoyed (humorous, clever, magical, etc.) and create your own folktale based on that type. Plan the story and outline as necessary. Create a rough draft that can be proofread and evaluated by peers. Publish the folktales in a class book.

### Building Blocks of a Folktale

1. Message (Honesty, sharing, get home before dark, etc.)
2. Characters
3. Setting
4. Plot
5. Grammar and mechanics

### SCORING RUBRIC

#### Type of Folktale

4. The story clearly and specifically follows the structure of a humorous, clever, mystical, or fortune tale. The tale is identifiable.
3. The story has characteristics of one type of folktale.
2. The story has characteristics of more than one type of tale and is ambiguous.
1. The story has no characteristics of any of the folktales.

#### A Message

4. The message is clear and identifiable.
3. The message is implied.
2. The message is ambiguous.
1. The story has no message.

#### Characters

4. The story has clear, identifiable characters that are pertinent to the plot.
3. The story has identifiable characters that are not developed or unnecessary.
2. The story has undeveloped characters that help the story.
1. The story has unnecessary and one-dimensional characters.

#### Setting

4. The story has a well-developed setting the reader does not have to create.
3. The story has some setting but it is implied.
2. The story has marginal setting development.
1. The story has no setting.

## Unit Assessment (cont.)

### Plot

4. The story has an identifiable plot that carries the message.
3. The story has some plot that helps send the message.
2. The story has a plot, but it is not related to the message.
1. The story has no plot.

### Grammar and Mechanics

- 4 The errors are few and infrequent.
- 3 The errors are more frequent.
- 2 The errors do not inhibit the reader, but make the story choppy.
- 1 The errors inhibit the reader.

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## About the Author

Amanda Dibbern is a Colorado native. She was born and raised in Denver. She attended the Denver Public Schools and graduated from Abraham Lincoln High School. She attended the University of Denver and Metropolitan State College of Denver. She graduated from Metro with a B.A. in English and Technical Communications. After exploring advertising, art, film, and writing, she settled on teaching. Teaching had been her direction from the time she was a teenager, but she stopped to try a few other ideas along the way.

Amanda spent three years as an adult instructor in the corporate world prior to teaching in the Denver Public Schools. She has always felt the need for a higher goal in her work. She felt that making sure employees had all the knowledge and tools for their job was an important goal, but preparing young minds for life is an even more important vocation. That was also the draw for Alma de la Raza. This project gave Amanda an opportunity to find a way to reach more kids in her classes, help them find themselves in their studies, and find a reason to succeed.