

Playing with Folktales

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Introduction

Once upon a time there lived a little girl named Beth. She had two older brothers and a younger sister and her family was very poor. They moved around a lot so their father could find work, but the jobs did not last long and the family kept moving. The family was so poor the children had no toys and the evil mother would send them to play outside where she did not have to see them or hear them. Poor Beth hated going outside because she was so frightened of the butterflies and the other children. One day she ran far away. She came to a cute house where a kind family lived. They welcomed her in and fed her and played with her. But when her mother sensed she was having fun, she found her and made her return home. The evil mother made the family move to Jordan. She had an evil plan to sell Beth and her sister for some camels, goats and a few dinars, but the father would not allow it. Next, she tried to leave the girls at school. When that did not work she decided the family would move and she would not tell the little girls. One of the brothers overheard her sinister plan and saved the girls, making sure their bags were packed, their passports were ready and they were on the plane to their next home. Eventually, the girls grew up, got married and lived happily ever after. This is an example of the types of stories my mother would tell us and, of course, most of it is made up.

My mother loved to tell us the story of Hansel and Gretel because she said that she and my father were trying to lose me and my siblings every time we moved to a new country, but their plan never worked. Of course, we knew she was kidding. She loved telling stories, which was one of the ways she played with us.

Growing up we traveled and lived in other countries because of my father's job with the State Department. We learned about different cultures. To keep me and my sister occupied my mother was always telling us stories; stories about when we were babies, stories about when we were kids, stories about when we were teenagers and now she tells my children those same stories and she still uses the same silly, playful tone when she tells them. With travels to such interesting places, my mother never has a shortage of stories to tell us and many strangers she has met along the way.

Every summer or so, my family would return to the United States and visit relatives. We would pile into a car, drive up the east coast from Miami to Long Island stopping periodically to visit relatives. We timed our visits so that we could spend a week at the beach with my mom's side of the family. One of my mother's sisters is a nun and they

had a convent near the beach until Hugo destroyed it. Each nun signed up for a week when their families could use the house. All of my mom's siblings would arrive at the house, usually about 20 people, and spend the week there. During the week, everyone sat on the porch in rocking chairs and reminisced about their childhood. These stories are some of my most vivid and precious memories of my grandparents, aunts, uncles and cousins. We did not see my relatives often and these stories became my strongest connection to them. These kinds of stories are our connections to the past and help mold who we become in the future.

Through this seminar I realize that storytelling has played an important part in my life; however, reading did not come easily to me.

As a child, my parents would read to my sister and me, but I struggled with reading in school to the point of hating it. Reading was a chore, and I was always placed in the low reading groups. My younger sister, however, was a fluent reader and often chosen to be the narrator in school plays. One summer on a long car trip, my sister was flying through the pages of Margaret Mitchell's classic novel *Gone with the Wind*, while I read *The Day No Pigs Would Die* at a painstakingly slow pace. To make matters worse, everyone in my family read. We were encouraged to read on long plane flights and on long car trips of which there were many. But one day, who knows which normal, ordinary day, it clicked and reading became a pleasurable activity, an escape from reality. I now love reading and books.

I became a teacher to help children that struggled with reading. I wanted them to know it is okay to hate reading. I am very open with students about how I hated to read because it was hard work and how I was also a very slow reader. I explain that with repetition and lots of practice they too will start reading more easily. I taught 6th grade language arts, but left the classroom when my parents divorced after 33 years of marriage. I still felt passionately about reading so while I stayed home with my daughters I went back to school to become a librarian. I have been a librarian for 6 years and really love my job. My goal is still the same: to help children find books they will enjoy in order to foster a love of reading.

Background

I am a media specialist at an elementary school with over 1,200 students and a fixed schedule with double classes. The fixed schedule and double classes have created unique obstacles to implementing the unit. Whenever I plan for my classes I must think about activities that lend themselves to large groups of students and I must take into account that I have roughly 20 minutes for the lesson because the students need time to check out books. Therefore, my activities tend to be short and I typically do not have activities carry over from week to week. This unit will be a departure from that model and I am sure that as I implement it I will need to make modifications. I will focus primarily on 5th grade;

however, I will include ways to differentiate activities for the younger grades, K-2 and 3-4. One of my biggest challenges as a librarian is trying to focus the lessons. There are so many possibilities and it is very easy to lose focus. I also like to expose the students to as many different types of books as possible in hopes that they will find a subject or genre or author that they want to read. With over 14,000 books in the collection, I feel it is my job to show them as many different books as possible. I have included an extensive bibliography of resources that align with objectives of this unit.

So, what is folklore? Folklore is a collection of stories, poems and songs that have been passed down through the generations to explain natural phenomenon, teach morals and ethics, share and pass down important customs and cultures and entertain while doing so. For the purpose of this unit, we will divide folklore by regions of the world. Folklore can be divided into the following categories: fables, myths, legends, tall tales, fairy tales and folktales. Fables are short stories that teach a lesson or have a moral; often the characters are animals. Myths are stories that explain the natural world. Legends use real historical figures in fictional settings and plots. Tall tales are traditionally North American and include an explanation of the United States landscape through exaggeration and bigger than life characters. Fairy tales are traditionally European, involve royalty and magical elements. Folktales are stories that include animals and make fun humans with their weaknesses.

Teachers know that students learn best when they are having fun and actively engaged in learning; therefore incorporating play into lessons will make learning more fun. However, play is as varied as folklore, but essentially involves occupying oneself in amusement, sport or other recreation. Throughout the unit we will try to bring a playful aspect to learning by incorporating fun activities, playing games and using our imagination while we learn about folklore from around the world.

Objective

As I thought about the unit, I started thinking about the importance of storytelling and how it has been connecting human beings since the beginning of time. Storytelling is how we learn about each other and as children it is through play and stories that they learn. So I want to combine play, folktales and storytelling. Children play with each other in the context of a story and this allows them to create bonds. During the seminar we discussed the different ways boys play and girls play and used *Tom Sawyer* and *Little Women* as the quintessential examples of childhood and play in American literature. As we learned from the readings and our discussion, boys and girls play differently and yet it is vital to their socialization and their education as they journey to adulthood.

Folktales began as a way to teach and entertain. Storytelling is an important part of culture, from its earliest inception as stories shared orally around a fire to explain phenomenon in nature to its current format in books. Now with the prevalence of

technology individuals share their stories through the means of social media. The goal of this unit is to learn about different types of folktales. Students will read folktales from different countries and engage in playful activities as they learn about the world around them.

Strategies

The first folktale we will read to introduce the unit is *A Story, A Story* by Gail E. Haley because it is an explanation of how humans got stories. It is the story of how Anansi, the spider man, is able to outsmart the leopard, the hornet and the fairy that men never see in order to get the stories from the Sky God. There is a version that can be viewed on YouTube and is better suited for younger audiences. The 3rd and 4th grade students can visit the author's website, www.gailehaley.com, to explore her other folk tales as well as her work as a puppeteer.

Continuing to explore Africa, we will read Anansi folktales which originated in Western Africa. We will read, perform and watch a variety of Anansi stories, including *Anansi and the Magic Stick*, *Anansi and the Talking Melon*, *Anansi Does the Impossible*, *Anansi Goes Fishing*, and *Ananse's Feast: an Ashanti Tale*. After each folktale, students will be asked to explain the point of the stories and how Anansi played the other animals with his constant tricks. The 5th grade students will adapt an Anansi story into reader's theater scripts. Using props and costumes, students will perform their stories and if possible I will try to get younger classes as an audience. After the plays, we will analyze the common themes in the story using a Venn diagram. With the younger students, we will visit PBS Kids' Africa and explore Africa with Anansi the spider.

To extend the lessons to informational text and to utilize research skills, 4th and 5th graders will explore the customs of tribes in Africa, such as the Maasai, the Ashanti, the Bakongo, the Bushmen of the Kalahari, and the Zulu. The students will use reference materials to research the different tribes and find information about their customs and rituals, where they live today, and if their customs have changed and how they changed. However, to incorporate play, the students will need to learn about a game played by the children of the tribe.

For younger students I would create a class passport and as we visit each country stamp the passport with a visa, the dates of travel to the country, basic facts about the country researched by small groups using reference materials and appropriate websites and include what they learned about each country. On a map of the world, we will track our exploration using a world map and an airplane. We will visit the PBS Kids' Africa website for a tour of Africa with Anansi. We will finish the trip to Africa with a game, *I went to Nairobi, Kenya and I took...* Students will be encouraged to take things that are useful or that we might find in Kenya (ex. a camera, a net, a passport, a book, etc.). When

the first students makes a mistake in the list, let the last student that repeated the list correctly choose a new destination in Africa, allowing them to use a map.

Next, we will read folktales from Asia. We will start in the Middle East by reading *Tunjur! Tunjur! Tunjur!: A Palestinian folktale*. Next, it's off to China with *The Empty Pot* and *The Hunter: a Chinese folktale*. The trip continues to Southeast Asia with *Children of the Dragon: selected tales from Vietnam* and *Nine-in-one grr! grr!: A folktale from the Hmong people of Laos*. Then, we are headed to India with *Once a Mouse-: a fable cut in wood* and *Seven Blind Mice*. Finally, we visit Japan with *Three Samurai Cats* and *The Boy who Drew Cats*. Again, students will explore the folktales through a variety of playful strategies like reader's theater, listening to the folktale and watching a video of the folktale. Again the 5th grade students will explore the games of each country. From China, students can play Catch the Dragon's Tail or the Chopstick Game. Instructions for the games can be found at www.activityvillage.co.uk/traditional_chinese_games.htm.

The travels continue to Europe where we will learn about the work of the Grimm Brothers and Hans Christian Andersen. Students will work in two groups to research the lives of the Grimm brothers and Hans Christian Andersen. Using a graphic organizer, student will collect specific information about them, such as when they were born, where they were born, what were some of their accomplishments, and other interesting facts about them. When each group finishes, we will compare and contrast them using a Venn diagram. I want students to understand that the Grimm brothers and Hans Christian Andersen were trailblazers at a time when stories were passed down by word of mouth. They were collecting these oral traditions and publishing them so they would not be forgotten and lost to the generations to come.

A fun book to share with students is Kevin O'Malley's *Once upon a Cool Motorcycle Dude*. After reading the fairytale, I would have the students explain why they thought the brothers collected and published such stories for children. Giving the students certain elements, have them play with the roles of characters in fairytales by writing a new fairytale using certain elements but changing the characters. For example, students will draw the setting, conflict, and three typical characters from a hat. Using a graphic organizer to create a sequence of events, they must write a fairytale that includes the elements but they need to play with the character's personality traits or the traits associated with gender. I want students to have freedom to explore and be creative with their stories. I will give them the option to work alone, with a partner of the opposite gender or in small groups. When they finish, students can volunteer to share their fairytale. The activity will end with a discussion of gender stereotypes as related to the elements of fairytales.

With younger students, we will read *The Brave Little Tailor*, *The Bremen Town Musicians*, *The Elves and the Shoemaker*, *The Frog Prince*, and *Hansel and Gretel*, each retold from the original Grimm fairytale. From the collection of Hans Christian Andersen,

we will read *The Emperor's New Clothes*, *The Little Mermaid*, *The Princess and the Pea*, *The Ugly Duckling*, and *Thumbelina*. The reason I want to read so many is because I often assume that the children know these very common fairytales and, in fact, I have found that many have not heard these stories or instead, they have seen them on TV and not heard them told. Too often children's images of fairytales are tied to Disney and I want to free them to have a different image of Cinderella and Ariel, the little mermaid. This is my opportunity to show them that books are better than movies because we engage our imaginations to create the characters, the setting and the plot. We are the directors when we read books.

Next, the 5th graders will watch an excerpt from Walt Disney's Cinderella. Then they will read a "Cinderella" story from another country or just a different version of the story. When they finish, they will complete a worksheet about their version of Cinderella. Small groups will adapt a Cinderella story from another country into a reader's theater and perform it for their classmates, videotape it, or perform it for younger grades. Small groups will read a Cinderella story from another country and then create a promotion for their version. They will need to use persuasion to get the class to want to read their version of Cinderella. They can write a book talk, create a movie trailer, create a poster using glogster or even create a profile for their Cinderella for facebook, including a profile, friends, and posts.

Last in our travels we will head home with tall tales. I want students to learn the elements of tall tales and how the importance of exaggeration in the story. I believe that we Americans sometimes still view ourselves with these exaggerated characteristics. It is part of our "story" and how such a young country became so powerful. I want students to create a self portrait with exaggerated characteristics. I want them to play with their perception of themselves. We will turn ourselves into bigger than life characters.

For older students I will have them create a tall tale about themselves. They will start with the character they created of themselves and I will add an element of surprise by giving them a geographic feature. They will need to explain how they created the geographic feature. At the end of the story, students will include some interesting facts about the place. I may have them do natural wonders and manmade wonders around the world giving them a chance to research and learn more about the feature. For example, students might write about how they created the pyramids, the Great Wall of China, the Eiffel tower, the Bering Straits, the Nile, and Lake Managua.

Another playful way to expose students to folktales is through dress up and character analysis. For younger students this would mean allowing them to dress like animals and explore animal traits and characteristics. For older students it would be exploring the character traits of different characters in a folktale. For example, how do you act when you are a stepsister and why, how do you act when you are the stepmother and why, how do you act when you are Cinderella and why, and how do you act when you play the role

of fairy godmother. Then, change roles and personality traits and see how the stories change. Cinderella lends itself to these types of character analysis.

Finally, students will create a folktale using the <http://myths.e2bn.org/create/> website. They will begin by planning using graphic organizers. They will work in small groups or with a partner to create an original folktale. With older grades, I would have them each create their own myth using the site. With younger grades, we could create a myth together. Another resource to use with students is Jane Yolen's myth writing workshop, at http://teacher.scholastic.com/writewit/mff/mythswshop_index.htm. The website includes step-by-step instructions, a teacher's guide, a booklist and links to other sites to explore myths. Scholastic has several resources to use with students that cover myths, folktales, and fairy tales.

For older grades, they will choose a folktale and adapt it into a cartoon. They can use pen/paper or they can use PowerPoint, the myth creating website, comic creator website or the comix website. We will go through the writing process, starting with brainstorming, editing, peer editing, final draft and publication. The students will be given a rubric to guide their work and understand how the products will be assessed.

Classroom Activities

Activity 1: Playing with Anansi

The objective of the lesson is to have students create and perform a reader's theater script of an Anansi folktale. They will perform the play for their classmates.

Lesson 1

I will read *Anansi and the Magic Stick* while students follow along with a script I have already prepared. Students will see the format of the script. Then, we will discuss the elements of a script, which include a cast of characters, setting, dialogue, and the stage directions. Finally, I will ask for volunteers to demonstrate the importance of expression.

Lesson 2

Students will perform the reader's theater. There are 8 parts- Anansi, 2 narrators, Rhino, Lion, Warthog, Hyena, Cheetah. Remind the volunteers to perform their part with the appropriate expression and actions, use a loud voice and pay attention. As they perform, we will discuss the importance of using the proper emotions and expressions when reading the lines. Students that are the audience will create a list of props that we could use during the performance that would enhance the play. Then, we will let another 8 students perform the story. For this performance I will add a new part- the magic stick. This is a nonspeaking part, but very important as it adds a comedic element to the story.

Lesson 3

Students will be grouped to work on a script. Each group will work on a different Anansi folktale.

Group 1: Anansi Goes Fishing

Group 2: Anansi and the Talking Melon

Group 3: Anansi and the Moss-Covered Rock

Group 4: Anansi's Party Time

The groups will need to read the folktale first. Then, they will adapt the folktale into a script. They may need two library sessions to complete the script. Then, they choose their roles and practice the play before they perform it for the class.

Lesson 4

Each group performs their Anansi folktale. They will be videotaped so we can watch it. I will also show it to younger grades. After watching themselves, they will critique their performance.

Activity 2: *Headline: Disney World's Cinderella's Castle gets a new ride*

I love Disney World and in particular I love the rides. The castle is impressive, but as you get closer you realize that it is simply a very disappointing walkway. Therefore, students will become the imagineers at Disney World and they will design a new ride for the castle using elements from the movie and elements from another version of Cinderella that they read in class.

Lesson 1

Students will watch a 20 minute excerpt from Cinderella and they will be jotting down words that come into their mind as they watch. We will follow up by sharing their thoughts and words about the movie. I will write their words on the whiteboard so they can refer back to them later.

Lesson 2

Students will read another version of the Cinderella story. Our library has about 33 different books either from different countries, with a twist, from another point of view, or with a different main character (e.g., Joe Cinders, Bigfoot, Cinderella Skeleton, etc.). I have included many of these Cinderella books in my bibliography. For this assignment I want to make sure I give the students a book on their reading level and I give them time

to take the AR test when they finish. This is another way that I know that they understood what they read. I also have a worksheet for the students to complete about this version of Cinderella that focuses on the differences they noticed in this particular story of Cinderella.

Lesson 3

For the culminating project, students will use the words from the movie and the worksheet to create a new ride for Cinderella's castle. They will need to describe the ride. Answering questions like: is it a roller coaster? Is it a themed ride with scenes for the riders to look at? I want students to be as creative as possible. The students will be responsible for including a drawing of their ride.

Lesson 4

For this activity, they will work with a partner. They will interview each other about their rides with the following questions. What is the name of the new ride? How did you come up with the idea for this ride? Who is the ride designed for? Please describe the ride in a few sentences. What will the riders experience when they board the new Cinderella ride? Each student will write a newspaper article that introduces the imagineer and his/her new ride to the public.

Lesson 5

The students will share their articles with the class. After each article, I will ask the class for positive feedback and/or a suggestion for improvement.

Activity 3: My Tall Tale

Lesson 1

To introduce the unit, I will read *Once Upon a Cool Motorcycle Dude* because it demonstrates how a story can change depending on who is telling the story. Depending on the class, I will have each student read a tall tale by themselves or I will read them to the class. I will explain to the class that they will be creating their own tall tale.

Lesson 2

After reading a selection of tall tales, the students will play with their self image by recreating themselves in a larger-than-life tall tale character. Using the graphic organizer, they will play with their facial features, body characteristics, personality and give themselves a unique talent or ability.

Lesson 3

For fun the students will write down random, unusual descriptive words and put them in a hat. Another hat will be filled with names of different places and the names of different geographic features or wonders of the world associated with the place. The place and feature must be incorporated into the tall tale. Each student will have to pull a word out each hat and then they must use each word in their tall tales. Encourage students to come up with crazy words because the crazier the word, the more fun it will be trying to incorporate the word in the story.

Lesson 4

When they finish writing their tall tale, students need to switch stories and do a peer review. Students should circle words that are misspelled, write one positive comment about the story and three suggestions for improvement. When they get the story back, students should rewrite the tall tale making the necessary changes. Then, I will ask students to volunteer to read their tall tale and if they dress up like their character they can earn extra credit.

Lesson 5

As I mentioned in the beginning, social media is becoming more central to our lives and how we connect and communicate with each other. Therefore, students will create a facebook page for their tall tale persona that includes profile picture, information about where they live, when they were born, their occupation, wall posts, friends such as Paul Bunyan, status update and a wall post from a friend. Students will create their pages using a template that I provide for them. This activity will combine their story, their new exaggerated persona and social media.

Lesson 6

When students finish their facebook page, I will scan them into the computer to create a PowerPoint. Each student's facebook page will be a slide and we will share it with the class.

Conclusion

As a librarian, my focus is to expose students to as many books as I can so they will find books they will enjoy reading and in turn, students will see the importance of reading, libraries, and the services they offer. I try to find fun ways to introduce new and old books because I believe it is vital that students become critical thinkers, citizens that can find information, filter information and construct information. Therefore, my list of

resources is extensive in hopes that students will find books and stories that interest them and that they want to explore further.

Resources

- Aardema, Verna, and Lisa Desimini. *Anansi Does the Impossible!: an Ashanti Tale*. New York: Atheneum Books for Young Readers, 1997. Students will read this book as we explore folktales in Africa and as they learn about the elements of "Anansi" stories.
- Anansi videorecording / Rabbit Ears Productions ; producer, Ken Hoin ; director, C. W. Rogers*. Westport, Conn. : Rabbit Ears Productions : UNI Distribution Corp., c1991. Students will watch a Jamaican version of the Anansi stories to illustrate how the folktales moved from Africa to the Caribbean through the slave trade.
- Andersen, H. C., Naomi Lewis, and Joel Stewart. *Tales of Hans Christian Andersen*. Cambridge, MA: Candlewick Press, 2004. This book is used to read a variety of Hans Christian Andersen stories, such as The Emperor's New Clothes, The Little Mermaid, The Princess and the Pea, The Ugly Duckling, and Thumbelina.
- Berenzy, Alix. *A Frog Prince*. New York: H. Holt, 1989. This resource will be used to introduce 4th or 5th grade students to the folktales of the Grimm brothers when we explore European traditions.
- Blair, Eric, Jacob Grimm, Wilhelm Grimm, and Bill Dickson. *The Shoemaker and His Elves: a Retelling of the Grimms' Fairy Tale*. Minneapolis, MN: Picture Window Books, 2004. This resource will be used to introduce students to the folktales of the Grimm brothers when we explore European traditions.
- Blair, Eric, Jacob Grimm, Wilhelm Grimm, and David Shaw. *The Brave Little Tailor: a Retelling of the Grimms' Fairy Tale*. Minneapolis, MN: Picture Window Books, 2004. This resource will be used to introduce students to the folktales of the Grimm brothers when we explore European traditions.
- Blair, Eric, Jacob Grimm, Wilhelm Grimm, and Todd Ouren. *The Frog Prince: a Retelling of the Grimms' Fairy Tale*. Minneapolis, MN: Picture Window Books, 2004. This resource will be used to introduce students to the folktales of the Grimm brothers when we explore European traditions.
- Blia, Xiong, Nancy Hom, and Cathy Spagnoli. *Nine-in-one, Grr! Grr!: a Folktale from the Hmong People of Laos*. San Francisco: Children's Book Press, 1989. Students will read this folktale when we explore Laotian culture.
- Braman, Arlette N., and Michele Nidenoff. *Kids around the World Play!: the Best Fun and Games from Many Lands*. New York: J. Wiley & Sons, 2002. This source was used to find games from different countries to share with students and to have the students play the games.
- Brimner, Larry Dane., and Chi Chung. *Captain Stormalong*. Minneapolis, MN: Compass Point Books, 2004. Students would read this book during the tall tale activity.
- Brown, Marcia. *Once a Mouse--: a Fable Cut in Wood*. New York: Aladdin Books, 1989. Students will read this folktale when we explore Indian culture.

- Carle, Eric, H. C. Andersen, Wilhelm Grimm, Jacob Grimm, and Aesop. *Eric Carle's Treasury of Classic Stories for Children by Aesop, Hans Christian Andersen, and the Brothers Grimm*. New York: Scholastic, 1995. Students would read a variety of folktales by Hans Christian Andersen and the Brother Grimm when we explore European folktale traditions.
- Casanova, Mary, and Ed Young. *The Hunter: a Chinese Folktale*. New York: Atheneum Books for Young Reader, 2000. Students will read this book when we explore Chinese folktales.
- Cinderella*. By William Peed and Wilfred Jackson. United States: Distributed by RKO Radio Pictures, Inc., 1950. DVD. A portion of the movie is used as the introduction to the Cinderella lesson.
- Climo, Shirley, and Loretta Krupinski. *The Irish Cinderlad*. New York: HarperCollins Publishers, 1996. This source is to show students a version of the Cinderella story from another country.
- Climo, Shirley, and Robert Florczak. *The Persian Cinderella*. [New York]: HarperCollins, 1999. This source is to show students a version of the Cinderella story from another country.
- Climo, Shirley, and Ruth Heller. *The Egyptian Cinderella*. New York: HarperCollins, 1989. This source is to show students a version of the Cinderella story from another country.
- Climo, Shirley, and Ruth Heller. *The Korean Cinderella*. New York, NY: HarperCollins Publishers, 1993. This source is to show students a version of the Cinderella story from another country.
- Craft, Kinuko. *Cinderella*. New York: SeaStar Books, 2000. Many authors have written Cinderella stories. Students would read this book to be exposed to a different Cinderella story.
- Cummings, Pat. *Ananse and the Lizard: a West African Tale*. New York: Henry Holt, 2002. Students will read this folktale when we "travel" through Africa with Anansi stories.
- Demi. *The Empty Pot*. New York: H. Holt, 1996. Students will read this book when we explore Chinese folktales.
- DePaola, Tomie. *Adelita: a Mexican Cinderella Story*. New York: G.P. Putnam's Sons, 2002. This source is to show students a version of the Cinderella story from another country.
- "Folktale Writer's Workshop." Scholastic | Children's Books and Book Club | Scholastic.com. October 25, 2011. Accessed November 19, 2011. <http://teacher.scholastic.com>. Use this website to guide students' writing of different types of folktales.
- Gail Haley, Storyteller, Puppeteer, Artist and Writer. Accessed November 03, 2011. <http://www.gailehaley.com/>. This source will be used to further explore Gail Haley's works and her puppetry.
- Garland, Sherry, and Trina Schart Hyman. *Children of the Dragon: Selected Tales from Vietnam*. San Diego: Harcourt, 2001. Students will read this folktale when we explore Vietnamese culture.
- Griffin, Kitty, Kathy Combs, and Mike Wohnoutka. *The Foot-stomping Adventures of Clementine Sweet*. New York: Clarion Books, 2004. This resource will be used in the tall tale activity to expose students to a variety of tall tales and the elements of a tall tale.
- Haley, Gail. "A Story, A Story." Discovery Education. Accessed November 02, 2011. <http://player.discoveryeducation.com/index.cfm?guidAssetId=4F58C801-375D-4CAF->

AB2D-169D97CD1B0D. This website is used to introduce the folktale unit to younger students.

- Haley, Gail E., and Gail E. Haley. *A Story, a Story: an African Tale*. New York: Atheneum, 1970. This source will be used to introduce the folktale unit to the older students.
- Hickox, Rebecca, and Will Hillenbrand. *The Golden Sandal: a Middle Eastern Cinderella Story*. New York: Holiday House, 1998. This source is to show students a version of the Cinderella story from another country.
- Hodges, Margaret, Aki Sogabe, and Lafcadio Hearn. *The Boy Who Drew Cats*. New York: Holiday House, 2002. Students will read this folktale when we explore Japanese culture.
- Hughes, Shirley. *Ella's Big Chance: a Jazz-Age Cinderella*. New York: Simon & Schuster Books for Young Readers, 2004. This source will be used in the Cinderella lesson to show a different cultural version of the Cinderella story.
- Isaacs, Anne, Paul O. Zelinsky, and Sarah Reynolds. *Swamp Angel*. New York: Dutton Children's Books, 1994. This resource will be used in the tall tale activity to expose students to a variety of tall tales and the elements of a tall tale.
- Jackson, Ellen B., and Kevin O'Malley. *Cinder Edna*. New York: Lothrop, Lee & Shepard, 1994. Students would read this book to see another version of the "Cinderella" story.
- Jaffe, Nina, and Louise August. *The Way Meat Loves Salt: a Cinderella Tale from the Jewish Tradition*. New York: Holt, 1998. This source will be used in the Cinderella lesson to show a different cultural version of the Cinderella story.
- Kellogg, Steven. *Mike Fink: a Tall Tale*. New York: HarperCollins, 1992. This resource will be used in the tall tale activity to expose students to a variety of tall tales and the elements of a tall tale.
- Kellogg, Steven. *Paul Bunyan, a Tall Tale*. New York: William Morrow & Company, 1984. This resource will be used in the tall tale activity to expose students to a variety of tall tales and the elements of a tall tale.
- Kellogg, Steven. *Pecos Bill: a Tall Tale*. New York: William Morrow and, 1986. This resource will be used in the tall tale activity to expose students to a variety of tall tales and the elements of a tall tale.
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- Moses, Will. *Hansel & Gretel: a Retelling from the Original Tale by the Brothers Grimm*. New York: Philomel Books, 2006. This resource will be used to introduce students to the folktales of the Grimm brothers when we explore European traditions.
- Myths and Legends from E2BN. Accessed November 20, 2011. <http://myths.e2bn.org>. This website allows students to create their own myth.
- O'Malley, Kevin, Carol Heyer, and Scott Goto. *Once upon a Cool Motorcycle Dude*. New York: Walker & Company, 2005. Use this resource to allow students to play with and explore stereotypes and perspective.
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- "PBS: AFRICA - Africa for Kids." PBS KIDS: Educational Games, Videos and Activities For Kids! Accessed November 19, 2011. <http://pbskids.org/africa/>. We will explore this site when we are traveling to Africa to introduce students to different African countries and their culture.
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- "ReadWriteThink: Student Materials: Comic Creator." Homepage - ReadWriteThink. Accessed November 03, 2011. <http://www.readwritethink.org/files/resources/interactives/comic/index.html>. Students would use this resource to write folktales of their own.
- Ripoll, Oriol. *Play with Us: 100 Games from around the World*. Chicago, IL: Chicago Review Press, 2005. Use this resource to find games from different countries that students can play.

- San, Souci Robert D., and Sergio Martinez. *Little Gold Star: a Spanish American Cinderella Tale*. New York: Harper Collins Publishers, 2000. This source is to show students a version of the Cinderella story from another country.
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- Schanzer, Rosalyn. *Davy Crockett Saves the World*. [New York]: HarperCollins Publishers, 2001. This resource will be used in the tall tale activity to expose students to a variety of tall tales and the elements of a tall tale.
- Schroeder, Alan, Brad Sneed, and Charles Perrault. *Smoky Mountain Rose: an Appalachian Cinderella*. New York, NY: Puffin Books, 2000. This source will be used in the Cinderella lesson to show a different cultural version of the Cinderella story.
- Scieszka, Jon. *The Frog Prince Continued*. London: Puffin, 1994. Use this resource to show students how other authors have played with stories and their plot.
- Shepard, Aaron. *Stories on Stage: Scripts for Reader's Theater*. [Bronx, NY]: H.W. Wilson, 1993. Use this resource to find scripts that students can read to practice performing reader's theaters.
- Sierra, Judy, and Reynold Ruffins. *The Gift of the Crocodile: a Cinderella Story*. New York: Simon & Schuster Books for Young Readers, 2000. This source will be used in the Cinderella lesson to show a different cultural version of the Cinderella story.
- Silverman, Erica, and Susan Gaber. *Raisel's Riddle*. New York: Farrar, Straus and Giroux, 1999. This source will be used in the Cinderella lesson to show a different cultural version of the Cinderella story.
- "A Story, A Story - Hilarious - YouTube." YouTube - Broadcast Yourself. Accessed November 02, 2011. <http://www.youtube.com/watch?v=Qq6ds0GltzQ>. Use this video with younger audiences when introducing the folktale unit.
- "A "Taste" of Ghana." Games from Around the World. <http://library.thinkquest.org/J0110166/>. This is a good resource for teachers to find games from Ghana for students to play.
- "Traditional Chinese Games." Free Colouring Pages, Kids Crafts and Printable Activities For Kids. Accessed November 03, 2011. http://www.activityvillage.co.uk/traditional_chinese_games.htm. This website has information about traditional Chinese games that students can play.
- Washington, Donna. "African and African-American Folktales." Welcome to Discovery Education | Discovery Education. Accessed November 20, 2011. <http://www.discoveryeducation.com/>. This website offers an explanation about folktales and three stories told by Donna Washington.

- Williams, Suzanne, and Steven Kellogg. *Library Lil*. New York: Dial Books for Young Readers, 1997. This resource will be used in the tall tale activity to expose students to a variety of tall tales and the elements of a tall tale.
- Wood, Audrey, and David Shannon. *The Bunyans*. New York: Blue Sky Press/Scholastic, 1996. This resource will be used in the tall tale activity to expose students to a variety of tall tales and the elements of a tall tale.
- Young, Ed. *Seven Blind Mice*. New York: Puffin Books, 2002. Students will read this folktale when we explore Indian culture.

Information and Technology Standards, Grade 5

Sources of Information

5.SI.1 Apply criteria to determine appropriate information resources for specific topics and purposes.

5.SI.1.1 Use various types of resources to gather information (including print and online media.)

5.SI.1.2 Use relevant sources of information for an assigned task.

5.SI.1.3 Use reliable sources of information.

This standard will be used when we use different resources to explore different countries around the world through books, websites and videos. When students research African tribes they will need to find appropriate resources.

Informational Text

5.IN.1 Analyze appropriate strategies when reading for enjoyment and for information.

5.IN.1.1 Differentiate strategies when reading informational text in a variety of formats (e.g., print, online, audio, etc.) to complete assigned tasks.

5.IN.1.2 Differentiate strategies when reading various genres.

This standard will be used when we read a variety of folktales to learn about the culture of other countries and reading different types of folktales for entertainment. The students will read informational texts to learn about different places.

Technology as a Tool

5.TT.1 Use technology tools and skills to reinforce and extend classroom concepts and activities.

5.TT.1.1 Use a variety of tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).

5.TT.1.2 Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

5.TT.1.3 Use technology tools to present data and information (e.g., multimedia, audio and visual recording, online collaboration tools, etc.).

This standard will be applied when students use graphic organizers for the tall tale activity and when they use a variety of technology to create their own folktales.

Research Process

5.RP.1 Apply a research process as part of collaborative research.

5.RP.1.1 Implement a research process by collaborating effectively with other students.

This standard will be used during the research about African tribes.

Appendix B

Reader's Theater Script adapted from *Anansi and the Magic Stick* by Eric A. Kimmel

Characters: **Narrator 1, 2, Anansi the Spider, Lion, Zebra, Warthog, Rhino, Hyena**

Setting: Serengeti

Narrator 1: It was a fine bright day. All the animals were working, working, working in their gardens. All except Anansi the Spider. Anansi lay in his front yard, fast asleep.

Warthog, Lion, and Zebra came walking by.

Zebra: Look at Anansi! He is so lazy! His house is falling apart. His yard is full of trash. He wouldn't get out of bed if his house caught on fire.

Lion: Anansi is so lazy, he falls asleep standing up.

Warthog: He is so lazy, moss grows on his head.

Anansi: (waking from their noisy laughter) Be quiet! I am not lazy at all. I am thinking. My mind is working hard (tapping his forehead).

Narrator 1: The animals laughed even louder.

Anansi: (walking away) I don't have to listen to you. I'll find another place to sleep—I mean, think!

Narrator 2: Anansi started walking, walking, walking down the road. Before he knew it, he had walked all the way to Hyena's house. Hyena lay in his hammock, fast asleep. His house was neat and tidy. His yard was beautifully planted with shrubs and flowers.

Anansi: What is Hyena's secret? No one ever sees him working. Yet his house always looks beautiful. I need to find out how he does it.

Narrator 2: Anansi hid behind a bush, watching and waiting. Hyena woke up. He noticed a pile of dust on the path. He spoke to a stick leaning against a post.

Hyena: Hocus-pocus, Magic Stick. Sweep this dust up. Quick, quick, quick!

Narrator 2: As Anansi watched, the magic stick swept away the dust. When the dust was gone, Hyena said,

Hyena: Abra-Canabra-Cadabra!

Narrator 2: Down fell the stick! Hyena leaned it back against the post and went inside his house.

Anansi: (grabbing the magic stick and running as fast as his legs could go) That's just what I need! If I had that magic stick, my house would be as beautiful as Hyena's. No one would laugh at me again!

Narrator 1: He soon became tired.

Anansi: Why am I carrying this stick? It can carry me! Hocus-pocus, Magic Stick. Carry me home now. Quick, quick, quick!

Narrator 1: The stick picked up Anansi and carried him along. When they arrived at Anansi's house, he said

Anansi: Abra-Canabra- Cadabra!

Narrator1: KPOM! The magic stick dropped Anansi on his head.

Anansi: Ow! Next time put me down gently, Stick! There's lots of work to do. Get rid of this trash first. Hocus-pocus, Magic Stick. Clean my yard up. Quick, quick, quick!

Narrator 1: The magic stick whirled round and round. It gathered all the trash and threw it over the fence into Lion's yard.

Anansi: Abra- Canabra- Cadabra! Good job, Stick! Next my house. Hocus-pocus, Magic Stick. Fix my house up. Quick, quick, quick!

Narrator 2: The magic stick whirled round and round. Wood and nails flew through the air. Bright pink paint splashed over the fence as Zebra came walking by. Anansi's house gleamed. So did Zebra. He was bright pink, too!

Anansi: Abra-Canabra-Cadabra! Now for my garden. Hocus-pocus, Magic Stick. Plant and water. Quick, quick, quick!

Narrator 1: The magic stick whirled round and round. It dug up the dirt, throwing the weeds into Warthog's tomato patch. It planted seeds in neat, straight rows. Then it began to water them.

Anansi: (yawning) Watching all this works makes me tired. I need a nap. Keep watering, Stick! Don't stop!

Narrator 1: Anansi lay down and went to sleep. The magic stick kept watering, watering, watering. The vegetables grew bigger, bigger, bigger. The water flowed across Anansi's yard and out the gate: a trickle at first, then a stream, then a flood, then a mighty river.

All Animals: Help!

Anansi: (waking up) Help!

Narrator 2: Anansi woke to find himself afloat in the middle of a raging river. He tried to make the water stop, but he couldn't remember the magic words.

Anansi: Canabra-Cantabra-Cadabra? Calabra- Cazabra- Cavabra? Cajabra-Camabra-Capabra?

Narrator 2: Nothing happened. The water kept flowing.

Anansi: Help!

Narrator 1: Hyena came drifting by.

Hyena: Hello, Anansi. It's a nice day to be on the water. By the way, I'm looking for a magic stick. Have you seen it?

Anansi: A funny-looking stick just came floating by. I can't see it now. It must be underwater. I think Crocodile ate it.

Hyena: Or else he's using it as a toothpick. I better get it back before he breaks it. Hocus-pocus, Magic Stick. No more magic. End of trick! Abra-Canabra-Cadabra!

Narrator 1: The river stopped flowing, leaving behind a wide lake.

All Animals: What are you going to do about this lake?

Hyena: There's nothing I can do. The lake is here, and here it stays. You'll have to learn to enjoy it.

Narrator 2: So they did. The animals built new homes on the lakeshore. They swam, jumped, and played in the bright blue water. But someone was missing. Where was Anansi? Did the flood sweep him away? Did he tumble over a waterfall?

All Animals: (sniffing) Poor Anansi! We'll never see him again.

Narrator 1: They were wrong! Anansi was far away on the other side of the lake, floating along in his new houseboat, sleeping all day and planning new tricks, which is just what Anansi does best.

Appendix C

Name:

Graphic Organizer: Tall Tale Character Development

Facial Characteristics

Body Features

FF

Your Tall Tale Name

Personality
Ability

Unique Talent or

Appendix D

Words for Tall Tale Activity

Places	Thing
Egypt	Nile
Brazil	Amazon River
Peru	Machu Picchu
Agra, India	Taj Mahal
Rio de Janeiro, Brazil	Christ the Redeemer
Petra, Jordan	Petra
Giza, Egypt	The Sphinx
China	The Great Wall of China
Nevada	Hoover Dam
Arizona	Grand Canyon
Panama	Panama Canal
Guatemala	Tikal
Ethiopia, Kenya, Tanzania	The Great Rift Valley
Off the coast of north-east Australia	The Great Barrier Reef
Northern Territory, Australia	Ayers Rock
Easter Island	Statues of Easter Island
Venezuela	Angel Falls
New York	Niagara Falls
Zambia	Victoria Falls
Rome, Italy	The Colosseum
Pisa, Italy	Leaning Tower of Pisa
Paris, France	Eiffel Tower
England	Stonehenge
Fairbanks, Alaska	Aurora Borealis
New York City, New York	The Statue of Liberty
Arizona	The Painted Desert
Jordan	The Dead Sea
London, England	Big Ben

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Appendix E
Facebook Profile

Name: _____

Background Information:

Birthdate: _____

Birthplace: _____

Occupation: _____

Friends: List 6- 3 real, 3 imaginary

Status Update:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Wall Post:

Favorite Book:
