

INTEGRATING CHARACTER COUNTS WITH FOLK TALES FROM AROUND THE WORLD

Special Area: Administration/Connections (K-6)

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Length of Unit: 6 lessons

I. ABSTRACT

Through folktales and legends from around the world and representing many cultures studied in Core Knowledge, students in grades K-6 will be introduced to the pillars of the Character Counts program. The Character Counts program is a nation wide program that teaches students about respect, responsibility, trustworthiness, caring, fairness and citizenship. This unit consist of individual lessons that can be taught by the classroom teacher, school administrator, or parent volunteer. For each Character Counts trait, several lessons for various grade levels are provided. The stories are presented through storytelling, puppets, theater, reading and costumes.

II. OVERVIEW

A. Concept Objectives for this unit

1. Students will understand that different cultures all over the worlds use storytelling to teach students character.
2. Students will recognize similar characteristics of stories from different cultures.

B. Content covered from *Core Knowledge Sequence*

(Note- some of the stories listed below are found in the *Core Knowledge Sequence*, the other stories were chosen to support topics presented in the *Core Knowledge Sequence*.)

Kindergarten Overview of the Seven Continents (Africa) - *Strength*

Kindergarten Literature – *Little Red Hen*

Grade 1 Fiction – Aesop – *The Boy Who Called Wolf*

Grade 1 Fiction – Aesop – *The Lion and the Mouse*

Grade 2 Literature Story – *The Tongue Cut Sparrow*

Grade 2 Geography of the Americas- South America – *The Helpful Duende* and *The Tale of Duendes*

Grade 3 The Vikings – *The Boy and the North Wind* and *Sailors and the Troll*

Grade 3 The Earliest Americans- Native Americans – *Ceremony in the Circle of Life*

Grade 4 Geography of Africa – *Why Hare is Always on the Run*

Grade 4 China: Dynasties and Conquerors - *Mei Ling and the Dragon*

Grade 5 Native Cultures and Conflicts – *The Girl Who Lived With the Bears*

Grade 5 Native Americans: Cultures and Conflicts – *Ceremony in the Circle of Life*

Grade 6 Judaism and Christianity – *The Butterfly*

Grade 6 Geography of Latin America- Mexico: *The Helpful Duende* and *the Tale of Duendes*

C. Skills

1. The students will be able to compare and contrast the stories from various cultures

2. The students will be able to describe common threads among folktales and legends from different countries and cultures
3. The students will be able to describe the lesson that the folktale or legend was trying to tell
4. The students will be able to describe how the folktale or legend relates to their life
5. The students will be able to write, draw, tell or act out their favorite folktale at the end of the year

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Bruchas, Joseph. *Native American Stories*. Golden, Colorado: Fulcum Pub., 1991. ISBN 1-55591-094-7
2. McCarthy, Tara. *Multicultural Fables and Fairy Tales*. New York: Scholastic., 1992 ISBN 0-590-49231-4
3. Nish, Steven. *Good Ideas to Help Young People Develop Good Character*. Marina Del Ray, CA: Josephson Institute of Ethics., 1998. ISBN 10888689-102

B. For Students

1. The students will have to have the attention span necessary to sit through a story of 15 minutes to 30 minutes depending on grade level.

IV RESOURCES

- A. Blegvad, Erik, *Hurry, Hurry Mary Dear*.
- B. Brett, Jan. *Fritz and the Beautiful Horses*.
- C. Cabral, Len. *Len Cabral's Storytelling Book*.
- D. Cole, Babette. *The bad Good Manners Book*.
- E. Despain, Pleasant, *Thiry-Three Multicultural Tales to Tell*.
- F. Freeman, Sara. *Plays That Show Character Counts*.
- G. Golden, Barbara. *The Girl who Lived With Bears*.
- H. Jones, Jennifer. *Heetunka's Harvest*.
- I. Josephsen. *Good Ideas to Help Young People Develop Good Character*.
- J. Knoblock, Kathleen. *Character Education teaching Values For Life*.
- K. Lunge- Larsen. *The troll With No Heart in His Body*.
- L. Lorbiecki, Marybeth. *Sister Anne's Hands*.
- M. Marx, Pamela. *Take a Quick Bow*.
- N. McCarthy, Tara. *Multicultural Fables and Fairy Tales*.
- O. McCarthy, Tara. *Multicultural Myths and Legends*.
- P. McLellan, Joe. *Nanabosho Dances*.
- Q. McLellan, Joe. *The Birth of Nanabosho*.
- R. Matsutani, Miyoko. *The Tongue-cut Sparrow*.
- S. Milford, Susan. *Tales Alive*.
- T. Northrop, Claire. *Around the World in Eighteen Days*.
- U. Polacco, Patricia. *The Butterfly*.
- V. Robbins, MariLou. *Native American Tales and Activities*.
- W. Rupprecht, Siegfried. *Tale of the Vanishing Rainbow*

V. LESSONS

Lesson One: Respect

A. Daily Objectives

1. Concept Objectives

- a. Students will understand ways that they can be respectful

- b. Students will understand how the theme of respect is woven in the stories
 - c. Students will understand that cultures use a variety of stories to teach character values
2. Lesson Content
- a. Grade K- Overview of the Seven Continents (Africa) - *Strength* –
Grade 4- Geography of Africa -*Strength*
Grade 5- Native Cultures and Conflicts – *The Girl Who Lived With the Bears*
 - b. Golden Rule
 - c. Be tolerant of differences
 - d. Don't hurt others with verbal or physical violence
 - e. Use peaceful ways to deal with anger, insults and disagreements
3. Skill Objectives.
- a. Students will be able to restate the Golden Rule in their own words
 - b. Students will participate in a role-play about respect.
 - c. Students will write and draw about how they could show respect to a friend
 - d. Students will be able to compare and contrast the stories that they heard.

B. *Materials*

Kindergarten

1. Crayons or markers and paper for each student.
2. Chart paper and marker
3. *Sister Anne's Hands* by Lorbiecki
4. *Story Telling Book* by Cabral
5. Map of Africa

Grade 4

1. Crayons or markers and paper for each student.
2. Chart paper and marker.
3. *Sister Anne's Hands* by Lorbiecki
4. *Story Telling Book* by Cabral
5. Map of Africa

Grade 5

1. Chart paper and markers.
2. *Sister Anne's Hands* by Lorbiecki
3. *The Girl Who Lived With the Bears*
4. Map of tribal regions

C. *Key Vocabulary*

None

D. *Activities/ Procedures*

Kindergarten

1. Teacher asks students "What do you think respect is and how do you show it?" and share answers on chart paper.
2. Read *Sister Anne's Hands*
3. Discuss why this story illustrates respect.
4. Tell the story *What is Strength* from Len Gabral's *Story Telling Book*.
5. Use masks that the students make or ones that were brought to class to act out the story of *Strength*.

Grade 4

1. Teacher asks students “What do you think respect is and how do you show It?” and share answers on chart paper.
2. Read *Sister Anne’s Hands*.
3. Discuss why this story illustrates respect.
4. Tell the story *What is Strength* from Len Gabral’s Story Telling Book.
5. Use masks that the students make or ones that were brought to class to act out the story of *Strength*.

Grade 5

1. Teacher asks “What do you think respect is and how do you show it?” and share answers on chart paper.
2. Read *Sister Anne’s Hands*
3. Discuss why this story illustrates respect.
4. Read the book *The Girl Who Lived With the Bears*.
5. Compare/contrast how the main characters in both stories showed respect.

E. *Assessment and Evaluation*

Each student will write or draw about ways they can show respect to each other, the world and animals.

Lesson Two: Responsibility

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand ways that they can be responsible
 - b. Students will understand how the theme of responsibility is woven through the stories
 - c. Students will understand that cultures use stories to teach character values
2. Lesson Content
 - a. Kindergarten Literature – *Little Red Hen*
 - b. Grade 4- Geography of Africa – *Why Hare is Always on the Run*
 - c. Grade 6- Judaism and Christianity – *The Butterfly*
 - d. Do what you are supposed to do
 - e. Persevere: Keep trying!
 - f. Always do your best
 - g. Be considerate of the feelings of others including animals
 - h. Think before you do or say something that would be hurtful
 - i. Take responsibility for all your actions- Own up to your mistakes.
3. Skill Objectives
 - a. Students will be able to give examples of how they are responsible in school, at home and in the community
 - b. Students will participate in a reader’s theater
 - c. The class or small groups will write one more verse to the responsibility poem or a list of ways to show responsibility.

B. *Materials*

Kindergarten

1. Chart paper and markers.
2. Little Red Hen Reader’s Theater
3. Masks or puppets – hen, dog, cat, mouse
4. Upper grade students to present Reader’s Theater (Grades 3-6)
Hurry, Hurry, Mary Dear

Grade 4

1. Overhead projector
2. Overhead map of Ghana and Africa
3. *Hurry, Hurry, Mary Dear* by Bodecker
4. “*I am Responsible*” poem from Good Ideas.
5. *Why Hare is Always on the Run* by Milord

Grade 6

1. Overhead projector
2. Overhead map of France
3. Overhead of poem “*I am Responsible*”
4. *The Butterfly* by Polocco
5. Map of France

C. *Key Vocabulary*

Grade 5

1. Calabash – large hollowed out gourd used to carry water.

D. *Procedures/Activities*

Kindergarten

1. Read *Hurry, Hurry, Mary Dear*
2. Discuss what Responsibility is.
3. Talk about which character was responsible and which was not.
4. Students from upper grade present the *Little Red Hen*.
5. Have Kindergarten students act out play using masks or puppets.
6. Discuss how the story and the play are alike.

Grade 4

1. Read *Hurry, Hurry, Mary Dear*
2. Discuss which characters were responsible and why.
3. Show maps of Africa and Ghana.
4. Tell story *Why Hare is Always on the Run*.
5. Discuss which characters were responsible and why.
6. Put poem on overhead.
7. Choral read the poem “I am Responsible”.

Grade 6

1. Read *Hurry, Hurry, Mary Dear*
2. Discuss which characters were responsible and why.
3. Show map of France
4. Review knowledge of Judaism.
5. Read *The Butterfly*
6. Discuss why it was hard to do the responsible thing.
7. Put the poem “I am Responsible” on overhead
8. Read poem together or as a choral reading.

E. *Assessment/Evaluation*

Kindergarten

Each student tells a peer 3 ways students can be responsible.

Grade 4

Small groups will write another verse to the poem.

Grade 6

Each student or group adds another verse to poem emphasizing a way in which it would be hard to be responsible.

Lesson Three: Trustworthiness

A. Daily Objectives:

1. Concept Objectives
 - a. Students will understand what it mean to be trustworthy.
 - b. Students will recognize the theme of respect is often woven through stories.
 - d. Students will understand that cultures use a variety of stories to teach character values.
2. Lesson Content
 - a. Grade 1 Fiction-Aesop's Fable – *The Boy Who Called Wolf*.
 - b. Grade 3- *The Vikings*
 - c. Grade 3- *The Boy and the North Wind*
 - d. Grade 3- *Sailors and the Troll*
 - e. Be honest
 - c. Have the courage to do the right thing
 - d. Do what you say that you will do
 - e. Stick up for your friends, family and country
 - f. Build a good reputation by the deeds that you do
 - g. Do not lie cheat or steal
3. Skill Objectives
 - a. The student will be able to compare and contrast the two troll stories by Lisa Lunge-Larson
 - b. The students will be able to identify the traits of trustworthiness

B. Materials

Grade 1

1. *The Boy Who Cried Wolf*
2. 1 piece of heavy construction paper for each student.
3. Markers or crayons
4. 2 tongue depressors for each student.

Grade 3

1. *The Boy and the North Wind* and *The Sailors and the Troll* in the book *The Troll with No Heart* by Lisa Lunge-Larsen
2. Pieces of tag board of various colors for each student.
3. Pieces of fake fur for Troll hair
4. Markers and glue
5. Overhead map of Norway

C. Key Vocabulary

None

D. Procedures/Activities

Grade 1

1. Discuss meaning of the word Trustworthy.
2. Tell the story *The Boy Who Cried Wolf*.
3. Have students come up with the meaning of the story in their own words.
4. Each student makes a stick puppet of the boy (or girl) and the wolf.
5. Have children take turns retelling the story using the puppets with a partner.

Grade 3

1. Classroom discussion on what is trustworthiness.
2. Have students or small groups of students write a story with the theme of *The Boy Who Cried Wolf* that relates to their experiences.

3. Students that wish to share their stories may at this time.
4. Tell the two troll stories.
5. Compare and contrast the stories.
6. Discuss why these stories were chosen to teach the character of trustworthiness.
7. Have each student make his or her own troll out of the tag board and fake fur.

E. *Assessment/ Evaluation*

Grade 1

Using hi/her stick puppet, each student will share an example of how he/she could be trustworthy.

Grade 3

Students will tell how their troll can help them be trustworthy at home, school and/or the community.

Lesson Four: Citizenship

A. *Daily Objectives*

1. Concept Objectives:
 - a. Students will understand what it means to be a citizen of their school, their home and the world.
 - b. Students will recognize that the theme of citizenship is often woven through stories.
 - c. Students will understand that cultures use a variety of stories to teach character values.
2. Lesson Content
 - a. Grade 3- The Earliest Americans: Native Americans – *Ceremony in the Circle of Life*
 - b. Grade 5- The Earliest Americans: Native Americans Cultures and Conflicts –Northern Plains –*Eldest Son and the Wrestling Match* and *The Birth of Nanabosho*.
 - c. Protect the environment of the school, community and world
 - d. Cooperate with other students and adults
 - e. Vote in school, state and National elections
 - f. Be a good neighbor in the community and world
 - g. Obey the laws of you home, school, community and government
 - h. Be respectful of authority
3. Skill Objectives
 - a. Students will be able to identify the parts of the Native American wheel and what they represent
 - b. Students will be able to pick out the value of citizenship in the story.

B. *Materials*

Grade 3

1. Overhead map of Native American tribes in The United States
2. Overhead projector
3. Read *Ceremony in the Circle of Life* by White Deer of Autumn
4. Red, yellow, white and black yarn
5. Grape vine or reed that can be formed into a circle
6. Large sheet of white paper and a pencil for each student
7. Materials from home or woods such as branches, ferns, etc.

Grade 5

1. Overhead map of Native American tribes in The United States
 2. Overhead projector
 3. Read *Ceremony in the Circle of Life* by White Deer of Autumn
 4. Red, yellow, white and black yarn
 5. Grape vine or reed that can be formed into a circle
 6. Large sheet of white paper and a pencil for each student
 7. Materials from home or woods such as branches, ferns, etc.
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
Grade 3
1. Study the overhead map of the tribes and point out the tribe represented in the stories.
 2. Read *Ceremony in the Circle of Life* and discuss the meanings of the four directions, colors and the circle.
 3. Have students draw a large circle on a piece of paper and have them write about an event in their life or something from nature that took them full circle.
 4. Hand out the circle of reed or vine and long pieces of the four colors. Students can wrap the yarn around to represent the wheel. Students can decorate it with articles from home or that they found in the woods.
 5. This lesson works well as a multi-grade cooperative project between Grade 3 and Grade 5.
- Grade 5
(follow directions for grade 3)
- E. *Evaluation/ Assessment*
Students will share their circle design with the class and describe why they designed it the way they did.

Lesson Five: Caring

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will understand ways that they can be caring towards others, animals and the environment.
 - b. Students will recognize the theme of caring is often woven through stories.
 - c. Students will understand that cultures use a variety of stories to teach character values.
 2. Lesson Content
 - a. Grade 1- Aesop Fables – *The Lion and the Mouse*
 - b. Grade 2 - Literature Story – *Tongue-Cut Sparrow*
 - c. Grade 4 - China: Dynasties and Conquerors – *Mei-Ling and the Dragon*
 - d. Be kind to each other, the environment and nature
 - e. Be compassionate towards others and show that you care
 - f. Be forgiving of others
 - g. Help those that need your help including the animals
 - h. Show others when you appreciate what they do for you
 3. Skill Objectives
 - a. The student will be able to identify parts of a fairy tale after listening to a story. The parts are: Kindness that happened, cruel act, how is magic used, what is the reward for kindness, and what is the reward for cruelty.

- b. The students will be able to identify acts of kindness in each story.
- c. The students will tell about how one thing that they heard in the stories could relate to their life.

B. *Materials*

Grade 1

- 1. *The Lion and The Mouse* by McCarthy
- 2. *The Lion and The Mouse* Readers Theater by Braun
- 3. Lion and mouse masks
- 4. Chart paper and makers.

Grade 2

- 1. *The Tongue-Cut Sparrow* story cards by Miyoko Matsutani
- 2. One large box (with a Hershey Kiss in it) and one small wrapped box (with a large candy bar in it).
- 3. Box to collect donations in.
- 4. Overhead map of Japan.
- 5. Overhead projector.
- 6. Chart of elements of Fairy Tale.

Grade 4

- 1. *Mei-Ling and the Dragon* by McCarthy
- 2. Overhead of China
- 3. Overhead projector
- 4. Scrap materials such as boxes, scrapes, etc.
- 5. Markers, glue, scissors.
- 6. Pictures of Chinese Dragons in art sculpture and other sources.
- 7. Fairy tale chart on chart paper.
(Good person, bad person, magic being, reward)

C. *Key Vocabulary*

None

D. *Procedures/ Activities*

Grade 1

- 1. Discuss ways that 1st graders can show Kindness.
- 2. Tell the story of *The Lion and the Mouse*.
- 3. Bring in a group of upper grade (3-6) students to present the Readers Theater *The Lion and the Mouse*.
- 4. Compare and contrast using a Venn chart to compare and contrast the two versions of the story.
- 5. Use the masks to let a few groups retell the story in their own words.

Grade 2

- 1. Discuss ways that 2nd graders can show kindness.
- 2. Talk about story cards- what are they.
- 3. Show overhead map of Japan
- 4. Read the story *Tongue-Cut Sparrow*.
- 5. Present the elements of a fairy tale on chart paper in a circle format (good people/deeds, bad people/deeds/magic, reward for kindness, reward for cruelty).
- 6. Put examples of the elements on the chart
- 7. Present the wrapped boxes and have class vote on which they would rather have.
- 8. Have 2 students unwrap the box. Discuss content of the boxes and why students chose specific boxes.

Grade 4

1. Discuss ways that students show caring to peers, family and community members.
2. Teach elements of a fairy tale as they are written on chart paper.
3. Put map of China on overhead and discuss what students know about it.
4. Tell story about *Mei-Ling and the Dragon*.
5. Fill in Fairy Tale chart.
6. Discuss how Mei-Ling showed kindness.
7. Look at pictures of Chinese Dragons.
8. Using scraps, each small group will make a dragon.

E. Assessment/ Evaluation

Grade 1

Chart a list of ideas that each student can do to show kindness towards others.
Post in a visible location.

Grade 2

Create a classroom collage of ways students can show caring towards others.

Grade 4

Each group tells a short story about their dragon using the elements of a fairy tale, making sure that kindness plays an important role in the story.

Lesson Six: Fairness

A. Daily Objectives

1. Concept Objectives

- a. Students will understand what it means to be fair towards others.
- b. Students will recognize that the theme of fairness is often woven through stories.
- c. Students will understand that cultures use a variety of stories to teach character values.

2. Lesson Content

- a. Grade 2- Geography of the Americas: South America – *The Helpful Duende* and *The Tale Of Duendes*
- b. Grade 6- Geography of Latin America: Mexico – *The Helpful Duende* and *The Tale of Duendes*
- c. Play fair and by the rules
- d. Don't blame others carelessly
- e. Listen to others with an open mind
- f. Don't take advantage of others
- g. Take turns, share and include those that are left out

3. Skill objectives

- a. Students will be able to identify what is fair and unfair in the stories and plays
- b. Students will generate a list of what things they feel are fair and unfair
- c. Students will be able to role play situations that are fair and unfair

B. Materials

1. Chart paper and markers
2. *The Helpful Duende* by Northrup
3. *Tale of the Duendes* by Marx

C. Key Vocabulary

1. Duendes- Imaginary people who play tricks

D. Procedures/Activities

(Note- This lesson is done jointly with 2nd and 6th grade)

1. On a chart have students generate a list of what they feel is unfair at school and home with possible solutions to make it fair
2. Teacher will show the overhead map of South America
3. Teacher will explain what a Duendes is
4. The 6th grade students will present the Readers Theater to the 2nd graders.
5. Break up the students in small groups with 2nd and 6th graders after the plays are presented, have the students compare and contrast the two stories, and chart their thoughts.
6. Discussion on how these two plays used the theme of fairness
7. Students give ideas for different endings
8. End with reading *The Vanishing Rainbow* by Ruppercht.

E. Assessment/Evaluation

1. Students will make a huge mural on paper that would depict ways they could make the world a fairer place.

VI. CULMINATING ACTIVITY

1. Each classroom will present one thing that they learned or accomplished in a culminating assembly for students and parents. This could include reader's theater, reading of pieces that they have written, murals that they have made or a display of projects that they have done to coordinate with the lessons.

VIII. BIBLIOGRAPHY

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