

TRICKSTER TALES

Grade Level: Second Grade

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Length of Unit: 11 lessons

I. ABSTRACT

This unit focuses on trickster tales from three different cultures. It provides a way to look at the best and worst character traits in mankind. The students will learn the origin of each tale by actively taking part in an in-depth study of each culture and the story that represents it. The students will be able to understand and apply the moral lessons provided by the characters. This unit will demonstrate various writing assignments, role-playing, research and hands-on activities. The students will develop vocabulary by listening to and discussing both familiar and challenging selections.

II. OVERVIEW

A. Concept Objectives

1. Appreciate the origins and moral lessons found in fictional literature.
2. Understand the locations and characteristics of places and regions. TEKS SS 2.6
3. Appreciate the culture of others and the common elements of culture. TEKS SS 2.15b

B. Content from the *Core Knowledge Sequence* p. 45 – 46 includes:

1. *Talk, Talk* retold by Deborah M. Newton Chocolate
2. *Iktomi Loses His Eyes* retold by Paul Goble
3. *El Pajaro Cu* retold by Lindley Shutz
4. Limericks

C: Skill Objectives:

1. Use simple tools such as maps, globes and photographs. TEKS SS 2.5a
2. Compare information from different sources about places and regions. TEKS SS 2.6
3. Identify and explain significance of selected stories of cultural heritage. TEKS LA 2.13
4. Build word meanings and develop vocabulary. TEKS LA 2.8
5. Analyze character traits, their relationships and how they evolve. TEKS LA 2.11h
6. Use a variety of strategies to comprehend selections read aloud and independently. TEKS LA 2.9
7. Respond to and analyze the characteristics of various types of text. TEKS LA 2.11
8. Generate questions and conduct research-using information from various sources. TEKS LA 2.12
9. Use writing as a tool for learning and research. TEKS LA 2.20

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Hirsch, Jr. E.D. *What Your Second Grader Needs to Know*. New York: Dell, 1991. 0-385-31843-X
2. Chocolate, Deborah M. Newton. *Talk, Talk*. Troll Associates, 1993. 0-8167-2818-6

3. Goble, Paul. *How Iktomi Loses His Eyes*. New York: Orchard Books, 1999. 0-531-30200-8
- B. For Students:
1. Kindergarten – Core Knowledge Sequence
 - a. Geography p. 12
 - b. American History p.12
 - c. Fiction p. 9
 2. First Grade – Core Knowledge Sequence
 - a. Fiction p. 25
 - b. Aesop’s Fables p. 25
 - c. Mexican culture p.28

IV. RESOURCES

1. Hirsch, Jr. E.D. *What Your Second Grader Needs to Know*. New York: Dell, 1991. 0-385-31843-X.
2. Chocolate, Deborah M. Newton. *Talk, Talk*. Troll Associates, 1993. 0-8167-2818-6.
3. Goble, Paul. *How Iktomi Loses His Eyes*. New York: Orchard Books, 1999. 0-531-30200-8.
4. Murdoch, David. *Eyewitness Books - North American Indian*. New York: Dorling - Kindersley, 1995. 0-7894-6029-7.
5. Ayo, Yvonne. *Eyewitness Books - Africa*. New York: Dorling Kindersley, 1995. 0-7894-6031-9.
6. Hamilton, Robyn. *Africa Activity Book – Art, Crafts, Historical Aids*. Dana Point, CA: Edupress, 1996. 1-56472-071-3.

V. LESSONS

Lesson One: Background Knowledge of Africa (One to Two Days)

- A. *Daily Objectives:*
1. Concept Objectives
 - a. Appreciate the origins and moral lessons found in fictional literature.
 - b. Understand the locations and characteristics of places and regions.
 2. Lesson Content from *Core Knowledge Sequence* p. 45
 - a. African Folktales
 3. Skill Objectives
 - a. Use simple tools such as maps, globes and photographs.
 - b. Identify and explain significance of selected stories of cultural heritage.
- B. *Materials*
1. Pencils
 2. World Map / Globe
 3. Teacher Introduction (Appendix A)
 4. Map colors
 5. African Music, if available
 6. Continent Song (Appendix B)
 7. Copies of student book (Appendix C)
 8. Appendix F
- C. *Key Vocabulary*
1. villages – a small group of dwellings in a rural area
 2. continent – a large land mass on the Earth

3. Kente Cloth – brilliantly colored African cloth that is made by weaving
 4. culture – a style of social and artistic expression
 5. Nomad - a member of a tribe of people that has no fixed home
- D. *Procedures/Activities*
1. Introduction Activity: Play African music, turn off the lights, read teacher introduction. (Appendix A)
 2. Locate Africa on a globe and world map. Sing “Continent Song” (Appendix B)
 3. Explain that we will be making an African book and pass out the cover and the first two pages. (See Appendix C for directions.)
 4. The students will color the regions of Africa using the key.
 5. The students will use a dictionary to define the vocabulary words listed.
- E. *Assessment/Evaluation*
1. The teacher will evaluate vocabulary definitions and check student maps to see if the regions have been colored correctly.

Lesson Two: Building Word Meanings

- A. *Daily Objectives:*
1. Concept Objectives
 - a. Appreciate the origins and moral lessons found in fictional literature.
 - b. Understand the locations and characteristics of places and regions.
 2. Lesson Content from *Core Knowledge Sequence* p. 45
 - a. African Folktales
 3. Skill Objectives
 - a. Build word meanings and develop vocabulary
 - b. Use variety of strategies to comprehend selections read aloud and independently.
- B. *Materials*
1. Pencils
 2. Index cards or construction yam shaped cards labeled with vocabulary words
 3. Index cards or construction yam shaped cards with definitions of vocabulary words
 4. Vocabulary worksheet – Appendix E
 5. Chalkboard and tape
 6. Student African book (Appendix C)
 7. Appendix F
- C. *Key Vocabulary*
1. Myth- fictional, something which is untrue
 2. Folktale- simple story with a message or lesson in it
 3. Legend- a story from the past about a subject
 4. Fiction- literary work, which tells of imaginary events and characters
 5. Dawn- the coming of daylight in the morning
 6. Bountiful- abundant; plentiful
 8. Millet- a grass used as a food grain
 9. Yams- kind of sweet potato, edible root
 10. Gourd- vines, related to the pumpkin, can be dried and use to drink from
 11. Plump- well-rounded, chubby
 12. Dreadful- terrible; unpleasant
 13. Sickle-semicircular blade attached to a short handle
 14. Kente Cloth- brilliantly colored cloth that is made by weaving
 15. Waylay- to lie in wait for and attack; ambush

- D. *Procedures/Activities*
1. Play Vocabulary Game to test background knowledge. Divide class into two groups. Group A will receive yam shapes with vocabulary words. Group B will receive yam shapes with the definitions. The children will move around to select matches and place the match on the board.
 2. Discuss and identify correct meanings of vocabulary words.
 3. Read information in Appendix F covering Culture and Food Crops found in Africa. The students will illustrate and write a summary sentence on the pages that correspond in the student's "African" book.
- E. *Assessment/Evaluation*
1. Apply vocabulary knowledge by matching words to definitions. See Appendix E. Place in "African" book.
 2. Teacher observation

Lesson Three: Read the story *Talk, Talk*

- A. *Daily Objectives:*
1. Concept Objectives
 - a. Appreciate the origins and moral lessons found in fictional literature.
 - b. Appreciate the culture of others.
 2. Lesson Content from *Core Knowledge Sequence* p. 45
 - a. Talk, Talk
 3. Skill Objectives
 - a. Use a variety of strategies to comprehend selections read aloud and independently.
 - b. Identify and explain significance of selected stories of cultural heritage.
- B. *Materials:*
1. Pencils, markers
 2. Vocabulary on cards
 3. The book, *Talk, Talk* retold by Deborah Newton Chocolate
 4. Various lines or phrases from the story written on index cards.
 5. Story Map (Appendix G)
 6. Student African book (Appendix C)
 7. *Eyewitness Africa* by Yvonne Ayo
 8. *Appendix Q*
- C. *Key Vocabulary*
1. Myth- fictional, something which is untrue
 2. Folktale- simple story with a message or lesson in it
 3. Legend- a story from the past about a subject
 4. Fiction- literary work, which tells of imaginary events and characters
 5. Dawn- the coming of daylight in the morning
 6. Bountiful- abundant; plentiful
 7. Millet- a grass used as a food grain
 8. Yams- kind of sweet potato, edible root
 9. Gourd- vines, related to the pumpkin, can be dried and use to drink out of
 10. Plump- well-rounded, chubby
 11. Dreadful- terrible; unpleasant
 12. Sickle-semicircular blade attached to a short handle
 13. Kente Cloth- brilliantly colored cloth that is made by weaving

14. Waylay- to lie in wait for and attack; ambush
- D. *Procedures/Activities*
1. Review the vocabulary from previous lesson by having students read a word card and use that word in a sentence.
 2. Before reading the story ask children to observe drawings found in the book (clothing, homes, people, environment, etc.).
 3. Read the story *Talk, Talk* to students.
 4. On each index card, write a section of the story. Divide class into groups of two. Each group will have an index card. The students will put the cards in sequence.
 5. Students will fill out the story map (Appendix G) for assessment.
 6. Read and look at illustration from, *Eyewitness Africa* by Yvonne Ayo. The teacher will read Appendix D, teacher information covering people and villages. Students will illustrate corresponding pages in student African book and write a summary sentence on each page.
 7. As a culminating activity for this section, the students can read a Reader's Theater play found in Appendix Q.
- E. *Assessment/Evaluation*
1. Using a story map, students will identify and fill in the missing information independently.
 2. Teacher observation

Lesson Four: Responsibility

- A. *Daily Objectives*
1. Concept Objectives
 - a. Appreciate the origins and moral lessons found in fictional literature.
 - b. Understand the locations and characteristics of place and regions.
 - c. Appreciate the culture of others and the common elements of culture.
 2. Lesson Content from *Core Knowledge Sequence* p. 45
 - a. African Folktales
 3. Skill Objective
 - a. Identify and explain significance of selected stories of cultural heritage.
 - b. Analyze character traits, their relationships and how they evolve.
- B. *Materials*
1. Tagboard
 2. Markers
 3. Pencils
 4. Glitter, feathers, etc...
 5. Tape
- C. *Key Vocabulary*
1. Tribal shield- a shield made from various materials, made for protection.
 2. Responsibility- whatever you have, take care of it
 3. Stewardship- taking care of things, healthy self-concept, value
- D. *Procedures/Activities*
1. Identify Jumaani's character traits by brainstorming. Display a chart on chalkboard labeled Positive Traits and Negatives Traits. Record students' answers.
 2. Explain the importance and value of responsibility. List ways the students show responsibility.
 3. Write an advice letter to Jumaani showing how he could avoid his current situation.

4. Create a tribal shield to represent how the students show responsibility (Appendix H).
- E. *Assessment/Evaluation*
1. See Rubric in appendix. Look for these characteristics: proper letterform, shows understanding of the purpose of letter and demonstrates character building.

Lesson Five: Background Knowledge of the Plains Indians

- A. *Daily Objectives*
1. Concept Objective
 - a. Appreciate the origins and moral lessons found in fictional literature.
 - b. Understands the locations and characteristics of place and regions.
 - c. Appreciation of culture of others and the common elements of culture.
 2. Lesson Content from Core Knowledge Sequence
 - a. Plains Indians Folktales
 3. Skill Objective
 - a. Use simple tools such as maps, globes and photographs.
 - b. Identify and explain significance of selected cultural materials.
 - c. Compare information from different sources about places and regions.
- B. *Materials*
1. *What Your Second Grader Need to Know* by Dr. Hirsch, pages 150-154
 2. Poem, "Procession" by Mari Lu Robbins (Appendix I)
 3. United States and Canada map
 4. *A Thematic Unit About Plains Indians* by Evan-Moor Educational Publisher
 5. Student copies of the legend, "Sweet Medicine Teaches the People"
 6. Student copies of Appendix J, outline.
- C. *Key Vocabulary*
1. Great Plains- vast flat area, or grassland, that extends through parts of the Midwest, the West, and the Southwest
 2. Wagon train- a group of covered wagons traveling together
 3. Extinct- die out
 4. Pioneers- a group that takes part in the development of a new settlement
 5. Native American- Indians, group of people whose origins are from the North American continent
 6. Territory- a geographical area belonging under jurisdiction
 7. Prairie- grassland, has very rich soil and grows vast quantities of corn and wheat
- D. *Procedures/Activities*
1. Read poem, "Procession." Allow the students to predict the origin of the next folktale based on the poem.
 2. Brainstorm background knowledge about the Plains Indians. List on board.
 3. Read from *What Your Second Graders Need to Know* pages 150-154.
 4. Locate the Plains Indian territories on the United States and Canada map.
 5. Discuss the importance of myths and legends for the Indians of the Great Plains (Appendix K).
 6. Pass out student copies of the legend, "Sweet Medicine Teaches the People" found in *A Thematic Unit About Plains Indians*. Read legend aloud.
 7. The students will write and illustrate a legend of their own using the outline provided (Appendix J).
- E. *Assessment/Evaluation*
1. Check completion of student's outline using a checklist.

2. The students will demonstrate mastery by completing their legend. See Appendix D for rubric suggestions.

Lesson Six: Building Word Meanings

- A. *Daily Objectives:*
1. Concept Objectives
 - a. Appreciate the origins and moral lessons found in fictional literature.
 - b. Appreciate the culture of others and the common elements of culture.
 2. Lesson Content from *Core Knowledge Sequence* p. 45
 - a. Native American Folktales
 3. Skill Objectives
 - a. Build word meanings and develop vocabulary.
 - b. Use a variety of strategies to comprehend selections read aloud and independently.
- B. *Materials*
1. Pencils, markers
 2. Vocabulary on cards
 3. The book, *Iktomi Loses His Eyes* retold by Paul Goble
 4. Moccasin – shaped construction paper cover
 5. Moccasin – shaped writing paper
 6. Stapler
- C. *Key Vocabulary*
1. Heritage – something passed down from past generations.
 2. Traditional – customary method
 3. Ancestors – the people one is descended from
 4. Moccasins – a soft leather heelless shoe or boot
 5. Tomahawk – a light ax used as a weapon or tool
 6. Experimenting – to try or test something
 7. Cautiously – to do something in a careful or cautious way
 8. Wandering – going about from place to place
 9. Stealthily – slow, secret movement
 10. Prairie – a large area of level or rolling land
- D. *Procedures/Activities*
1. Write vocabulary words on cards.
 2. Discuss word meanings with the class.
 3. Brainstorm ideas for story starters using vocabulary words.
 4. Students will write a short story using vocabulary words on moccasin shaped paper. Staple into a booklet.
 5. Share story with the class.
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Students will share their story with the class. Use presentation skills rubric.

Lesson Seven: *Iktomi Loses His Eyes*

- A. *Daily Objectives*
1. Concept Objectives
 - a. Appreciate the origins and moral lessons found in fictional literature
 - b. Understands the locations and characteristics of place and regions
 - c. Appreciate the culture of others and the common elements of culture.

2. Lesson Content from *Core Knowledge Sequence* p. 45
 - a. Plains Indians Folktales
 3. Skill Objective
 - a. Use a variety of strategies to comprehend selections read aloud and independently.
 - b. The students will use writing as a tool for learning and research.
- B. *Materials*
1. *Iktomi Loses His Eyes* by Paul Goble
 2. 6x18 white construction paper per student
 3. Pencils
 4. Colored pencils
 5. Ruler
 6. Three pieces per student of 5”X5” lined paper
- C. *Key Vocabulary*
1. Heritage- something passed down from past generations
 2. Traditional- customary method
 3. Ancestors- the people one is descended from
 4. Stealthily- slow, secret movement
- D. *Procedures/Activities*
1. Share background knowledge of the character, Iktomi (Appendix L).
 2. Read, *Iktomi Loses His Eyes* by Paul Goble
 3. Review vocabulary words. Ask problem solving and comprehension questions about the text such as “What could Iktomi have done differently?” “How will the other animals respond to him in the future?”, etc.
 4. The students will decide how the story will conclude and create a triptych. See Appendix L.
- E. *Assessment/Evaluation*
1. See rubric. Look for these characteristics: Writing should reflect a comprehension of the assignment, students’ drawings should correlate with conclusion of story; students’ writing should show a conclusion to the story, and display of the students’ work

Lesson Eight: Humility

- A. *Daily Objectives*
1. Concept Objectives
 - a. Appreciate the origins and moral lessons found in fictional literature.
 - b. Understands the locations and characteristics of place and regions.
 - c. Appreciate the culture of others and the common elements of culture.
 2. Lesson Content from *Core Knowledge Sequence* p. 45
 - a. Plains Indians Folktales
 3. Skill Objective
 - a. Analyze character traits, their relationships and how they evolve.
 - b. Identify and explain significance of selected stories of cultural heritage.
- B. *Materials*
1. *Iktomi Loses His Eyes* by Paul Goble
 2. Chalkboard
 3. Copy of Character Web for each student (Appendix M)
 4. Copy of paper doll for each student (Appendix N)
 5. Scissors
 6. Tape

- C. *Key Vocabulary*
1. Humility- lack of pride
 2. Greed- a desire to possess power beyond what one needs
 3. Laziness- slow-moving, resistant to work
 4. Pride- a high opinion of oneself
- D. *Procedures/Activities*
1. Reread the story, *Iktomi Loses His Eyes*. List negative qualities that Iktomi demonstrates in the story.
 2. The students will identify Iktomi's character traits on a character web (Appendix M).
 3. Discuss humility and pride. Identify what character traits a person needs to show humility. For example; don't take credit for doing something, do good things without expecting a reward, work quickly and quietly, and offer help to others without making a big deal about it.
 4. The students will be engaged in a game entitled, "Paper Cuts." See Appendix N for details.
- E. *Assessment/Evaluation*
1. Character traits web should illustrate comprehension of Iktomi
 2. Teacher observation

Lesson Nine: Background Knowledge of Mexico

- A. *Daily Objectives:*
1. Concept Objectives
 - a. Appreciate the origins and moral lessons found in fictional literature.
 - b. Appreciate the culture of others and the common elements of culture.
 - c. Understand the locations and characteristics of places and regions.
 2. Lesson Content from *Core Knowledge Sequence* p. 45
 - a. Mexican folktales
 3. Skill Objectives
 - a. Build word meanings and develop vocabulary.
 - b. Use simple tools such as maps, globes and photographs.
 - c. Identify and explain significance of selected stories of cultural heritage.
- B. *Materials*
1. Pencils, markers
 2. World map / Globe
 3. Teacher Introduction (Appendix O)
 4. Map colors
 5. *What Your Second Grader Needs to Know* p. 38-39
 6. White construction paper
- C. *Key Vocabulary*
1. Mexico- a country south of the United States on the continent of North America
 2. Rio Grande River – the border between Mexico and the United States
 3. Spanish- the language of Mexico
 4. Aztecs- Indians that founded the Mexican empire
 5. Mayans- Indians that lived in southern Mexico
 7. North America- the continent that contains Mexico, United States and Canada
 8. Yucatan Peninsula- a piece of land that sticks out at the southern tip of Mexico into the Gulf of Mexico

9. Volcanoes- Mountains that sometimes erupt or explode and spit out fire and rocks
- D. *Procedures/Activities*
1. Share information about Mexico (Appendix O).
 2. Teach a few basic Spanish phrases (Appendix O).
 3. Locate Mexico on a globe and world map.
 4. If available, share pictures of the people, landforms, flag, etc...
 5. After explaining and telling about colors found on the Mexico flag, read about the Aztec legend that explains the symbols located on the flag (Appendix O).
 6. Draw a picture of the Mexican flag.
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Student flags will be evaluated. See examples of rubrics in appendix.

Lesson Ten: Vocabulary and read the story *El Pajaro Cu*

- A. *Daily Objectives:*
1. Concept Objectives
 - a. Appreciate the origins and moral lessons found in fictional literature.
 - b. Appreciate the culture of others and the common elements of culture.
 2. Lesson Content from *Core Knowledge Sequence* p. 45
 - a. Mexican folktales
 3. Skill Objectives
 - a. Build word meanings and develop vocabulary.
 - b. Use a variety of strategies to comprehend selections read aloud and independently.
 - c. Identify and explain significance of selected stories of cultural heritage.
- B. *Materials*
1. *What your Second Grader Needs to Know* p. 38-39
 2. Key vocabulary
 3. Pencils, markers
 4. Paper
 5. Vocabulary worksheet (Appendix P)
 6. Strawberry baskets and ribbons
- C. *Key Vocabulary*
1. Pajaro Cu [PA-ha-row-COO] – main character of the story
 2. Pity- to feel sorry for another person or thing
 3. Splendid- shining, brilliant
 4. Screech- to utter a high, shrill piercing cry
 5. Strutting- walking with a show of pride
 6. Disgrace- to bring shame
 7. Spiral- to rise or fall in a spiraled course
 8. Vanity- to be overly prideful of oneself
 9. Streaks- to move quickly
- D. *Procedures/Activities*
1. Learn new vocabulary and discuss the meaning of each word.
 2. Read the story, *El Pajaro Cu* to students.
 3. Ask questions from the story to check students' comprehension.
 4. On the vocabulary worksheet (Appendix P) students will match the word to its meaning and write a sentence using one or more of the words.

5. Give the students paper and have them finish the thought, “ I wonder....” (why, who, when, where, how, what)
 6. As a culminating activity for this section, create a caring basket. Before class gather strawberry baskets and ribbon. Say: “We are going to make a Caring Basket to keep on our desk. When you notice someone showing kindness, respect, courage, honesty, humility, and responsibility, you will write them a short note and place it in their Caring Basket.” Show the children how to weave the ribbon through the holes in the baskets.
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Written assessment is based on student’s ability to match vocabulary words to their meanings and complete the writing assignment accurately.

Lesson Eleven: Caring/Limericks

- A. *Daily Objectives*
1. Concept Objectives
 - a. Appreciate the origins and moral lessons found in fictional literature.
 - b. Understands the locations and characteristics of place and regions.
 - c. Appreciate the culture of others and the common elements of culture.
 2. Lesson Content from *Core Knowledge Sequence* pages 43-45
 - a. Mexican folktales
 - b. Limericks
 3. Skill Objectives
 - a. Analyze character traits, their relationships and how they evolve.
 - b. Respond to and analyze the characteristics of various types of text.
- B. *Materials*
1. *What Your Second Grader Needs to Know* p. 18 by Dr. Hirsch
 2. Chalkboard
 3. Poem, “There Was an Old Man with a Beard” on a transparency
 4. Overhead Projector
- C. *Key Vocabulary*
1. Caring- to feel an interest or concern; to have a liking
 2. Kindness- affectionate, loving
 3. Limerick- humorous poem of five lines
 4. Pride- a high opinion of oneself
- D. *Procedures/Activities*
1. Reread the folktale, *El Pajaro Cu*. List character qualities found in the folktale.
 2. Discuss caring and kindness. Students will give examples of caring and kindness.
 3. Explain limerick: Limericks always have five lines that follow the same rhyme scheme, and usually tell a joke. Read, “There Was an Old Man with a Beard” on page 18 of *What Your Second Grader Needs to Know* by Dr. Hirsch. Ask the children to listen carefully for rhymes. Let the children imagine the man’s beard with the birds nesting in it. After you read the poem the first time, display a copy of the poem on the overhead projector. Ask the students to look for the rhyming pattern and identify the rhyming words. The rhyming pattern is AABBA.
 4. Divide students into groups. Ask students to think about rap songs and how they use rhymes. The children will choose a character from the folktale to write a rap song about. Allow time for the students to perform their songs.

E. *Assessment/Evaluation*

1. Evaluate the students' rap song. Check for rhymes and content.

VI. CULMINATING ACTIVITY

As a class, compare and contrast the similarities and differences of the three Trickster Tales we studied. Discuss how each tale reflected the culture that it came from and the moral lessons that each story exhibited. Divide students into three groups – African Folktales, Mexican Folktales, and Native American Folktales. Each group will have a tri-fold display board on which they will create their own folktale. On the first section of the board, they will illustrate the main character and label it. On the second section of the board, they will create and write a folktale. On the third section of the board, they will write the moral or character lesson their character learned in the story. Have the groups share their story and display boards with others.

VII. HANDOUTS/WORKSHEETS

1. Appendix A- Teacher Introduction of Africa
2. Appendix B- Continent Song
3. Appendix C- Student African Book (1-2 pages, see for directions)
4. Appendix D- Rubrics
5. Appendix E- Vocabulary worksheet for Lesson 2
6. Appendix F- Teacher information for lesson 2-4
7. Appendix G- Story Map
8. Appendix H- Directions for the tribal shield
9. Appendix I- Poem for Lesson 5
10. Appendix J- Trickster Tale Outline
11. Appendix K-Discussion topic for Lesson 5 –Importance of Myths & Legends
12. Appendix L-Background Knowledge of *Iktomi* and directions for the triptych
13. Appendix M- Character Web
14. Appendix N- Paper doll pattern and instructions for the game “Paper Cuts”
15. Appendix O- Teacher introduction of Mexico, Spanish phrases, Aztec legend of the flag
16. Appendix P- Vocabulary worksheet for *Pajaro Cu*
17. Appendix Q- Readers Theater-*Talk, Talk*

VIII. BIBLIOGRAPHY

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Appendix A

Today we will be beginning an exciting unit about folktales. A folktale is a fictional story. In the past, folktales were a way to bring news from one village to the next. Parents used folktales to teach lessons to their children. The first folktale we will be reading is from Western Africa. It is a tale from the Ashanti tribe. Africa is the second largest continent in the world. There are many countries on this continent and more than one thousand languages are spoken here. It is a land of deserts, grasslands, high mountain ranges and tropical forests. For thousands of years, the way of life in Africa has changed very little. Many Africans make their living by herding, hunting or farming. Some Africans are Nomads. They live by traveling through their territory, hunting and collecting fruit. As we study these folktales we will gain knowledge of the culture and life styles that these legends are based upon.

Appendix B

Continent Song

North America, South America, Europe, Asia, Africa and don't forget Australia and don't forget Antarctica; Oh, North America, South America, Europe, Asia, Africa and don't forget Australia and don't forget Antarctica.

Notes for Song:

CCCDE (North America)

DDDEF (South America)

EG (Europe)

DE (Asia)

CCC (Africa)

E (and)

C (don't)

CC (forget)

EDD (Australia)

D (and)

D (don't)

DD (forget)

FEDC (Antarctica)

Appendix C

STUDENT'S AFRICAN BOOK

Directions: The teacher will read a section of the information of Africa each day (Appendix F). The students will write a summary sentence from the information that was read to them and draw an illustration.

Cover Page-



First page-



Second page- List vocabulary words. Students will write definitions.

Appendix D

Abilene Christian Schools *Story and Letter Writing*

Name: _____

Teacher: McMahon

Date Submitted: _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	—
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	—
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	—
Neatness	Work is very hard to read	Work has three or four areas that are sloppy.	Work has one or two areas that are messy.	Work is neatly done.	—
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	—
				Total---->	—

Teacher Comments:

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Adapted from: [www. Teach-nology.com](http://www.Teach-nology.com)

Name: _____

Date: _____

Project Title: _____

Teacher(s): McMahon

Tribal Shield

Process	Below Avg.	Satisfactory	Excellent
1. Has clear understanding of project	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9

Product (Project)	Below Avg.	Satisfactory	Excellent
1. Attractive in terms of layout	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Volume is loud enough	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments:

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Adapted from: www.Teach-nology.com

Appendix E

Vocabulary Worksheet For Lesson Two

Name _____ Date _____

Directions: The students will match vocabulary words to the definitions by placing the letter in the blank.

- | | |
|-----------------------|---|
| 1. Myth _____ | A. literary works, which tell of imaginary events and characters |
| 2. Folktale _____ | B. vines, related to the pumpkin, can be dried and used to drink from |
| 3. Legend _____ | C. simple story with a message or lesson in it |
| 4. Fiction _____ | D. to lie in wait for and attack; ambush |
| 5. Dawn _____ | E. well-rounded, chubby |
| 6. Bountiful _____ | F. a grass used as a food grain |
| 7. Millet _____ | G. is fiction, something which is untrue |
| 8. Yams _____ | H. terrible, unpleasant |
| 9. Gourd _____ | I. A story from the past about a subject |
| 10. Plump _____ | J. the coming of daylight in the morning |
| 11. Dreadful _____ | K. semicircular blade attached to a short handle |
| 12. Sickle _____ | L. abundant; plentiful |
| 13. Kente cloth _____ | M. kind of sweet potato, edible root |
| 14. Waylay _____ | N. brilliantly colored cloth that is made by weaving |

Appendix F

Information For Student Book: Lesson One

Read

Map: Africa is a continent. A continent is a landmass of the earth. The continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. Africa is the second largest continent after Asia. There are three regions in Africa; grassland, desert and tropical forest. The longest river in the world, the Nile, flows through northeast Africa.

Note to teacher: Allow time for the students to complete map in student book. Appendix C

Word development: page 2 in student book

Note to teacher: Students will use dictionaries to define vocabulary words.

Lesson Two:

Foods and Crops

Read: Some of the crops found in Africa are millet grass and yams. Millet is a grass that is used as a food grain. Most of the farming is still done by hand with a hoe. The women are mainly in charge of the crops. The village men care for the livestock. A few of the men are hunters. They hunt game animals and birds, and gather insects, roots, fruits and wild honey. Africans usually eat one large meal a day.

Culture and Art:

Read: African people are known for their artwork. Many African artists paint on smooth rocks. They use carved and decorated items in their worship ceremonies. For example, they make bowls, masks, tribal shields and spears. Music plays a very important part of their everyday life. Kente cloth is Africa's national dress.

Lesson Three:

Villages and Homes

Read: In Africa there are many kinds of homes. Homes are built from materials found in the area such as wood, grass, animal hides and dirt. Homes may be found alone on farmland, or with many others in a village or town. Africans living in the desert are nomadic. Nomads' homes are moveable tents made of a framework of poles with leather stretched around the poles. Those living in the rainforest build dome-shaped homes with saplings (young trees) covered with leaves. There are also many people who live in cities. They may choose to live in apartments and town homes.

People

Read: Most of the people in Africa live in rural (country) areas. They live on the land growing crops and using the land resources. This is how their ancestors lived hundreds of years ago. In some tribes, hunting is very important to the people. Most activities, such as cooking and weaving are done outside. When daily work is over, African people relax by telling stories, playing games, dancing, racing and playing music.

**Appendix G
Story Map**

Setting

How Solved

Characters

Problem

Appendix H

Directions For Tribal Shield In Lesson Four

Materials: thick tagboard or cardboard
markers
tape
scissors
glitter, feathers, etc...

Directions:

1. Cut tag board into the shape of a shield.
2. Divide the shield into five parts.
3. On each part of the shield, the students will illustrate and write sentences showing how their actions reflect responsibility.
4. Decorate shield.
5. Tape tag board strips to the back of the shield to form handles.

Adapted from *Africa Activity Book*
by Robyn Hamilton

Appendix I

Poem for Lesson Five

Procession

The river of people flowed down through the valley,
dust billowing up almost hiding the grandeur.
Old chiefs walked ahead,
scouts and sentries far outside,
protecting women on ponies,
dragging travoises, carrying cradle boards
and tipis
children play
moving alongside.
I watched you stop three times
and thought takes me with you the next time you go.
I want to go with you,
I want to stop with you,
I want to sit with you and drink of your soup.
When you halted a fourth time I ran to catch up,
but you melted into mist,
a vanishing vision.
Where could you have gone
with your beauty and grace?
Gone the buffalo days,
Gone forever.

-Mari Lu Robbins

Appendix J

Student outline for Lesson Five

Trickster Tale Outline

I. Describe characters (animal or human)

1.

2.

II. Setting (time and place)

1.

2.

III. Problem

1.

IV. Solution (teaches a lesson)

1.

Appendix K

Discussion topic of Lesson Five: The Importance of Myths and Legends in the Native America Culture

Indians of the Great Plains told stories of how and why things should be done in a certain way. They also used stories to teach lessons. Another way the Indians used stories was as a way to preserve their history. They believed if any disaster came to their people it was proof that someone had disobeyed the laws. These stories were told to every child.

Adapted from *Plains Indians* by Mari
Lu Robbins

Appendix L

Background knowledge for Iktomi needed for Lesson Seven

Iktomi (eek-toe-me) tales are based on a North American trickster. The purpose of tales is to teach a lesson. In the past the people of the tipi villages would sit around the fire and tell stories. In these tales the people from the village would learn not to be like the character Iktomi. Hopefully, they would learn morals from his mistakes. Iktomi is the main character in this story. Iktomi means “spider”. Iktomi is very clever, with magical powers. He is always getting into trouble. All of the Iktomi stories start in the same way; “Iktomi was walking along...”. The words suggest that Iktomi has nothing better to do than to cause trouble. Let’s see what kind of trouble Iktomi gets into today.

Directions for the Triptych

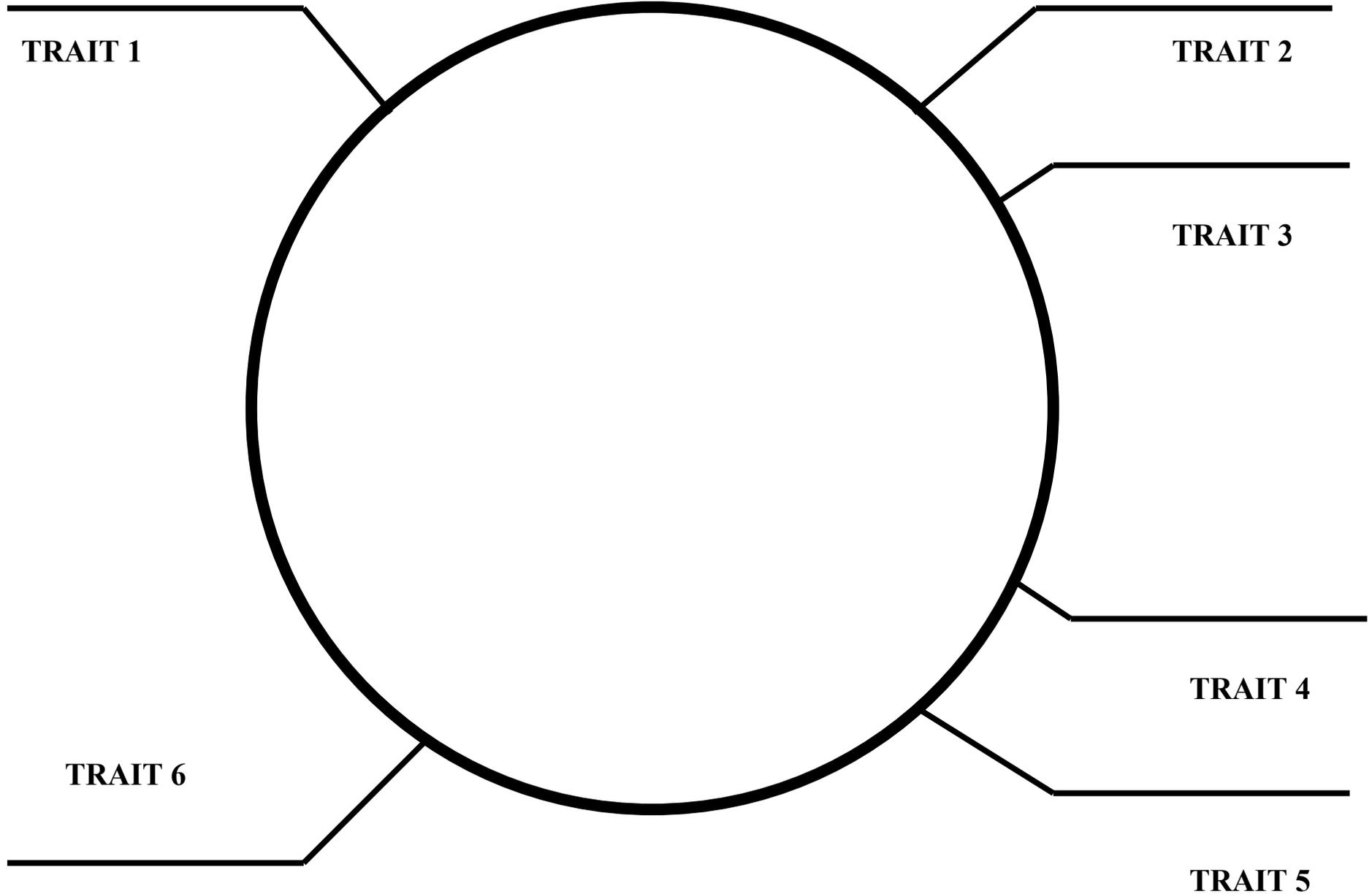
Materials: 6”x8” white construction paper
ruler
3 pieces of 5”x5” lined paper
pencils
crayons
glue

Directions:

1. Mark at 6” and 12” on the long edge of construction paper.
2. Fold on these marks to divide paper into three equal parts.
3. Draw a vertical line about 1” from the bottom of the paper through all three squares.
4. The students will draw three pictures to illustrate their conclusion for the story, *Iktomi Loses His Eyes* by Paul Goble.
5. On the back of their triptych students will attach their writing of how the story will be concluded. The pictures should correlate with the conclusion of the story.

Adapted from *Plains Indians*
by Mari Lu Robbins

Appendix M



Appendix N

Directions for “Paper Cuts” game needed for Lesson Eleven

1. Give each student a construction paper doll.
2. On “go” have the children cut or tear their paper doll into as many pieces as possible.
3. The child with the most pieces wins.
4. Tell the students they have one minute to put their dolls back together with tape.
5. Display their reconstructed dolls on board.
6. Ask following questions:
 - a. How does your reconstructed doll compare to your original one?
 - b. Why could you not make it look the same way?
 - c. Think about the last time someone put you down-how did you feel? How did the person who put you down feel?
 - d. How is putting other people down like cutting apart your paper doll?
 - e. What can we do to help repair the damage we’ve done after we’ve put someone down?

Adapted from *Quick Games for Children’s Ministry* by Group Publishing

Appendix O

Mexico Background – Teacher Talk

Mexico is our neighbor to the south. It borders the states of California, Arizona, New Mexico, and Texas. Part of the border between Mexico and the United States is a river. Mexicans call the river Rio Bravo, and the people in the United States call it the Rio Grande. Both names mean it is a large, mighty river. Mexico's capital is Mexico City, one of the largest cities in the world. In ancient times, Mexico was the home of the Mayan and Aztec civilizations. In 1519, a Spanish explorer named Hernan Cortes came and conquered the Aztecs. The language spoken in Mexico is Spanish. Mexico has many delicious foods like beans, chilies, enchiladas, tortillas, and chocolate. There are many interesting things to see in Mexico. There are tropical rainforests with interesting animals like jaguars, armadillos, and iguanas. There are cities that were built hundreds of years ago, as well as ancient pyramids. It is a land with a lot of mountains. About 3,000 of these mountains are volcanoes. Mexico is a very interesting country.

Spanish Phrases

Hola!.....Hello	Por favor.....Please.
Buenos Dias.....Good Morning.	Muchas gracias.....Thank you very
Buenos Tardes....Good Afternoon.	much.
Adios.....Goodbye.	Como esta usted?.....How are you?
Hasta manana.....See you tomorrow.	Muy bien.....I'm fine.
Como se llama?....What is your name?	Habla usted ingles?...Do you speak
Me llamo Maria.....My name is Maria.	English?

Aztec Legend- Story of the Mexican Flag

Mexico's flag has three wide vertical stripes – one green, one white and the other is red. On the white strip there is a picture of an eagle sitting on the top of a cactus plant. The eagle is eating a snake. The legend says that once upon a time, the Aztecs lived in the north on a mysterious island. One of their gods told them to move south and build a capital city in the place where an eagle landed on a prickly pear cactus and ate a snake.

After they had wandered for many years, they finally saw an eagle on a small, swampy island and began to build their city, Tenochtitlan. This means “the place of the prickly pear cactus.” Today that place is the center of the capital city, Mexico City.

Adapted from Pearson Learning, Mexico Today – Level One

Appendix P

Vocabulary Worksheet For Lesson 10

Name _____ Date _____

Directions: The students will match vocabulary words to the definitions by placing the letter in the blank.

- | | |
|--------------------|--|
| 1. Pajaro Cu _____ | A. to be overly proud of oneself. |
| 2. Pity _____ | B. walking with a show of pride |
| 3. Splendid _____ | C. to move quickly |
| 4. Screech _____ | D. main character of the story |
| 5. Strutting _____ | E. to bring shame |
| 6. Disgrace _____ | F. to feel sorry for another person or thing |
| 7. Spiral _____ | G. to utter a high, shrill, piercing cry |
| 8. Vanity _____ | H. shining, brilliant |
| 9. Streaks _____ | I. to rise or fall in a spiraled course |
| 10. Spanish _____ | J. the language spoken in Mexico |

APPENDIX Q

Readers Theater: *Talk, Talk* by Deborah Chocolate, Nineteen Parts

Introduction 1: A long, long time ago in Africa, a simple farmer named Jumaani lived in a small village. Each morning, Jumaani worked in his fields of millet, sunflowers, squash, and yams. Each day he planted. Each day he weeded and sowed.

Introduction 2: Each day, after caring for his crops, Jumaani fed his animals and tended to his other chores. Jumaani was such a simple man that nothing remarkable ever happened to him.

Narrator 1: One evening, as a new moon rose behind the mountains, Jumaani turned to his wife and said...

Jumaani: Tomorrow I will take our crops to the market place to see what I can fetch.

Narrator 2: At the first light of dawn, Jumaani set off to the fields with his cow, his dog, and his favorite digging stick.

Narrator 3: First, he dug up the millet grass. Next, he dug up the squash. Then, he dug up the sunflowers. He stopped to sip from his drinking gourd and to wipe the sweat from his face. Jumaani saw that it had been some time since he had weeded his yams.

Narrator 1: They were golden brown and plump and would bring a fine price at the market. But the yams were covered with vines, which were tangled about them in dreadful knots.

Narrator 2: Jumaani began to dig away at the vines, when one of the yams spoke to him.

Yam: "Whupp! Whupp! What have we here? All season long you never came to weed me. You did not care for me as you did your precious millet, your squash, and your sunflowers. Now here you come at harvest time with your digging stick. Get Away! Get away from here and leave me alone!

Jumaani: (startled, look at his cow) What did you say?

Dog: It wasn't Cow who spoke. It was Yam. And if you don't mind, Yam says to leave him alone.

Narrator 3: Jumaani became very angry. Never before had he heard his dog talk. And, besides that, he did not like the dog's tone of voice. So Jumaani picked up his sickle and cut a branch from a nearby palm tree to whip his dog.

Palm Tree: "Swish! Swish! Put my branch down! How would you like someone to cut a finger off your hand?"

(Jumaani upset. Started to throw the branch down)

Palm tree: Put me down gently.

(Jumaani put the branch down on a stone)

Stone: Take that branch off me! I didn't ask for any shade!

Narrator 1: Jumaani was so frightened that he started to run. On the way back to the village, Jumaani met a fisherman carrying a trap filled with fish.

Fisherman: Why are you in such a hurry?

Jumaani: My yam, it talked to me! (short of breath) This morning, as I was harvesting my crop, my yam spoke to me and said, 'Leave me alone!' Then my dog said, 'Yes, if you don't mind, why don't you leave Yam alone?' And when I went to whip the dog with a palm tree branch, the tree said, 'Put the branch down!' Can you imagine that? Well I became so frightened that I drew back my arm to throw the branch, when suddenly the branch shouted, 'Put me down gently!' Then when I tried to lay the branch down on a stone, the stone cried, 'Take that branch off me!'

Fisherman: Is that all? That is what frightened you? That is why you are running back to the village?

Fish: (deep voice) "Well, did he take the branch off the stone or not?"

Fisherman: (shouting) Wah! (throw the trap, fisherman and Jumaani race to the village)

Narrator 2: Soon they met a Weaver carrying a bundle of colorful kente cloth on his head.

Weaver: My brothers, where are you off to in such a rush? And on such a fine day as this, I might add.

Jumaani: (out of breath) (Repeat as before)

Fisherman: And then, as Farmer was telling me his story, my fish trap interrupted him and asked, 'Well, did he take the branch off the stone?'

Narrator 3: The Weaver had not believed one word of it. The Weaver thought, 'Perhaps these two are robbers trying to waylay me as I head to market with my kente cloth.

Weaver: That's nothing to get excited about. (wave men off) Nothing at all.

Cloth: "Krish! Krish! Oh, yes it is. If it happened to you, you'd run, too!"

Weaver: "Aah! (threw his bundle on the path and run)

Narrator 1: The three men were all out of breath by the time they reached the shallow crossing in the river. There, they found a Bather who was washing himself.

Bather: Where are you rushing in such a hurry? Are you chasing a giraffe?

Jumaani: (out of breath, repeat story)

Fisherman: Then my fish trap said, 'Well, did he take the branch off the stone or not?'

Weaver: My bundle of Kente cloth also spoke. It said, 'You'd run too, if it happened to you.'

Bather: Don't tell me you are all running because of that?

River: (gurgling voice) Well, wouldn't you run if you were in the same boat?

Bather: "Yow!" (leap out of water and all men take off running)

Narrator 2: The men ran straight to the house of the Chief, a crowd of curious villagers following close behind them.

(A servant came out of the house, carrying the Chief's golden stool. Chief raised his hand)

Jumaani: As I began to dig up my yams, something happened. Suddenly, there was all of this talk, talk. First, Yam spoke to me. It said, 'Leave me alone.' And only because I had not weeded it in a long while. Then my dog spoke. Dog said, 'If you don't mind, why don't you leave Yam alone?' Then, when I used my sickle to cut a branch from a palm tree to whip my dog, the tree spoke. Tree said, 'Put that branch down!' When I tried to throw the branch away, the branch shouted, 'Do it gently!' And when I tried to lay the branch down on a nearby stone yelled, 'Take that branch off me!' (crowd makes noise)

Fisherman: I had a trap filled with fish, and as Farmer was telling me his story, my fish trap interrupted with, 'Well, did he take the branch off the stone or not?'

Weaver: O Great Chief, my bundle of Kente cloth spoke next. It said, 'If it had happened to you, you'd run too!'

Bather: And even the river spoke. It said, 'You'd run too, if you were in the same boat!'

Chief: (angrily) Now, all this talk, talk is ridiculous. Get back to your chores before I punish you for stirring up trouble in the village. Get back to your work before I have you whipped. Go now!

Narrator 3: Ashamed of their story, the four men left. Jumaani went back to his fields.

Chief: (shook his head) Silly. Ridiculous talk like that frightens everyone in the village.

Stool: Incredible, isn't it? Just imagine. A talking yam!