Name: Janice Givens

Course/Grade: English/Language Arts 8th

Lesson Title: Universal Themes in Folktales

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  G1. Reading Standards for Literature  RL2. Determine a theme or central idea of a text and  analyze its development over the course of the text,  including its relationship to the characters, setting,  and plot; provide an objective summary of the text.  RL3. Analyze how particular lines of dialogue or  incidents in a story or drama propel the action,  reveal aspects of a character, or provoke a decision.  RL5. Compare and contrast the structure of two or more  texts and analyze how the differing structure of  each text contributes to its meaning and style.  RL6. Analyze how differences in the points of view of the  characters and the audience or reader (e.g., created  through the use of dramatic irony) create such  effects as suspense or humor.  RL9. Analyze how a modern work of fiction draws on  themes, patterns of events, or character types from  myths, traditional stories, or religious works such as  the Bible, including describing how the material is  rendered new.  G2. Reading Standards for Informational Text  RI3. Analyze how a text makes connections among and  distinctions between individuals, ideas, or events  (e.g., through comparisons, analogies, or categories).  R6. Determine an author’s point of view or purpose in a  text and analyze how the author acknowledges and  responds to conflicting evidence or viewpoints.  G3. Writing  W7. Conduct short research projects to answer a  question (including a self-generated question),  drawing on several sources and generating  additional related, focused questions that allow for  multiple avenues of exploration.  W8. Gather relevant information from multiple print  and digital sources, using search terms effectively;  assess the credibility and accuracy of each source;  and quote or paraphrase the data and conclusions  of others while avoiding plagiarism and following a  standard format for citation.  W9. Draw evidence from literary or informational texts  to support analysis, reflection, and research.  a. Apply *grade 8 Reading standards* to literature  (e.g., “Analyze how a modern work of fiction  draws on themes, patterns of events, or  character types from myths, traditional stories,  or religious works such as the Bible, including  describing how the material is rendered new”).  b. Apply *grade 8 Reading standards* to literary  nonfiction (e.g., “Delineate and evaluate  the argument and specific claims in a text,  assessing whether the reasoning is sound  and the evidence is relevant and sufficient;  recognize when irrelevant evidence is  introduced”).  G4. Speaking and Listening  SL4. Present claims and findings, emphasizing salient  points in a focused, coherent manner with relevant  evidence, sound valid reasoning, and well-chosen  details; use appropriate eye contact, adequate  volume, and clear pronunciation.  SL5. Integrate multimedia and visual displays into  presentations to clarify information, strengthen  claims and evidence, and add interest. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  T1. Recognize diverse and universal human values  T2. Strengthen cultural consciousness and respect for human dignity  T3. Collect, analyze, and evaluate information from different perspectives and world views | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  U1. People of diverse racial, religious, ethnic groups, and national origins use different ways to transmit their beliefs and values.  U2. The need for cultural consciousness and respect for human dignity is a global necessity | ESSENTIAL QUESTIONS  E1. What are the similarities and differences in the West African and American folktales?  E2. What are some problems that exist in Africa that also exist in the U.S.?  E3. Why is it important to understand the traditions, history, and values of various cultures? |
| ***Acquisition*** | |
| *Students will know…*  K1. The universal themes found in folktales around the world.  K2. Tradition is an important factor in the communication of cultural literacy.  K3. Individual and family roles share similarities and differences across cultures. | *Students will be skilled at…*  S1. Analyzing literature to determine themes.  S2. Researching events that have and do impact the people of a geographic area.  S3. Using technology to gather information from global sources. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Provides insightful analysis of the role of folktales in a culture. 2. Demonstrates thorough analysis and interpretation of the story structure, theme, and character development in the African and American folktales. 3. Provides textual evidence to support analysis. 4. Provide analysis of the historical events that impacted West African nations during the 18th and 19th centuries. 5. Demonstrates thorough understanding of elements of folktales. | TRANSFER TASK(S):   1. KWL Chart: Identify background knowledge, desired knowledge to gain, and what they learned. 2. Fairytale Element Chart (American): After reading several short American folktales, identify elements of fairytales and their purposes. Identify events in American history that are evident in the folktales. Provide examples from the text. 3. Time line: Research historical events that impacted West African nations during the 18th and 19th centuries and construct a timeline. 4. Fairytale Element Chart (African): After reading several short West African folktales, identify elements of folktales and their purposes. Identify events in West African history that are evident in the folktales. Provide examples from the text. 5. Folktales in Commonality Presentation: Small group presentations which compare and contrast two folktales that share similar themes (one American/one West African) and point out historical events that are connected to the tales and regions. | |
| Demonstrates responsibility during research and group work and respect for the various cultural groups studied in order to grow as global citizens. | OTHER EVIDENCE:   1. Observation of research classwork. 2. Observation of group work during presentation preparation. 3. Homework and classwork assignments. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   * Getting Started: Students will be able to identify similarities and differences between an African, a Native American, and a European Folktale. In small groups, the students will choose a storyteller who will present the following books: Mufaro’s Beautiful Daughters by John Steptoe, The Rough-Faced Girl by Rafe Martin, and Cinderella by Charles Perrault. The groups will pass the books from group to group in rotation until all groups have shared all three books. Students will create a Venn diagram demonstrating the similarities and differences in the stories. * Universal themes: Discuss the origins, purposes, traditions, and universal themes in folktales and the idea of cosmopolitanism . Students will brainstorm to develop a list of universal themes found in folktales around the world. * Guest Speaker: Students will listen to the oral telling of two Ghanaian folktales by Arol Agana. These folktales are “Ananse The Rich Farmer” and “Ananse And The Lion”. These stories focus on the recurring character of Ananse, the trickster. The speaker will also discuss the importance of oral traditions in the Ghanaian culture and the role that history and culture played in the development of the folktales. * Going deeper: Students will, in small groups, research a specific aspect of Ghanaian culture and create a short presentation (with visual aid) to share with the class. The research groups will focus on the following: Geography (What makes it unique and what role has that played in their history and culture?), History (What major events have influenced their culture over the past 500 years?), Cultural traditions and groups (What makes the Ghanaian people unique?), Languages spoken (What is the official language? What other languages are spoken?). This will require three class days. * Making connections: The students will use the Ipads to research and investigate American and Native American trickster folktales (ex. Brer Rabbit, Coyote) and discuss the similarities to the stories the speaker shared with them. * The World Around Us: The students will use the Ipads to research two folktales from two different countries that share a universal theme or a common character type. The students will create a poster that presents the similarities and differences between the two stories. This will require three class days and homework. * Presentation: The students will be grouped to share their research. Each student will orally present both folktales and their poster visual aid. The students will explain the information on the poster and share with their fellow group mates their new understanding of cosmopolitanism. | | |