4Culture Lesson Plan Cultural Residency

**Residency Lesson Plan**

Course Title: Telling Tales - The Oral Tradition of the African American Culture

Course Type: Cultural Arts Residency - Storytelling

Grade Level: 3 - 6

Number of Lessons: 8

Length of each session: 45 minutes (1 class session)

Total hours: Teaching time 8

Course Description: This course uses folktales to teach about culture and the art of storytelling. Students will increase knowledge of various cultures and increase comprehension skills, in addition to learning story structure and the art of oral storytelling.

Materials & Space: Classroom

Folktales (or fables/fairytales) from African American culture

Story Chart handouts

Big Idea: Students will learn storytelling skills (oral and written) which are useful in many areas of life. They will be able to use the acquired skills in other subject areas and in life situations beyond educational settings.

Lesson Objectives & Student Learning Assessment

|  |  |
| --- | --- |
| Learning Objectives  Demonstrate understanding of storytelling terms: Folktale, story structure,  elements of storytelling | Assessment Criteria  Verbally express definitions |
| Communication: Apply elements  - Tell/retell stories using structure and elements | Use storytelling rubric to assess use of skills during class presentations |
| Read and comprehend stories  (Literary experience) | Assess comprehension based on completeness of written/oral re-telling |
| Growth Mindset: Analyze main character traits from beginning to end of story | Chart traits/characteristics to note character’s growth |
| Critical Thinking: Apply character’s growth to their life | Ability to give an example of facing a challenge and being affected (comparing a fictional situation to a real-life example |

|  |
| --- |
| Vocabulary:  Folktale; Fairytale; Culture; Story Structure basic elements (Character, Conflict, plot, setting, story arc, rising tension, etc…); Main ideas, mood; Elements of Storytelling (Vocalizations, Pace, Eye Contact, Gestures, Body Language) |

**Instructions:**

Day 1

Opener - Explain that the storytelling residency will focus on oral storytelling - learning to effectively listen to and tell stories, as well as analyze stories for cultural content.

Change the space from a classroom to a storytelling space by re-arranging the seating (if possible) into a half circle. Set up a space for the storyteller, i.e. small ‘stage’ with chair.

Objective - Familiarize students with African American folktale

Activity

—Define Folktale

—Tell a folktale from African American culture - Brer Rabbit and Boss Lion

—Follow story with an explanation of oral storytelling and its history.

Group activity - Story Circle for Story Structure

—Name Game

—Define Story Structure as having a Beginning/Middle/End

—Creating a story - two words at a time

Form a circle. Each person can say two words then the next person adds two

words to build onto the story. The story circle continues. The story must have a beginning, middle and end, but can not end until the circle has been completed at least once.

Discuss the story created in the story circle

Close: Stories travel around the world; to get to you and me. Let the light they bring,

continue to shine; So that we all can see. Re-set the room.

| **Day** | **Goal** | **Activity** |
| --- | --- | --- |
| 2 | Folktale Vocab  Story Structure | +Ask about Audience etiquette  +Assess listening skills  +Disuss Vocabulary  +Chart story using form |
| 3 | Improve Reading/Comprehension | +Story Circle  +Read & Chart Story  +Orally verbalizing a story |
| 4 | Becoming a Teller | +Study Elements Vocabulary  +On-your-feet telling |
| 5 | Write story Introduction | +Finding cultural clues  +Use clues to write intro +Write moral or message |
| 6 | Prepare story for oral telling | +Rewrite the folktale for oral storytelling |
| 7 | Oral telling | +Story Performance: Half of class tells to audience |
| 8 | Oral telling | +Story Performance: Half of class tells to audience |

Day 2

Objective - Familiarize students with folktale Vocabulary; Charting Story Structure

—Ask about the importance of the audience in storytelling - audience etiquette.

—Assess listening skills observed during the story (Self Assess & T.A assessment.)

—Discuss Vocabulary terms (have students read definitions aloud)

—As a class, Chart the story that was created in the story circle, for story structure and cultural content - referring to the vocabulary terms (handout = Chart Sheet)

[Formative Assessments made during discussion]

—On their own, students chart Brer Rabbit and Boss Lion

[Formative Assessments made while silently observing students]

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Day 3

Objective - Improve reading and comprehension skills

Activity 1

—Warm-up: Story Circle - Students create a story using four words at a time

Arrange the seats in groups of two

Handout - Copies of stories or story books from library

—Form groups of two students

—Student silently reads a story, twice

—Student charts their story

—Student reads the story aloud once to their partner

—Then each person puts the paper aside and orally shares the story with their partner

Formative Assessments made while walking around the class assessing

cooperation and listening skills; assess students’ progress with story

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Day 4

Objective - Becoming a Teller

Discussion: Oral Elements Vocabulary terms: Changing written stories for oral telling

Activity 1

Active Sharing (move chairs aside)

— Warm-up: Vocal warm-up with tongue twisters

—Students walk around the room, telling their story aloud

Students begin walking around the room (all directions)

When given a signal, they stop next to another student

They each exchange a bit of their story

At the next signal, they begin walking again

When signal is given, they continue their story with a different person

When student’s story is completed, they take a seat

Discussion - What did you notice about this activity? How did it help you?

Evaluate your story structure elements

Self reflection: Did you tell the story as completely as you wanted to?

Activity 2

—Students read Elements of storytelling (aloud, as a class)

—Repeat previous activity, focusing on elements, such as vocal or pauses

Students walk around the room, telling their story aloud

Students begin walking around the room (all directions)

When given a signal, they stop next to another student

They each exchange a bit of their story

At the next signal, they begin walking again

When signal is given, they continue their story with a different person

When student’s story is completed, they take a seat

[Assessment based on the ability of students to follow directions]

Discussion - Self evaluation

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Day 5

Objective - Create a story introduction with cultural information

Discuss: Writing story introduction and moral to story

Activity

—Review vocabulary for Story Structure & Elements of Storytelling

—Choose another story

—Read silently for comprehension

—Chart story for cultural content & story structure

—Class: Compare cultural content from stories of different cultures

—Write a short introduction for the story (give audience info about related culture)

[Formative Assessment: TA reads student’s introductions to assess

writing skill level; Assess critical thinking and creativity exhibited in the quality of the moral]

—Read examples of introductions

Day 6

Objective - Rewrite story for oral telling

Discuss: Character growth

Consider: How does the story need to be changed for oral telling (give examples)

—Students on their own rewrite their story with changes for oral telling

[Formative Assessment - observe and communicating with each student

during a walk about the room]

—Review final product as students read excerpts of their changes aloud

[Formative Assessment based on students’ understanding of concept]

—Students review their full story

—Critical Thinking: compare the main character’s challenges to challenges in your life

[Formative Assessment -based on understanding of the concept and compliance]

Group work (groups of two)

—Prepare written story for oral telling (work on the opening & ending of the story)

in groups of two

[Assessment based on completion of activity]

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Day 7

Objective - Oral telling

Activity

—Warm-up Exercise (vocal/physical)

—Form groups of two; tell story to partner including changes made to improve oral telling

—Students tell to audience: Half of the class tells

using stories from previous day (select one element to focus on, for example: vocal projection

[Assessment based on storytelling elements rubric]

—Audience practices storytelling etiquette

[Formative Assessment for storytelling and audience etiquette will be charted during telling]

—Students discuss their telling experience: Self Assessment

[Give each student an assessment sheet;

Give each student a presentation goal (element to improve on) for next session]

Close: Stories travel around the world; to get to you and me. Let the light they bring,

continue to shine; So that we all can see. Re-set the room.

Day 8

Objective - Oral Telling (continued)

Activity

—Warm-up

—Second half of class tells their story

[Assessment based on storytelling elements rubric]

—Review; Q & A

Close: Stories travel around the world; to get to you and me. Let the light they bring,

continue to shine; So that we all can see.

VOCABULARY (from edsitement.neh.gov)

CULTURE: Things that human beings do that isn’t motivated by natural instinct. Sleeping is natural, not cultural. Sleeping with a pillow is cultural. People of different cultures sometimes use different types of pillows, for example: Japanese people used wooden pillows; American use soft pillows.

Culture examples: types of food and how it is prepared; tool-making; using creative/artistic expression; music; clothing; dance

FOLKLORE/FOLKTALES: All the stories shared by a particular folk.

(stories, legends, jokes, folk drama, epic tales, magic tales, clothing, hairstyles.

Traditional beliefs - religion, superstitions, ethical values, holidays festivals.)

FOLK: Any two or more people who share at least one significant cultural thing in common (for example: traditions) Most people belong to several cultural groups.

LEGEND: A folktale that is told as though the teller believes it to be true. Legends often deal with the origins of things; phenomena, or names or with the actions of real people, past or present (historical legends).

TRADITION: Meaningful cultural behavior that exhibits continuity in time (over generations)

NARRATIVE: A story of any kind, almost always involving both plot (a sequence of causally and/or logically linked events) and characters (who both enact and react to the plot.) Stories usually involve conflict, rising action, a climax and a resolution of some kind. Different cultures have a differing “sense of story” telling them what is and isn’t appropriately narrative.

ORALITY: A quality of anything that is spoken, chanted, recited, sung or read aloud rather than written down or read quietly.

PERFORMANCE: An essential artistic dimension of anything oral; performance refers either to an individual rendition of a traditional narrative (or song/dance/drama), which may also constitute a unique variant of the work being performed.

**STORY STRUCTURE:**

Beginning - Main character and problem is introduced

Plot - What happens during the story

Middle - Contains information about how the characters approach solving the problem

End - Solution to the problem

Beginning - Time, Setting, Location

Conflict/Problem - What problem does the main character face?

Rising Action - What events show that main character is trying to solve problem?

Climax of Action - What event happens that show problem has been solved?

Falling Action - What happened after the problem was solved

Resolution - What happens that tells you characters in the story are relieved of

concern?

Moral/Conclusion - What message does the story leave you with?

FOLKTALE ELEMENTS:

Main Character - The person or animal in the story who is responsible for solving the problem.

Supporting Characters - Other characters who help or hinder the main character.

Myths, Fables & Folk Tales (definitions from www.laureatecollege.ca

MYTHS - A story that is made up that explains why things are how they are in the natural world - Why the sky is so high; Why Owl hunts at night. Myths often include goddesses and gods or other supernatural characters who have power to make extraordinary things happen. Myths are popular even when people know the actual reasons for natural phenomena.

Examples:

* + Hero with a fatal flaw (Hercules, Achilles, etc.)
  + Hero on a quest (Odysseus, Theseus)
  + Intervention of gods/goddesses in human affairs
  + Supernatural activity (Underworld, superhuman strength)
  + Explanation of why things are a certain way (why there is spring, stars, etc.)
  + Reward for goodness/punishment for evil (and arrogance)

FABLES (a type of folk tale)

Fables usually feature animals that demonstrate very specific human characteristics.

* + Characters are frequently animals with human traits
  + Short, often without dialogue
  + Have a moral
  + May or may not have a known author

FOLK TALES

Folktales are often stories of animals that act like human, and that live in a world of wonder and magic. Most of these stories convey a message or moral, or explain something in a creative way. Folktales are often passed down from generation to generation.

* + Authors are unknown
  + Stories are passed orally from one generation to the next (retellings may not be

exactly the same)

* + Include fairy tales, ghost stories, hero stories/tall tales, adventure stories
  + Characters can be animals
  + Might include magic or supernatural activity
  + May explain why certain things exist in nature
  + Connected to a culture