

Folk Tales: Talk With the Animals!
Elementary Lesson Plan
2 days, 50 minutes each

Language Objectives:

- The student will identify the characteristics of a folk tale.
- The student will use a graphic organizer to illustrate the parts of the folk tale.
- The student will write a folk tale based on artworks from non-western cultures in the collection of the New Orleans Museum of Art.

Visual Art Objectives:

- The student will make observations to determine what is happening in a work of art.
- The student will create two illustrations for their story to accompany the original work of art so that the beginning, middle and end of the story are represented.

Vocabulary: folk tale, moral, observation, story map, revise, edit, illustrate

Content Standards:

ELA

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Standard Two: Students write competently for a variety of purposes and audiences.

Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

VISUAL ART

Creative Expression: Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.

Critical Analysis: Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.

Historical and Cultural Perspective: Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

DAY ONE

Anticipatory Set:

TTW tell the story of the little boy who cried wolf (this can be a retelling or reading from an illustrated book). TTW ask TS if the tale has a lesson. TTW explain that a **folk tale** is a story that has a lesson or a **moral**. TTW ask TS if they can think of some other stories that they know of that has a moral (Pinocchio, 3 Little Pigs, Little Red Hen, etc.) TTW explain that cultures all over the world use folk tales to teach lessons to their people. TTW hold up some books of folk tales from other cultures (examples listed below). (10 min.)

Procedures:

TTW show students *Fish Devouring a Human Figure* and *Serpent Devouring a Human Figure* and use the Inquiry Method (or Visual Thinking Strategy) to discuss the sculpture with students. TTW ask students open ended questions to encourage participation.

EXAMPLE: *Fish Devouring a Human*, Inland Niger Delta peoples

- Questions:
- What do you think is happening in this sculpture?
 - What makes you say that?
 - Why do you think this is happening?
 - Where do you think they are?
 - What do you think happened just before this moment?
 - What do you think will happen next?
 - Is there a lesson to be learned here?

TTW tell students that sometimes culture use art work to teach people about their history or to teach life lessons. TTW ask TS to think about what kind of message or lesson the artist might want to teach about with these sculptures. (10 min)

Guided Practice: GROUP WRITING

The class will work together to write a folk tale about the *Fish Devouring a Human Figure*. TTW ask students if this work should illustrate the beginning, middle or end of the story. TSW use a graphic organizer (Story Map) to indicate what happens in each part of the story. (This can be done as a whole class or in groups depending on age. Older students can research folk tales online or read more examples of folk tales from around the world before beginning the writing process.). (10 min)

Independent Practice: INDIVIDUAL WRITING

TSW write his or her own story about an animal of their own choosing OR students may look at other examples of works of non-western art from NOMA's collection for inspiration. Each student will create a story map to show the progression of the story. If using works from NOMA's collection, images should be projected or offered as color handouts. (15 min)

Closure:

TTW tell students that we will continue to work on our stories and create illustrations for them at a later date. (5 min)

DAY TWO

Anticipatory Set:

TTW retell the students the story that they wrote together as a class in the previous session and show them the artwork *Fish Devouring a Human Figure*. (5 min)

Independent Practice: INDIVIDUAL WRITING

TSW continue to work on their stories using the story maps and reproductions of artwork. This may be taught in a Writer's Workshop style with conferencing, writing time and sharing time, OR students may work in pairs to critique and edit each other's work, OR students can write individually and turn the story in to the teacher for corrections (15 min)

Independent Practice: ILLUSTRATIONS

TSW create at least two drawings to illustrate two different points in the plot of their story. The original work of art may serve as inspiration and represent one part of the story. TSW use colored pencil on paper to create their image (other materials may be included at the teacher's discretion.) TTW remind students to include a beginning, middle and end as well as a moral to the story. (15 min)

Closure:

TTW ask if any students are ready to publish their work by reading their story to the class and displaying their story and illustration in a designated spot (blackboard, table, wall, etc.) 2 – 3 students will present their story to the class. (15 min)

Materials:

Digital images or color copies of *Fish Devouring a Human* and *Serpent Devouring a Human*
Story Map handout
Colored pencils
Paper

Examples of Folk Tales from around the world:

Aardema, Verna. Why Mosquitoes Buzz in People's Ears. Dial Books for Young Readers, 1992.

Kimmel, Eric A. Anansi and the Moss-Covered Rock. Holiday House, 1990.

Schechter, Ellen. The Boy Who Cried Wolf. New York: Bantam Doubleday Dell, 1994.*

Steptoe, John L. Mufaro's Beautiful Daughters. Lothrop Lee & Shepard, 1997.

<http://www.unc.edu/~rwilkers/title.htm>

<http://www.pitt.edu/~dash/folktexts.html>