FOLKFEST

UNIT OVERVIEW

In this festival of fun, students travel to many far away lands immersing themselves in the fabulous, fantastic world of folktales. Part I provides a structured, teacher-centered approach focusing on the general characteristics of folktales and some of the many "genre" including legends, riddles and the trickster stories. Creative writing activities form the bulk of assignments in this section. Part II consists of optional activities building flexibility into the unit. Part III involves the creation of a "Folktale Booklet" in which students are given freedom to choose and study their own folktales in completing a major project. Part IV includes a selection of well-loved folktales which teachers can use in conjunction with the unit to supplement their own sources of folktales. The rich storytelling traditions of cultures throughout the world are brought to life in this amazing unit.

PART I - TEACHING LESSONS

In this section, students learn about folktales and their characteristics. A storyteller approach with creative writing assignments helps students to initially explore folktales in a structured setting.

1) What Are Folktales? "Wee Wee Manny And Big Big Coo" - Worksheet

2)	Legends	"How Turtle Got A Cracked Shell" - Creative Writing
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2)	CDIJ C4	(C) 1 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	5 A
3)	Same Old Story	"Strong Wind's Bride / Cinderella"	í - Comnarison Worksheet
<i>-</i> ,		onong wind a birde / Childerona	Comparison workshop

4) Riddle Me Silly "The Wolf, The Goat, The Yam and The Boat" - Creative Writing

5) Trickster Tales "Brer Rabbit And Tar Baby" - Reader's Theatre

6) Illustrate A Story "The Sausage" - Illustrate A Story

PART II - OPTIONAL LESSONS

1)	Professional Storyteller	7)	Easter Egg Colouring
2)	Reading Buddy	8)	Folktale Play
3)	Tape Recorder	9)	Animated Folktales
4)	Folk Feast	10)	Internet Folktales
5)	Folk Songs	11)	Enrichment Crossword
6)	Write A Folktale	12)	Obligatory Wordsearch

PART III - FOLKTALE BOOKLETS

This main section of the unit involves the creation of a "Folktale Booklet" by each student as they study from a list of selected folktales. This major project is quite intensive and time consuming.

PART IV - SELECTED FOLKTALES FROM AROUND THE WORLD

A number of favourite folktales from various lands have been selected to give teachers and students more freedom in their choices for Part II. As well, a number of other possible sources of good folktales is listed.

THE WEE, WEE MANNIE AND THE BIG, BIG COO

(Scotland)

Once upon a time when all wee folks were big folks and all big folks were wee folks, there was a wee, wee Mannie and he had a Big, Big Coo. Out he went to milk her one morning. But the Big, Big Coo kicked up her heels and would not stand still.



"Hout! Look at that now," said the wee, wee Mannie -

"What's a wee, wee Mannie to do With such a Big, Contrary Coo?"

So off he went to his mother at the house. "Mither," said he, "Coo won't stand still, and wee, wee Mannie can't milk Big, Big Coo."

"Hout!" says his mother. "Go tell Big, Big Coo she must stand still."

So off he went to the Big, Big Coo and said:

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"Big Coo canna' have her way.
She must stand still! She must, I say!"

But the Big, Big Coo kicked up her heels, swished her tail, and would not stand still. So back went the Mannie to the house and said: "Mither, I've told Big, Big Coo she must, but she will not, and wee, wee Mannie can't milk Big, Big Coo."

"Hout!" says his mother. "Go get a stout, stout stick and shake it at Big, Big Coo."

So off he went and got a stout, stout stick. Then he shook stout, stout stick at Coo and said:

Big, Big Coo, ye must stand still, Or my stout stick I'll make ye feel."

But the Big, Big Coo kicked up her neels, swished her tail, tossed her head, and would not stand still. So back went the wee, wee Mannie to the house and said: "Mither, I've told Big, Big Coo she must; I've shaken stout, stout stick at her; but she will not stand still, and wee, wee Mannie can't milk Big, Big Coo."

"Hout!" says his mother. "Go to the draper's and get ye a gown o' silk, for to coax Big, Big Coo."

So off he went to the draper's and bought a gown o' silk. Then he spread out the gown o' silk before Big, Big Coo and said:

> "Hold still, my Coo, my dearie, And fill my bucket wi' milk, And if ye'll not be contrary, I'll give ye a gown o' silk."

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WHAT ARE FOLKTALES???

Name:

Remember to Answer In Full Sentences whenever possible. (A.I.F.S.)

•	Would it be better to hear this story told aloud by a storyteller or better to read this sin a book? (Underline your choice) a) told aloud b) read in a book
•	Explain why you chose the answer you did in #1. (A.I.F.S)
	What country is the story from? (A.I.F.S.)
	Do you think this is a true story (non-fiction) or a make-believe story (fiction)? (Underline your choice) a) non-fiction b) fiction
	Explain your answer to #4. (A.K.F.S.)
	How did the Wee Wee Mannie finally get the Coo to give milk?
	Have you ever used "reverse psychology" or trickery to get your way? Explain.
	What is the purpose of the story?

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Title:
Name:

E N SAME	COLD STORY
	Name:
Instructions: List many things that are the	ne SAME about the two stories. Then list as many
things as possible that are DIFFERENT a <u>Same</u>	Different
·	
	S
1. Explain why these two stories are s	o similar, even though they are from different culture
2. Explain why these two stories migh	it be different.

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LESSON #6 - ILLUSTRATE A STORY

Student Objectives and Activities

Students read the Swedish tale entitled, "The Sausage", and illustrate the story.

Suggested Teaching Strategies

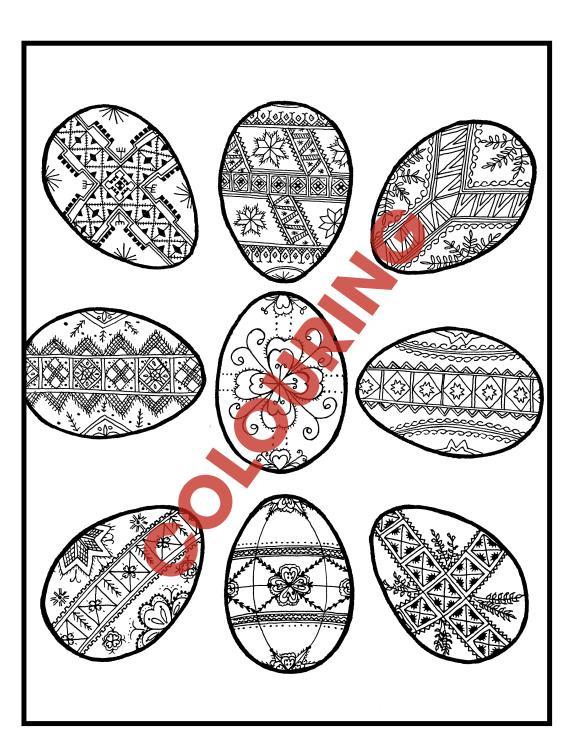
- Divide students into pairs to read this short story. Students read aloud to each other, with students each taking turns. In keeping with the oral tradition of the unit, encourage students to use as much expression as possible.
- After students have read the story, they create illustrations for the story by first outlining in pencil and then using pencil crayons to complete the pictures. Empty boxes have been left in the story providing space for the illustrations.

*** Note ***

One variation on this lesson is to have older students read ry to a "reading buddy" in a younger grade, with the younger student doing the illustrations. ee Optional Lesson #2)



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Optional Lesson #4 - Folk Feast

Students choose a particular culture and bring to school a traditional meal representing that culture. This is a great way to end the unit. (Teachers with a dangerous level of enthusiasm can take this a step further and combine this meal with cultural dress and even an integrated unit in social studies)



Optional Lesson #5 - Folksongs (Troubadour)

During music class, students learn about folksongs from around the world. A particular folksong from a culture or land is an excellent way of introducing a folktale from that land. Combining a story with music is a way of illustrating how entertainers/troubalours travelled from village to village sharing news, music, stories and history.



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FOLKTALE CROSSWORD

Name:

Across

- What nationality was Hans Christian
- Andersen? 4.
- Folktales that tell a moral lesson Fictional stories are this.
- A folktale that challenges you to solve 7.
- it is of the genre.
 The story "Strong Wind's Bride" resembles this fairytale
- Folktales containing Anansi or Brer 11. Rabbit are of the _ genre.
- Compiled famous fables. 14. 15. Stories about supposed events in a
- culture's history.
- Aphrodite, the Greek goddess of love, was called this in Roman mythology.
- 17. These brothers collected and compiled a book of German fairytales called "Household Tales".

Down

- In this Swedish tale, what had to be removed from the wive's nose?
- "The Legend of Paul Bunyan" and "Pecos Bill" are examples of these.
- A folktale containing imaginary
- characters such as dragons, witches and monsters.
- Folktales are meant to be told 6.
- "The Wee Wee Mannie" is a folktale 8. from this country.
- This character is a trickster/hero in 10.
- many African tales. The word folktale originates from 12.
- this word meaning "speech".
- 13. Is this unit on folktales fun?

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FOLKTALE WORDSEARCH

Name:	

B	R	E	R	R	A	В	В	I	T	N	W	C	R	E	
R	K	F	G	T	R	O	\mathbf{U}	В	A	D	O	U	R	Y	
0	C	M	O	R	A	L	L	В	L	R	R	L	Y	\mathbf{V}	
T	C	\mathbf{U}	Y	L	C	В	X	В	L	J	D	T	N	K	
H	F	K	T	T	K	I	Z	E	T	L	P	U	R	H	
E	I	J	\mathbf{V}	E	H	T	N	G	A	F	A	R	M	E	
R	C	\mathbf{V}	E	O	K	Q	A	D	L	R	I	E	L	R	
S	T	O	R	Y	T	E	${f L}$	${f L}$	E	R	N	A	G	C	
G	I	T	R	I	C	K	S	T	E	R	T	S	E	U	
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I	N	E	В	N	Q	A	В	N	R	K	R	L	Y	E	
M	U	S	E	T	R	A	D	I	T	I	O	N	L	S	
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E	E	I	H	L	T	\mathbf{F}	O	T	S	V	Y	S	Y	R	
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Find These Words:

folktale
myth
tradition
storyteller
Cinderella

legend tall tale moral wordpainter BrerRabbit fable trickster character muse Brothers Grimm fairytale culture fiction troubadour Hercules

onal Lesson #11 - Enrichment Crossword

crossword below is quite difficult. To solve some of the clues, students (alone or in groups) need ss to a resource center. The clues are not many but most are tricky.

¹ D	Α	N		² S	Н		³ T		⁴F	Α	В	L	E	S
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⁵U	N	T	R	U	E		L		ı				⁶ A	
				S			L		⁷ R	I	D	D	L	E
				Α			T		Υ				0	
⁸ S				G			Α		Т				U	
° C	I	N	D	Ε	R	E	L	L	Α				D	
0							E		L			10 A		
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N								U				S		
D				¹⁶ V	E	N	U	S		¹⁷ G	R	.]	М	M

sson #12 - Obligatory Wordsearch

with extremely limited educational value has been included as a fun, "time-filler" activity.

