**-Title of Lesson: Investigating Cultural Empowerment through reading African folktales: *A Story A Story, Zomo the Rabbit* A Trickster Tale from West Africa, *The Clever Monkey*** **A Folktale from West Africa, and *Why Mosquitoes Buzz in People’s Ears***

**-Instructors:**

* + 1 classroom teacher **or** Co-teachers

**-Age Level and Group Size:**

* + 3rd Grade:

**-Time Estimate:**

* + 45 minutes

**-Learning Outcomes:**

* + Students will demonstrate an understanding for the importance of reading lore/folktales from other countries.
  + Students will be able to identify the “moral” or the “till this day” tag line in the tales and decipher why this “moral” or tag line is important to the African people.
  + Students will be able to identify verbally, and in writing, at least two ways that the folktale read aloud for whole group instruction or the folktales read aloud in small groups, tell us about the African culture.
  + Students will demonstrate and understanding and in writing, explain what listening to, and reading these various African folktales tells the reader about the African culture.
  + Students will identify the significance of the characters, plot, setting, and themes of the various tales for the African people.

**-Rationale for Choosing the Book**

* + The preface to ***A Story A Story*** informs the reader of the origins of African folktales: the inspiration for the characters and the technique used in storytelling, is explained on Page 1 of, ***A STORY A STORY.*** During and after reading ***A STORY A STORY***, students will engage in a discussion with the teacher and the class at large, through answering a series of questions during and post reading, which address both **Blooms Taxonomy** questions and the social justice element of **Empowerment.** The other African folktales which students will read aloud in small groups after the lesson, will further the social justice element of **Empowerment.** Through reading these stories students will see that A) animals as main characters, “trickster” themes, plot and setting of these tales is similar amongst the all of the tales read in class and B) the characters, plot, setting, and themes reveal to the reader aspects of the African culture. Additionally, the “till this day” tag line, which refers to a moral at the end of the story, are obvious and present in most of these stories, which also tells the reader the morals and values of the African culture.

**-Rational for Lesson: Critical Literacy Lens Addressed- Empowerment:** This lesson addresses the Critical Literacy lens of **Empowerment.** The critical literacy of **Empowerment** is relevant to this text because A) students have probably not read a wide variety of authentic text from other countries outside of learning about holidays from “around the world” and therefore, do not have deep sense of the cultural traditions of a country/group of people outside of the “holidays” they celebrate. B) students have not been exposed to, or exposed to a very minimal amount of traditional lore and/or folktales from other cultures. The texts that students may have been exposed to from different cultures are versions of fairy tales from around the world; however, students have probably been exposed to a diverse number of African folktales, outside of Anansi tales and have not critically looked at how the literary elements: characters, setting, plot, and theme of these tales reveals characteristics of the African culture. **At the end of the lesson, students will be able to answer the culminating questions: What do we learn about the people and culture of other countries by reading their lore/folktales? Why should we at (school) be interested in the lore/folktales from other countries?**

**-Common Core Standards:**

* + Key Ideas and Details
* **Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**
  + Craft and Structure
* **Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.**
  + Integration of Knowledge and Ideas
* **Explain how specific aspects of a text’s illustrations**

**contribute to what is conveyed by the words in a story**

**(e.g., create mood, emphasize aspects of a character or setting).**

* + Responding to Literature
* **Recognize and make connections in narratives, poetry, and**

**drama to other texts, ideas, cultural perspectives, personal events, and situations Self-select text based upon personal preferences.**

**-Materials**

* + Interactive whiteboard
  + Grade 3 English Language Arts Common Core Learning Standards
  + Teacher made lesson plan
  + ***A STORY A STORY*** Retold and illustrated by: Gail E. Haley
  + ***Zomo the Rabbit* A Trickster Tale from West Africa** retold and illustrated by: Gerald McDermott
  + ***The Clever Monkey*** **A Folktale from West Africa**  by: Rob Cleveland illustrated by: Baird Hoffmire
  + ***Why Mosquitoes Buzz in People’s Ears*** by***:***  Verna Aardema illustrated by***:*** Leo Dillon & Diane Dillon
  + Poster Paper
  + Markers
  + Student composition notebooks
  + Pencils

**-Pre-reading: Using the WIKI created by Jen Maloney, Ashley Proietti, Alexandra Tonnessian, and Rachel Shellman as a vehicle for providing students with information about Africa before reading both stories the instructor will show and discuss with students:**

* The continent of Africa (show map of the world with the seven continents, and point out Africa) in relation to North America and the United States.
* “Fast Facts” about Africa

**-Number of countries in Africa**

**-The number of different languages spoken in Africa**

**-Exports from Africa to other parts of the world**

* The teacher will explore some of the websites available on the Wiki, such as **http://pbskids.org/africa/** to provide student with more background on the African culture.
* After the title of many of these tales are the words, **An Ashanti Tale.** The term Ashanti, will need to be explained to students as an ethnicity of people who come from Ghana, a country in Africa. The country of Ghana can be pointed out on the map to students. It will be imperative that the teacher tells students that the term, **An Ashanti Tale** after the title of the story means that the Ashanti people originated or created these stories.
* After the title of many of these tale are the words, **A Tale from West Africa.** It will be imperative that the teacher show students on the map A) West Africa, and the countries that are part of that region and B) that the same tale is probably told amongst many different ethnicities in West Africa, and perhaps even told in a different way amongst these ethnicities; however, the theme of these tales is probably the same; however, there may be some adjustments in the plot and/or setting of the tale.
* Students will be told that at the end of many of these tales there is a moral or “till this day” tag line. The “till this day” tag line means that these stories were told to explain the occurrence of something, usually a phenomena in nature.

**-During reading: *A STORY A STORY*** by and illustrated Gail E. Haley

* How has the character “Anansi” portrayed in different parts of the world amongst people of African descent? **(Empowerment) Page 1**
* What do spider stories like this story about Anansi the Spider Man explain? **(Blooms Comprehension) Page 1**
* Why in African stories are words and phrases often repeated? (**Bloom’s Knowledge ) Page 1**
* If repetition of words or phrases according to the African culture is done to “make them stronger,” then why do you think “A STORY” is repeated? **(Blooms Application) Page 1 (Empowerment)**
* Why did Anansi the Spider Man spin a web up to the sky? **Bloom’s Comprehension/ Common Core: “Text Based Question” Page 3**
* What phrase is emphasized on this page? **Blooms Comprehension/Common Core: “Text Based Question” Page 4**
* *Look at this picture. What do you notice about the landscape in Africa? (Remind students that the landscape is the scenery and includes the: trees, ground, plants, flowers, and sky? How does the landscape in Africa look? What do you this the illustrator is trying to tell us about the climate in Africa? How is the landscape in Africa different than the landscape here?* (**Empowerment**) **Teachers will point out/ask students to point out variations in the landscape in Africa throughout the book.**
* Remember that in the beginning of the book, it was explained to the reader that “spider tales” are about the weak overcoming the odds, how does the character Anansi fit this description? Why might African want to tell a story about the weak overcoming the strong? **(Empowerment)**

**-Post Reading Questions:**

* What did you learn about the Ashanti people and African culture after reading ***A STORY A STORY* ? (Empowerment)**
* How accurately do folktales depict the African culture, based on what we learned about Africa before we read the tales? **(Empowerment)**
* Is there a moral or “till this day” tag line at the end of this tale? If so, what is it? **Blooms comprehension/synthesis**
* What character traits, such as physical strength, wisdom, and cleverness might be important to the Ashanti people or the people of West Africa? **(Empowerment)**
* What types of tales in the Unites States have similar themes to that of the African tales? **Blooms Generalization**
* Why is it important for people to learn about other people? Why should we in read a folktale from another country? (**Empowerment**) **Blooms Generalization**

**-Post-reading Activity with additional Post Reading Questions:**

* In an attempt to forge students inquiry of other cultures through reading authentic text from those cultures/countries students will get into groups of 4-5 and read one of the following African folktales: ***Zomo the Rabbit*  A Trickster *Why Mosquitoes Buzz in People’s Ears***  or ***The Clever Monkey***  **A Tale from West Africa.** Each group will receive a piece of poster paper and markers. After groups have finished reading, they will write the title and author of the book they read at the top of the poster paper. Next, they will write the “moral” or “till this day” tag line to the story on their poster paper. Under their text, students will illustrate the “moral” or “till this day” tag line to their story. Each group will select one member to present their poster to the class. After the group representatives finish discussing their story, groups will switch books until each group has had a chance to read each story. Then, students will write a 6-7 sentence composition in which they discuss the importance and relevance of one of the folktales read in class to the African culture.

**-Extensions to other subject areas: Music**

* + **MUSIC EXTENSION:**  The teacher will access the WIKI webpage used for pre-reading instruction and navigate to the “Music” page and listen to the three selections of music from Africa, pointing out the two instruments in the first two music selections, the finger harp and the African guitar as culture specific instruments to the culture.
  + Students will watch portions of the Broadway version of The Lion King, and identify elements in this tale, such as animals as main characters, trickery, the “moral” or “tag line” to the story that were present in the folktale read aloud for whole group instruction and the tales read aloud in small group instruction. Additionally, students will identify how tales like this one satisfy the social justice element of **Empowerment**  to the African people.