

## Quarter 1 Unit 1: Folklore: A Blast from the Past

**Start day:** 36

**Meetings:** 35 days

### Skills and Concepts

#### Skills (What Students need to be able to do)

- Read, compare & contrast myths, legends, and tall & pourquois tales from a variety of countries/cultures.
- Compare & contrast one author's presentation of events with that of another.
- Compare your own myth, legend, tall tale, or pourquois tale, exhibiting the form's essential characteristics.
- Compare and contrast the reading of a story (e.g., one of the *Just So Stories*) to an audio version.

Conduct research on a culture of choice (Latin American, North American or Inuit) and compare what you learn with what the culture's folklore teaches you about that country's culture.

### Unit Summary

Students explore myths & legends from a variety of sources: Latin American, North American, and Inuit cultures. In addition, students read informational text, listen to music, and examine art from myth's or legend's place of origin. Class discussions focus on the fact that folklore provides a limited view of culture and that it's important to research the culture before making sweeping generalizations about it. The goal of the unit is not only for students to find commonalities across the genre, but to discover cultures other than their own. The culminating project is an informative/explanatory essay in response to the essential questions.

### Essential Questions

How is folklore simultaneously revealing and limiting?

### Learning Progressions

Cluster	Before	During	After
		RL.6.3: Describe how a	RL.7.3 Analyze

Reading	<p>RL. 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RI 5.4: Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RI.6.4: Determine the meaning of words &amp; phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RI. 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning: analyze the impact of a specific word choice on meaning and tone.</p>
Writing	<p>W. 5.3 Write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event</p>	<p>W.6.3: Write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences</p>	<p>W. 7.3: Write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences.</p>

	<p>sequences.</p> <p>W. 5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>W. 7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
Speaking/Listening	<p>SL. 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade five topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL. 5.1(c): Pose and respond to specific questions by making comments that contribute to the discussion and</p>	<p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade six topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1(c): Pose and respond to specific questions with elaboration and detail by making</p>	<p>SL. 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade seven topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL. 7.1(c): Pose questions that elicit elaboration and respond to others' questions and comments with</p>

	<p>elaborate on the remarks of others.</p> <p>SL. 5.1(d): Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1(d): Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL 6.1(d): Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
Language	<p>L 5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading content, choosing flexibly from a range of strategies.</p> <p>L 5.4: Use common, grade-appropriate Greek and Latin affixes and roots as clues</p>	<p>L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading content, choosing flexibly from a range of strategies</p> <p>L.6.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues</p>	<p>L. 7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading content, choosing flexibly from a range of strategies</p> <p>L.7.4(b): Use common, grade-appropriate Greek or Latin affixes and roots as clues</p>

	to the meaning of a word (e.g., photograph, photosynthesis).	to the meaning of a word (e.g., audience, auditory, audible).	to the meaning of a word (e.g., belligerent, belliscose, rebel).
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### Academic Vocabulary Tier II

Tier II vocabulary words will be determined dependent upon the resouces used. (see attachement)


### Domain Specific Vocabulary

Culture	Legend		
Etymology	Oral Tradition		
Folklore	Plot		
Folk Tale	Pourquois Tale		
Myth			

### Literary Texts

### Informational Texts

## Inuit-Eskimo

- *The Inuit* (Watts Library)(Suzanne M. Williams)
- *Building an Igloo* (Ulli Steltzer)

## Latin America

- *Golden Tales: Myths, Legends, and Folktales from Latin America* (lulu delacre)
- *Aztec, Inca, and Maya (DK Eyewitness Books)* (Elizabeth Baquedano & Barry Clarke)
- *Beneath the Stone: A Mexican Zapotec Tale* (Bernard Wolf)
- *The History Atlas of South America* (MacMillan Continental History Atlases) (Edwin Early, ed.)
- *First Americans: Story of Where They Came from and Who They Became* (Anthony F. Aveni and S.D. Nelson)

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## Suggested Interims - Benchmarks

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### End of Unit Common Task

#### Informative/Explanatory Writing and Multimedia Presentation

After reading folklore from a particular culture, choose an informational text about the culture to read. Talk with a partner about why it would be good to know more about a particular culture. Collaboratively, formulate two or three questions to guide your research. Plan how you will conduct your research. Communicate your findings in an informative/explanatory essay in response to the essential question: How is folklore simultaneously revealing and limiting? (Meaning: What can folklore tell us about a culture and what can't it tell us?) Your writing should include at least two supporting details from each text. Edit your text for pronoun shifts and vagueness. Include relevant visuals found on the internet. Include a multimedia component to your research report, either by creating a digital slide presentation to highlight key points or by reading your essay set to music & images from your culture of choice. Present your research to your class.

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### Learning Plan Instructional Strategies

#### 1. Introductory Activity:

Teacher starts this unit by reading aloud a favorite folktale picture book to review the elements of folktales, discuss folklore in general, and describe what he/she will expect from you in your writing for this unit.

#### 2. Graphic Organizer:

As you read a variety of myths and legends, keep track of the following information on a graphic organizer:

- Characters
- Continent where culture originates
- Problem (that can't be solved)
- Setting
- Title
- Hero (who comes to solve the problem or explains the mystery)
- Ending
- Characteristics unique to this culture

Students may be asked to share responses with a partner before class discussion. Students should note page numbers of relevant information or mark book with sticky notes so they can cite evidence from the text during class discussions.

### 3. Class Discussion

Students should be prepared to compare & contrast two or more characters, settings, or events across stories, drawing on specific information from the stories that they read using a top hat organizer. (Refer to “Looking Back on America” Unit for sample top hat organizer.)

### 4. Class Discussion

Using one of the myths, legends, or folktales, students will provide insight into ancient Native American civilizations by discussing characters from the story, plot developments, and ancient society in general. Responses may be written in journals or in another format.

### 5. Literature Response

Outline how the plot of a myth, legend, tall tale, or pourquoi tale of choice unfolds in a series of episodes by creating a comic strip of key events. Be sure to include the characters and how they respond or change as the plot moves toward resolution. Make note of the page numbers to which each box refers so you can go back and cite the text during class discussion, if needed. You may want to use online comic creation tools to publish your ideas.

### 6. Class Discussion

What are the similarities and differences you notice among myths, legends, tall tales, and pourquoi tales? Write your response in a journal or other format or in an online template and share with a partner before class discussion. After class discussion, create a top hat graphic organizer (see “Looking Back on America” Unit for sample) that outlines the similarities & differences among the types of folklore.

## 7. Narrative Writing

Write your own myth or legend. As discussed in class, myths & legends were written to explain natural phenomena (often before scientific explanations were found). Follow the typical pattern (as in the following list), but also build on your insights from earlier graphic organizers.

- Explanation of the setting
- The Problem
- The failure to solve the problem
- The main character comes along
- He/she has a plan
- The solution is found
- Conclusion (usually a happy ending)

Your well-developed myth or legend should clearly & logically include the characteristics of myths & legends (cited in the preceding list). Edit your writing for pronoun shifts and vagueness. Students may draw or scan an illustration or to find relevant visuals from the internet for publication.

## 8. Dramatization/Fluency

Choose a scene from one of the myths or legends that you think are the most revealing about that culture. Work with classmates to present the scene in a dramatic reading. Record the readings using a video camera for future reference and to see how fluency improves during the course of the year

## 9. Art/Class Discussion

Find art works that portray the characters or culture(s) about which you read. For instance, consider an Olmec sculpture creating a monumental work at La Venta. How does knowing the story behind the character give you a deeper insight into the artwork? What aesthetic or cultural considerations might have been on the artist's mind during the creation of such works? Written responses may be made in a journal or in another format. Share your writing with a partner

## 10. Literature: Response/Media Appreciation

How is listening to *Just So Stories* as an audiobook similar to or different from reading the book? Which do you prefer? Why? Write responses in a journal or another format.



## 11. Word Study

Keep an index card file of words or use another format while reading various myths, legends, etc. Keeping track of the words will help you when we sort words by prefix, suffix, root words, meaning, spelling feature, and so on. How can word origins –etymology – affect our understanding of words?

## 12. Informative/Explanatory Writing and Multimedia Presentation

After reading folklore from a particular culture, choose an informational text about the culture to read. Talk with a partner about why it would be good to know more about a particular culture. Collaboratively, formulate two or three questions to guide your research. Plan how you will conduct your research. Communicate your findings in an informative/explanatory essay in response to the essential question: How is folklore simultaneously revealing and limiting? (Meaning: What can folklore tell us about a culture and what can't it tell us?) Your writing should include at least two supporting details from each text. Edit your text for pronoun shifts and vagueness. Include relevant visuals found on the internet. Include a multimedia component to your research report, either by creating a digital slide presentation to highlight key points or by reading your essay set to music & images from your culture of choice. Present your research to your class.

## 13. Grammar & Usage

Introduce mini lessons on individual language standards. For example, eliminating vagueness in writing is a focus. See examples of vagueness in writing and “fix-ups” below:

- These should be solved. Would be changed to: Math problems 2 through 12 should be solved.
- This is difficult when you are just beginning to learn it. Would be changed to: Spanish is difficult when you are just beginning to learn it.
- These are the best. Would be changed to: Ripe bananas are the best.

Students should select a piece of their writing from this unit and circle every use of *this*, *that*, *these*, *those* and make sure that the sentence is as clear & specific as it can be.

## 14. Grammar/Mechanics Wall

As a class, create or add to (if one has already been started) the Mechanics/Grammar bulletin board. Once skills are taught in a mini-lesson and listed on the bulletin board, you are expected to edit your work for these elements before publication.

## 15. Vocabulary/Word Wall

As a class, create or add to (if one has already been started) the Vocabulary Word Wall bulletin board where, throughout the year, students will assess & sort words as they learn them in each unit of study.

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### Core Shifts to be Incorporated

Shift 1 Balancing Informational & Literary Text Students read a true balance of informational and literary texts.

Shift 2 Knowledge in the Disciplines Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities

Shift 3 Staircase of Complexity Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.

Shift 4 Text-based Answers Students engage in rich and rigorous evidence based conversations about text.

Shift 5 Writing from Sources Writing emphasizes use of evidence from sources to inform or make an argument.

Shift 6 Academic Vocabulary Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

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### Differentiation for Struggling Learners

Struggling learners are addressed in each lesson plan.

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### Differentiation for ELLs

- **WIDA Lesson Plan Share Space (link below):** Online template for content teachers and ESL specialists to create modified lessons for ELL students. Template provides language supports, language objectives, and WIDA language standards.
- **Language supports** can include but are not limited to the following: **Sensory Support:** real-life objects (realia), manipulatives, pictures, illustrations and diagrams, magazines and newspapers, physical activities, video and films, broadcasts, models and figures. **Graphic Support:** charts, tables, graphs, timelines, graphic organizers. **Interactive Support:** in pairs or partners, in triads or small groups, in whole group, using cooperative group structures which allow for frequent interaction and language practice, using the internet or software programs like google translate on ipads, in the native language, with mentors.
- **Building Background:** concepts should be linked to students' background experiences (in native country if appropriate), make explicit links between past learning and new concepts, and emphasize key vocabulary before and during lesson. Students should keep personal dictionaries with definitions in their first language when possible and comparisons of the word used in different forms

- **Comprehensible input:** speak at a rate appropriate for students' proficiency level, enunciate, and use simple sentences to communicate ideas, especially for beginners. Use visuals, hands-on-activities, demonstrations, gestures, and body language.
- **Review and assessment:** frequently give students feedback on their output, spot check students' comprehension throughout the lesson.

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### Differentiation for Extension

Extensions will be addressed in each lesson plan.

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### Common Misconceptions

Setting includes time and place, not just place.

Students may not always be able to separate myth from reality.

Sentences with vague references are common in student writing.

Students typically do not use pronouns correctly; pronoun antecedents.

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### Instructional Resources

**See individual activities. Several include technology and digital media.**

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### Suggested and Required Text

**All texts, required and suggested, are listed under “Suggested Works.”**