



Instructor: Miss Kayci Henderson

Topic: Introduction to Oral Tradition

Focus Question: Why do people tell stories and tales (folk tales, legends, fables, and even proverbs)?

Date: November 17, 2017

Outcome(s):

CR 9.5a

- I can participate constructively in individual, small group, and whole class discussion.
- I can examine others' ideas during discussion in order to extend my own learning.
- I can enhance my understanding by discussing my interpretations with others.

CC 9.6a

- I can use talk to explore own and others' ideas and to express understanding.
- I can demonstrate respect for the needs, rights, and feelings of others.

Assessment(s):

- Formative - Group Discussions (O)

Learning Plan:

Set (15-20 min.)

- 10 minutes silent reading
- Introduction to Unit Two: Indigenous and Norse Narratives

Development (35 min.)

- provide students with a list of well-known stories and tales.
- Ask students to consider how many of the stories they are familiar with and what they know about the roots/origins of these stories.
- Students will engage in a think-pair-share.
 - have students choose a folk tale that they are familiar with and think of a part that was memorable for them. They should consider things like the storyline or the language that makes it memorable.
 - Then, have students turn to the person sitting next to them and have them share their memorable story and what about it that was memorable.
 - Then invite students to share the main points in their discussions with the class.
- provide students with an alternative list of stories and survey how many of them are familiar with the new set of stories. Emphasize how all of the stories share similar origins and were first shared through oral tradition but have since been changed as they pass through generations and have been adapted into written (or movie) form.
- Simulation activity
 - students will form groups of four (one group of five) and draw a "family tree" with the members of their group listed one below the other.
 - Each box will represent a generation.

- The person who is at the top of the tree will write a brief story. No more than five or six sentences.
- The writer then whispers the story to the "next generation" and then the story continues down the line through each group member. The one who represents the most recent generation is last.
- Have the last person write down the version of the story that they received. Then, compare the most recent version of the story with its original. What features of the original survived? What does this tell us about the strengths and limitations of an oral tradition?

Closure (10 min.)

- Remaining in their groups, have students discuss the following questions:
 - What are the family stories and community stories that you have heard over and over?
 - Who usually tells these stories?
 - Why is their telling the best?
 - Why do these stories continue to be retold and retold?
 - Why are they memorable and important to you as individuals and as members of a society?