**OVERVIEW**
This is a week-long lesson on folktales around the world. This lesson introduces different cultures, languages, and various stories around the world. Students will learn what a folktale is, and read and compare folktales from America with folktales from different countries. This will be incorporated into geography in locating the different areas on the map.

**OBJECTIVE**
Following the activity, students will be able to:
- Identify specific characteristics from various cultures.
- Identify and define a folk tale.
- Identify and speak a few new vocabulary words in a different language.
- Locate different countries on the map.

**MATERIALS**
1. Five different cultural folktales for each day of the week.
2. A world map to point out each country.
3. Cultural artifacts for each new day (hats, musical instruments, etc.).
4. Game pieces or pictures to help learn the new vocabulary.
5. Food, music, and decorations pertaining to each culture for the end of the week festival.

**PROCEDURE**
1. Day One: American Folktale
   - Discuss what a folktale is with the class. Definition: a story or legend that is passed down orally from one generation to the next and becomes part of a community’s tradition.
   - Johnny Appleseed
   - After the story, ask review questions to ensure that the class comprehends the story as well as listens.
   - Finish the lesson by watching the Disney version of Johnny Appleseed.
2. Day Two: Mexican Folktale
   - Discuss traditions of Mexican culture and go over the following vocabulary that is used in the story:
     - tomato – tomate
     - beans – frijoles
     - flower – flor
     - dog – perro
     - moon – luna
     - heart – corazón
     - sun – sol
     - owl – búho
     - rooster – gallo
     - dove – paloma
     - star – estrella
     - leaf – hoja
   - Read the story, first in Spanish if possible, while acting it out with a puppet show.
   - Go over vocabulary with a matching game.
3. Day Three: Irish Folktale
   - Tim O'Toole and the Wee Folk, by Gerald McDermott, 1990.
   - Discuss Irish culture.
   - Have the class read the folktale together in small groups.
   - Discuss the story with the class.
   - Finish the lesson by having the class do an art project based on Irish culture.

4. Day Four: British/English Folktale
   - Discuss cultural life in England.
   - Read the folktale to the class and review with discussion questions.
   - Wrap up by having the students watch an educational video about England.

5. Day Five: Native American Folktale
   - Read the story to the class and follow up with discussion questions.
   - Discuss Native American culture and traditions.
   - Finish the lesson by making Native American hats (with feathers).

**EVALUATION**

The students’ understanding of what a fable is can be determined through stating a definition. Each student will be individually assessed by class participation during each activity; however, there will not be a formal test on the information they learned about each culture. At the end of each lesson, the students will have the opportunity to play a matching game so that they better understand the new vocabulary that was learned. This is a week to appreciate individuality. There will be a formal test on the locations of each culture learned and a short summary of each folktale. An additional activity may be to have each student write their own folktale and read it to the class.

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1 Adapted from:


2 Picture from:

[http://www.greenfieldpub.lib.in.us/childrens/Programs/Tall%20Tales/Tall%20Tales.htm](http://www.greenfieldpub.lib.in.us/childrens/Programs/Tall%20Tales/Tall%20Tales.htm)

3 Definition from: