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ABSTRACT

Designed for a third-grade literature curriculum, this unit integrates language arts with visual arts, music, and social studies. In the unit, third graders use elements of exaggeration to create folktales, work with sixth graders to edit the tale, and create 3-dimensional representations of their main characters. The following lessons are part of the unit: Exaggeration, Folktales, and Characters Lessons 1-4: Introduction; Exaggeration, Folktales, and Characters Lessons 5-8: Writing; Exaggeration, Folktales, and Characters Lessons 9-11; and Exaggeration, Folktales, and Characters Lesson 12: Sharing Party. Each lesson in the unit offers an overview; suggests length and grade level; cites subjects and subtopics; notes equipment and materials needed; lists teacher resources; and addresses National Standards for Arts Education and other standards. Each lesson also identifies instructional objectives and strategies; provides a detailed, step-by-step instructional plan; and suggests assessment and extension activities. (NKA)

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Curricula, Lessons and Activities

Curriculum Unit Detail

Exaggeration, Folktales, and Characters

Designed for a 3rd grade literature curriculum, this unit integrates language arts with visual arts, music and social studies. 3rd-grade students use elements of exaggeration to create folktales, work with 6th graders to edit them, and create three-dimensional representations of their main characters.

The following lessons are part of this unit:

- [Exaggeration, Folktales, and Characters Lesson 12: Sharing Party](#)
- [Exaggeration, Folktales, and Characters Lessons 1-4: Introduction](#)
- [Exaggeration, Folktales, and Characters Lessons 5-8: Writing](#)
- [Exaggeration, Folktales, and Characters Lessons 9-11](#)

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Curricula, Lessons and Activities

Exaggeration, Folktales, and Characters Lessons 1-4: Introduction
(Part of Curriculum Unit Exaggeration, Folktales, and Characters)

Resource Type: lesson

Length: 45-60 minute sessions

Grade: 3,6

Subjects: Language Arts, Performing Arts, Visual Arts

Subtopics: Drawing

Overview: In this lesson, students will brainstorm about different places they have heard exaggerations (i.e. stories at family gatherings, tall tales told by friends, sarcastic comments). The students will write a short story in which exaggeration is used and share in small groups of 4-5 students. Each group will pick out a favorite story to act out. Groups will meet to plan and rehearse, and final skits will be performed.

Equipment: • Computer with Internet access

Media & Materials:

Printouts: This lesson does not have any printouts.

Student Supplies:

Other Materials:

Related Textbooks:

Teacher Internet Lesson and Extension Specific Resources:

- **Library of Congress' American Folklife Center**
<http://lcweb.loc.gov/folklife/>

The Center at the Library of Congress was created by Congress in 1976 "to preserve and present American Folklife." The site encompasses all aspects of folklore and folklife from this country and around the world.

- **UCLA Folklore and Mythology Archive**
<http://www.humnet.ucla.edu/humnet/folklore/archives/>

Explore the interesting archives on this site to find links to the collections and libraries of folk centers around the world. You can also "ask an expert" from the University.

General Internet Resources:

- **American Memory**
<http://memory.loc.gov/>

This is an on-line digital library, comprised of unique and rare documents, photographs, sound recordings, motion pictures, maps, and other media that tell the story of American history and culture.

National Standards for Arts Education:

- K-4 Theatre Content Standard 1 : Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- K-4 Theatre Content Standard 2 : Acting by assuming roles and interacting in improvisations
- K-4 Theatre Content Standard 4 : Directing by planning classroom dramatizations

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- K-4 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines
- 5-8 Theatre Content Standard 1 : Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
- 5-8 Theatre Content Standard 2 : Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- 5-8 Theatre Content Standard 4 : Directing by organizing rehearsals for improvised and scripted scenes
- 5-8 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- 5-8 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- 5-8 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- 5-8 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

Click here for additional information on the [National Standards for Arts Education](#)

Other National Standards:

- Language Arts 1, 8

Source of Standards:

McRel

For more on the Standards in other subjects, please refer to the [Mid-continent Regional Education Laboratory \(McREL\) website](#).

State Standards, if any:

To search the State Arts Standards, please visit the [National Conference of State Legislatures website](#).

Instructional

Students will:

Objectives:

- Demonstrate their understanding of family relationships.
- Organize information to present reports of group activities.
- Organize content sequentially or around major ideas.
- Incorporate visual aids to support the presentations.
- Choose planning strategies for various writing purposes.
- Organize information.
- Use vocabulary effectively.
- Vary sentence structure.
- Revise for clarity.
- Edit final copies for grammar, capitalization, spelling, and punctuation, especially the use of possessives and quotation marks.
- Write a story using correct grammar, spelling, and form.

Strategies:

- Brainstorming
- Independent practice
- Peer exchange
- Cooperative learning

Instructional Plan:

Motivator: See Extension below

Lessons 1-4: Introduction

- Lessons 1 and 2: The students will brainstorm about different places they have heard exaggerations. (i.e. stories at family gatherings, tall tales told by friends, sarcastic comments). Have students list specific examples of exaggeration in their family members oral stories. The students will write a short story in which exaggeration is used and share in small groups of 4-5 students.
- Lesson 3: Each group will pick out a favorite story to act out. Groups will meet to plan and rehearse.
- Lesson 4: Final skits will be performed.

Assessment:

Portfolio using Hyper Studio
Text of story
Quicktake photos of 3D characters
Video of actual storytelling
Student evaluation forms

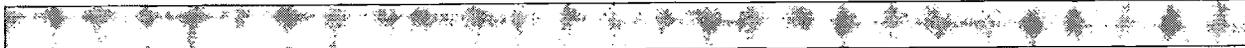


Extensions:

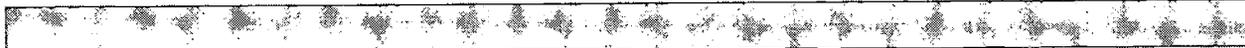
- Prior to the lesson, have students participate in the [Family Anthology activity #1](#) on the MarcoPolo partner site, Edsitement as homework.
- Have students [submit folklore questions to UCLA Folklore and Mythology Archive](#) experts. This page is a direct link to their "ask an expert" form.



**Teacher
References:**



Author : Marla Fries
Community Discovered
Omaha NE



Review Date:



ARTSEGENotes:



Curricula, Lessons and Activities

Exaggeration, Folktales, and Characters Lessons 5-8: Writing
(Part of Curriculum Unit Exaggeration, Folktales, and Characters)

Resource Type: lesson

Length: 45-60 minute sessions

Grade: 3,6

Subjects: Language Arts, Performing Arts, Visual Arts

Subtopics: Drawing

Overview: Each third grade student will find a partner with whom to create a folktale. During this lesson, the students will decide on a theme and main characters. During this phase of the project, the students will be assigned a sixth-grade mentor. Each day, as they complete their writing, the sixth graders will proofread their texts. This should be an unstructured time where the students are allowed to work on text, illustrations, or both.

Equipment: • Computer Mac or PC with Internet connection (optional)

**Media &
Materials:**

Printouts: This lesson does not have any printouts.

Student Supplies:

Other Materials:

Related Textbooks:

Teacher Internet Lesson and Extension Specific Resources:

- **Library of Congress' American Folklife Center**
<http://lcweb.loc.gov/folklife/>

The Center at the Library of Congress was created by Congress in 1976 "to preserve and present American Folklife." The site encompasses all aspects of folklore and folklife from this country and around the world.

- **UCLA Folklore and Mythology Archive**
<http://www.humnet.ucla.edu/humnet/folklore/archives/>

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General Internet Resources:

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National Standards for Arts Education:

- K-4 Theatre Content Standard 1 : Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- K-4 Theatre Content Standard 2 : Acting by assuming roles and interacting in improvisations
- K-4 Theatre Content Standard 4 : Directing by planning classroom dramatizations

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- K-4 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines
- 5-8 Theatre Content Standard 1 : Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
- 5-8 Theatre Content Standard 2 : Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- 5-8 Theatre Content Standard 4 : Directing by organizing rehearsals for improvised and scripted scenes
- 5-8 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- 5-8 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- 5-8 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- 5-8 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

Click here for additional information on the [National Standards for Arts Education](#)

Other National Standards:

- Language Arts 1, 8

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the [Mid-continent Regional Education Laboratory \(McREL\) website](#).

State Standards, if any:

To search the State Arts Standards, please visit the [National Conference of State Legislatures website](#).

Instructional Students will:



Objectives:

- Organize information to present reports of group activities.
- Organize content sequentially or around major ideas.
- Incorporate visual aids to support the presentations.
- Describe character development in fiction.
- Choose planning strategies for various writing purposes.
- Organize information.
- Use vocabulary effectively.
- Vary sentence structure.
- Revise for clarity.
- Edit final copies for grammar, capitalization, spelling, and punctuation, especially the use of possessives and quotation marks.
- Write a story using correct grammar, spelling, and form.

Strategies:

- Independent practice
- Cooperative learning

Instructional Plan:*Lessons 5-8: Writing*

- Lesson 5: Each student will find a partner with whom to create a folktale. During this lesson, the students will decide on a theme and main characters. They will enter their idea into a form on the computer.
- Lessons 6-8: During this phase of the project, the students will be assigned a sixth-grade mentor. During unstructured time, sixth grade students can assist third graders with brainstorming, looking for information on the Internet resource selections provided, and building ideas for their characters and stories. Each day, as they complete their writing, the sixth graders will proofread their texts. During these lesson periods, students should be allowed to work on text, illustrations or both. By the end of the eighth lesson, they should be ready to use a word processor to produce their stories.

Assessment:

Portfolio using Hyper Studio
Text of story
Quicktake photos of 3D characters
Video of actual storytelling

Student evaluation forms

Extensions:

- Have students watch one of the Grammar Rock videos at a computer center with their older partners. After watching the video, have students re-read their stories to check for a particular part of speech.
- Oral Traditions in Africa – a partner site lesson plan for elementary students which demonstrates the presence of contemporary folktales.
- Encourage parents, through a classroom webpage, newsletter, or by printing, to participate in the Xpeditions "New Takes on Old Tales" activity. In this exercise, families will rewrite modern adaptations of classic folk tales.

Teacher References:

Author : Marla Fries
Community Discovered
Omaha NE

Review Date:

ARTSEGENotes:



Curricula, Lessons and Activities

Exaggeration, Folktales, and Characters Lessons 9-11
(Part of Curriculum Unit Exaggeration, Folktales, and Characters)

Resource Type: lesson

Length: 45-60 minute sessions

Grade: 3,6

Subjects: Language Arts, Performing Arts, Visual Arts

Subtopics:

Overview: In these lessons, students will share the stories they developed in lessons 5-8. Individually, each student will create their main characters in three dimensions, producing a caricature.

Equipment: • Computer

Media & Materials:

Printouts: This lesson does not have any printouts.

Student Supplies: Paper stuffing
Paper mache

Clay
Cloth
Standard art supplies

Other Materials:

**Related
Textbooks:**

Teacher Internet Lesson and Extension Specific Resources:

- **Library of Congress' American Folklife Center**
http://lcweb.loc.gov/folklife/

The Center at the Library of Congress was created by Congress in 1976 "to preserve and present American Folklife." The site encompasses all aspects of folklore and folklife from this country and around the world.

- **UCLA Folklore and Mythology Archive**
http://www.humnet.ucla.edu/humnet/folklore/archives/

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General Internet Resources:

- **American Memory**
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**National
Standards for
Arts Education:**

- K-4 Theatre Content Standard 1 : Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- K-4 Theatre Content Standard 2 : Acting by assuming roles and interacting in improvisations
- K-4 Theatre Content Standard 4 : Directing by planning

- classroom dramatizations
- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
 - K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
 - K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
 - K-4 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines
 - 5-8 Theatre Content Standard 1 : Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
 - 5-8 Theatre Content Standard 2 : Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
 - 5-8 Theatre Content Standard 4 : Directing by organizing rehearsals for improvised and scripted scenes
 - 5-8 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
 - 5-8 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
 - 5-8 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
 - 5-8 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

Click here for additional information on the [National Standards for Arts Education](#)

Other National Standards:

- Language Arts 1, 8

Source of Standards:

McRel

For more on the Standards in other subjects, please refer to the [Mid-continent Regional Education Laboratory \(McREL\) website](#).

State Standards, if any:

To search the State Arts Standards, please visit the [National Conference of State Legislatures website](#).

Instructional Objectives:

Students will:

- Organize information to present reports of group activities.
- Organize content sequentially or around major ideas.
- Incorporate visual aids to support the presentations.
- Give an oral presentation about his/her tale.
- Help to plan a social event around the folktale theme.
- Use a variety of art media to create a character.

Strategies:

Instructional Plan:

Lessons 9-11

- Lesson 9: The students will share their stories. Lead a discussion on each story analyzing characters' activities and related personalities. Students can brainstorm ideas for character presentation based on the discussion.
- Lesson 10: Individually, students will create their main characters in three dimensions. Students can use papier mache, textured paint, torn paper collage, clay sculpture, or other means of representations.
- Lesson 11: Student finish creating characters.

Assessment:

Portfolio using Hyper Studio

Text of story

Quicktake photos of 3D characters

Video of actual storytelling

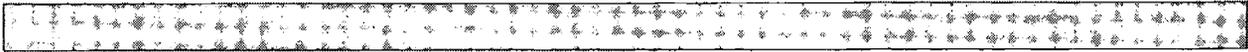
Student evaluation forms

Extensions:

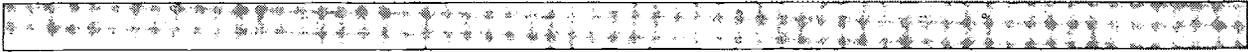
- Visit [Paper University-Paper Mache](#) for instructions for making things with papier mache. See [Eileen's Camp Crafts and Other Fun Things](#) for a variety of craft ideas using clay and other materials. Also see [Ms. Rose Shows You-Clay](#) for vocabulary and recipes associated with clay.
- Visit [Hands-On Crafts](#) for an exciting on-line studio experience with clay, cloth, and cane.

Teacher

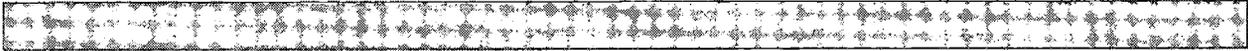
References:



Author : Marla Fries
Community Discovered
Omaha NE



Review Date:



ARTSEDGENotes:



Curricula, Lessons and Activities

Exaggeration, Folktales, and Characters Lesson 12: Sharing Party
(Part of Curriculum Unit *Exaggeration, Folktales, and Characters*)

Resource Type: lesson

Length: 45-60 minute sessions

Grade: 3,6

Subjects: Language Arts, Performing Arts, Visual Arts

Subtopics: Drawing, English, Folk Arts, Literature, Music, Technology, Theater

Overview: This is the culminating activity of the twelve-lesson Exaggeration, Folktales, and Characters curriculum unit, in which the students will be encouraged to tell the stories they have written while displaying the caricatures they have created.

Equipment: • Computer

Media & Materials:

Printouts: This lesson does not have any printouts.

Student Supplies:

Other Materials:

Related

Textbooks:

Teacher Internet Lesson and Extension Specific Resources:

- **Library of Congress' American Folklife Center**
<http://lcweb.loc.gov/folklife/>

The Center at the Library of Congress was created by Congress in 1976 "to preserve and present American Folklife." The site encompasses all aspects of folklore and folklife from this country and around the world.

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National Standards for Arts Education:

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- K-4 Theatre Content Standard 2 : Acting by assuming roles and interacting in improvisations
- K-4 Theatre Content Standard 4 : Directing by planning classroom dramatizations
- K-4 Visual Art Content Standard 1 : Understanding and

- applying media, techniques, and processes
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- K-4 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- K-4 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines
- 5-8 Theatre Content Standard 1 : Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
- 5-8 Theatre Content Standard 2 : Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- 5-8 Theatre Content Standard 4 : Directing by organizing rehearsals for improvised and scripted scenes
- 5-8 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- 5-8 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas
- 5-8 Visual Art Content Standard 5 : Reflecting upon and assessing the characteristics and merits of their work and the work of others
- 5-8 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

Click here for additional information on the [National Standards for Arts Education](#)

Other National Standards: • Language Arts 1, 8

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the [Mid-continent Regional Education Laboratory \(McREL\) website](#).

State Standards, if any:

To search the State Arts Standards, please visit the [National Conference of State Legislatures website](#).

Instructional Objectives: Students will:

- Demonstrate their understanding of family relationships.
- Organize information to present reports of group activities.
- Incorporate visual aids to support the presentations.
- Give an oral presentation about his/her tale.
- Help to plan a social event around the folktale theme.

Strategies:

- Independent practice

Instructional Plan:

Lesson 12: Sharing party

The culminating activity should be held at the school as a community event. The students should develop presentations to tell their stories while they display their caricatures.

Assessment:

Portfolio using Hyper Studio

- Text of story
- Quicktake photos of 3D characters
- Video of actual storytelling
- Student evaluation forms

What method have you used to set assessment criteria?

Cooperatively between the two

What assessment tools have been used (e.g., portfolios, scales, etc.)?

See above Portfolio content

Extensions:

- Have students make and wear costumes to represent one of the characters in their folktale. For tips on making paper mache masks see [P.O.W.E.R. Plays](#) or [Ms. Rose Shows You-Masks](#).
- See [Storytelling Workshop with Gerald Fierst](#) for an excellent guide to storytelling. Use some of the activities he suggests with your students to prepare them for sharing their stories at the party.

Teacher References:

Author : Marla Fries
Community Discovered
Omaha NE

Review Date:

ARTSEDGENotes:



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Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)*



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