Focus story: Native American Tribe Project Myth (from Social Studies); “The Arrow and the Lamp” (pgs. 587-592); “Lazy Peter and His Three-Cornered Hat” (pgs. 593-596); “The Force of Luck” (pgs. 597-604)

Big Idea: Elements of Folklore/Link to Unit 1: What can be learned about a culture’s perspective about others or the world (from reading the culture’s myths)?

Vocabulary:

1. prophecy p.588
2. scornfully p. 590
3. crag p. 591
4. radiance p. 592
5. rascal p.593

Learn the Elements of Folklore

1. Myths (Stories created by cultures that were meant to answer basic questions about the world, the gods, and human life. They were considered true.)
2. Folk Tales (Stories meant to entertain. They were not considered to be true.)
3. Fables (Short stories that teach a moral.)
4. Legends (Stories considered true and many have a basis in historical fact. They contain an element of magic and the supernatural.)

Students: in notebook, take notes on the Elements of Folklore on pages 584-585.

Timeline:

Day 1: Explanation of unit + Elements of Folklore


Day 5: The Mayan Creation Myth example

Day 6: Discuss group project and hold first group meeting to plan your project

Day 7-10: Second group meeting; Third group meeting; Fourth group meeting; Fifth group meeting

Day 11: Rehearsal of presentation + Announcement of the order of presentations

Day 12: Presentations

Day 13: If needed, finish presentations
Directions: As you read or hear this story, think about the elements of fiction (protagonist, antagonist, setting, conflict, point-of-view, theme, and plot: exposition, climax, and resolution). Also complete the following tasks.

Vocabulary: What do you think the underlined words mean?

“When they heard this prophecy, all the people wept with Psyche’s father and mother.” (from text page 588) Prophecy means________________________________________________________

“’Anyone as ugly as you is fit only to work,’ Aphrodite said scornfully.” (from text page 590) Scornfully means________________________________________________________.

“At last she reached the topmost crag, a rough and slippery rock, and saw that the torrent of water poured out of a cavern guarded by dragons with unwinding eyes.” (from text page 591) Crag means________________________________________________________.

“As they neared the top of Mount Olympus, the heavenly radiance shone brighter and brighter, and in the center of the light Psyche saw Zeus, the father of light.” (from text page 592) Radiance means________________________________________________________.

Character’s Perspective: What do you think the character is thinking or feeling?

How did Aphrodite feel when she learned “that men called her (Psyche) a new Aphrodite…”? Answer the question, and then provide evidence from the text to support your answer.

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Theme:

What is the theme of the story? Before you answer, think of why this myth was created and what purpose it might have had. The theme of the story is________________________________________________________

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How do the characters contribute to the theme? Answer the question and provide evidence from the story to support your answer. __________________________________________

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“Lazy Peter and His Three-Cornered Hat” pgs. 593--596

**Directions:** As you read or hear this story, think about the elements of fiction (protagonist, antagonist, setting, conflict, point-of-view, theme, and plot: exposition, climax, and resolution). Also complete the following tasks.

**Vocabulary:** What do you think the underlined words mean?

“This is the story of Lazy Peter, a shameless rascal of a fellow who went from village to village making mischief.” (from text page 593) Rascal means ____________________________

**Character’s Perspective:** What do you think the character is thinking or feeling?

How did the farmer feel after he bought Peter’s hat? Answer the question, and then provide evidence from the text to support your answer.

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How did the farmer feel by the end of the story? Answer the question, and then provide evidence from the text to support your answer.

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**Theme:**

What is the theme of the story? The theme of the story is__________________________

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How do the characters contribute to the theme? Answer the question and provide evidence from the story to support your answer. ____________________________

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Compare and Contrast: “Lazy Peter and His Three-Cornered Hat” pgs. 593-596 and “The Force of Luck” pgs. 597-604

Directions: On the back of this paper, draw a Venn diagram. Compare the similarities of the two tales. Contrast the differences of the two tales. Take notes on this side. Use the notes to add the information to the Venn diagram.

Think of the following from each story:

Protagonist
Antagonist
Setting
Point-of-View
Conflict
Theme
For the Language Arts portion of this project, you will remain in the same groups you have in Social Studies class. With your group, you will use what you have learned about the tribe AND what you have learned about the elements of folklore to complete the Language Arts project.

My Tribe: Maya Inca Aztec Navajo

Complete the following tasks.

**Task 1: Read and watch your tribe’s creation myth.**

Find your tribe’s creation myth on [http://www.bigmyth.com/fullversion/password033/2_eng_myths.html](http://www.bigmyth.com/fullversion/password033/2_eng_myths.html).

**Task 2: Answer the following questions (on the back of this paper).**

Navajo: Why did Begochiddy and his people constantly leave their worlds? How did they do this?

Maya: What was the reason that Tepeu and Gucamatz tried to put beings on earth?

Inca: What did the creators expect of human beings?

Aztec: How did Quetzacoatl, the Feathered Serpent, create the first humans?

**Task 3: Draw a picture**

Navajo: Draw a picture of what the First, Second, Third, and Fourth worlds looked like.

Maya: Draw a picture of what the world looked like according to the ancient Maya.

Inca: Draw a picture of what the world looked like before the first humans were made.

Aztec: Draw a picture of the things that were already there before the earth existed.

**Task 4: Theme (answer on back)**

What is the theme of your tribe’s creation myth?

**Task 5: Storyboard and Presentation**

Create a series of pictures that show the major events of your tribe’s creation myth. When you put all the pictures together in order, it should show the entire creation myth. Share the storyboard with the class.
Task 2 answer:

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Task 4 answer:

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Native American Tribe Project/ Language Arts 7-1A

My Tribe:  Maya  Inca  Aztec  Navajo

Group Members:

Grading Rubric

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Pts. Possible</th>
<th>Pts. Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Read and watch your tribe’s creation myth.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Task 2: Answer the question about your tribe’s creation myth.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Task 3: Draw a picture.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Task 4: Determine the theme of your tribe’s creation myth.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Task 5: Create a storyboard of your tribe’s creation myth.</td>
<td>(25)</td>
<td></td>
</tr>
<tr>
<td>- Each picture represents a major event in the creation myth</td>
<td>5</td>
<td></td>
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<tr>
<td>- The series of pictures represents the entire creation myth</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>- The characters are represented accurately</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>- The setting is represented accurately</td>
<td>5</td>
<td></td>
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<tr>
<td>- Each picture is done neatly</td>
<td>5</td>
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</tr>
<tr>
<td>Total Points Possible</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Pts. Possible</th>
<th>Pts. Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each group member presents at least one picture.</td>
<td>5</td>
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<tr>
<td>Each picture is explained.</td>
<td>5</td>
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<tr>
<td>Voice Clarity- loud and clear</td>
<td>5</td>
<td></td>
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<tr>
<td>Posture- stands tall</td>
<td>5</td>
<td></td>
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<tr>
<td>Eye contact with audience</td>
<td>5</td>
<td></td>
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<tr>
<td>Preparedness: Presentation shows the group practiced</td>
<td>5</td>
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<tr>
<td>Total Points Possible</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Participation</th>
<th>Pts. Possible</th>
<th>Pts. Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>The group worked well together.</td>
<td>5</td>
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</tr>
<tr>
<td>The group was able to settle problems on their own without the teacher.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Each group member contributed to the project.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>The group stayed focused on the project during class time.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Evaluations of group members</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>