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Common Core Alignment

Third Grade Reading Standards for Literature

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
To Prepare for the Unit

This unit plan is designed to work within a reading workshop model where students participate in a focus lesson for approximately 15 minutes, read independently for about 30 minutes with teacher conferences and then share and discuss reading for about 10 minutes.

The lessons listed under the day to day plans are designed to be the focus lesson with occasional projects and games for students to work on during their independent time. Please make sure to check out several books from your school or local library for each genre for students to read during independent reading time and for their projects. There are mentor text lists included for each type of book to help get you started.

Prepare the bookmarks for each student at the beginning of the unit. You might also want to make a model of each project.

The share time at the end of reading workshop should be consistent with the routines you’ve already put into place. If you need more ideas for ways to set up and manage your reading workshop, please check out my reading workshop management pack for 21st century skills.
The Projects and Practice Games

- Fable Cube
- Mythology Cootie Catcher
- Folktale Fans
Fables

A fable is a short fictional story, that features animals, plants, inanimate objects or forces of nature which are personified. The end usually offers a moral to the story.
# Day-to-Day Plans: Fables

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<th>Day</th>
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<tr>
<td><strong>Day One</strong></td>
<td>Introduce the vocabulary poster for fables. Read a few sample fables from the mentor text list and encourage students to illustrate the fable to help with comprehension. Discuss the structure of fables. Students read and explore with fables during independent reading time.</td>
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<td><strong>Day Two</strong></td>
<td>Pass out the five fables included, directions for the cube game and one practice cube game (already made) to each group of four students to play and practice with fable comprehension. Students read and explore with fables during independent reading time.</td>
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<td><strong>Day Three</strong></td>
<td>Pass out the blank cube to each student for them to complete for a selected fable from the library. Have students share their cubes during share time.</td>
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<td><strong>Day Four</strong></td>
<td>Review the vocabulary poster for fables. Remind students that fables usually have the same structure. Pass out the compare and contrast fable worksheet and complete this with students or have students complete independently. Students read and explore with fables during independent reading time or finish their cube from yesterday.</td>
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**Homework or Additional Practice**

- Matching Morals
Mentor Texts - Fables

Aesop's Fables by Aesop (May 23, 2012)

Aesop's Fables by Arthur Rackham (Sep 8, 1992)

Aesop's Fables by Aesop (Mar 30, 2011)

The Classic Treasury of Aesop's Fables by Aesop (Oct 2, 2007)

Aesop's Fables by Brad Sneed

Aesop's Fables by Beverley Naidoo and Piet Grobler (Sep 27, 2011)

Aesop's Fables for Today's Kids by Billy Gorilly (Apr 2, 2011)

Aesop's Fables: The Smothers Brothers Way by Smothers Brothers (Nov 21, 2011)

Fables by Arnold Lobel

Aesop's Fables for Children: Includes a Read-and-Listen CD (Dover Read and Listen) by Milo Winter and Read and Listen (Sep 19, 2008)

Lessons from the Lion, the Ox and Their Little Friends (illustrated) (Four fables from Aesop) by Aesop and Ripple Digital Publishing (Jan 24, 2012)

The Lion and The Hare (Picture Book Series from Panchatantra) by Vishnu Sharma, S Podder and G.S Podder
Fables have been around for centuries and centuries. These lessons focus on Aesoptic fables which are famous for including animals as the main characters to represent specific, exaggerated personality types such as the bully or the fool.

For kids, fables are easy and fun to read but difficult to comprehend. The language used in fables is very different from modern day language. When teaching about fables, make sure to allow students time to draw their own illustrations of the fables to aid in understanding of the moral. Try to help them make connections to the moral in their everyday life to help them develop a deeper understanding.
The Ant and the Chrysalis

An Ant nimbly running about in the sunshine in search of food came across a Chrysalis that was very near its time of change. The Chrysalis moved its tail, and thus attracted the attention of the Ant, who then saw for the first time that it was alive. "Poor, pitiable animal!" cried the Ant disdainfully. "What a sad fate is yours! While I can run hither and thither, at my pleasure, and, if I wish, ascend the tallest tree, you lie imprisoned here in your shell, with power only to move a joint or two of your scaly tail." The Chrysalis heard all this, but did not try to make any reply. A few days after, when the Ant passed that way again, nothing but the shell remained. Wondering what had become of its contents, he felt himself suddenly shaded and fanned by the gorgeous wings of a beautiful Butterfly. "Behold in me," said the Butterfly, "your much-pitied friend! Boast now of your powers to run and climb as long as you can get me to listen." So saying, the Butterfly rose in the air, and, borne along and aloft on the summer breeze, was soon lost to the sight of the Ant forever.

Appearances are deceptive.
The Bundle of Sticks

An old man on the point of death summoned his sons around him to give them some parting advice. He ordered his servants to bring in a bundle of sticks, and said to his eldest son: "Break it." The son strained and strained, but with all his efforts was unable to break the Bundle. The other sons also tried, but none of them was successful. "Untie the bundle," said the father, "and each of you take a stick." When they had done so, he called out to them: "Now, break," and each stick was easily broken. "You see my meaning," said their father.

Union gives strength.
The Crow and the Pitcher

A CROW perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. He tried everything he could think of to reach the water, but all his efforts were in vain. At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life.

Necessity is the mother of invention.
The Father and His Two Daughters

A MAN had two daughters, the one married to a gardener, and the other to a tile-maker. After a time he went to the daughter who had married the gardener, and inquired how she was and how all things went with her. She said, "All things are prospering with me, and I have only one wish, that there may be a heavy fall of rain, in order that the plants may be well watered." Not long after, he went to the daughter who had married the tile-maker, and likewise inquired of her how she fared; she replied, "I want for nothing, and have only one wish, that the dry weather may continue, and the sun shine hot and bright, so that the bricks might be dried." He said to her, "If your sister wishes for rain, and you for dry weather, with which of the two am I to join my wishes?"

You can't please everybody
The Fox and the Crane

A Fox invited a Crane to supper and provided nothing for his entertainment but some soup made of pulse, which was poured out into a broad flat stone dish. The soup fell out of the long bill of the Crane at every mouthful, and his vexation at not being able to eat afforded the Fox much amusement. The Crane, in his turn, asked the Fox to soup with him, and set before her a pitcher with a long narrow mouth, so that he could easily insert his neck and enjoy its contents at his leisure. The Fox, unable even to taste it, met with a fitting requital, after the fashion of her own hospitality.

Do unto others as you would have them do unto you.
Fable Cube Game

The team chooses one story to read for round one. Choose one student to read the story aloud to the group.

Student one- roll the cube!
Student two- read the question aloud to student three.
Student three- answer the question. It's okay to look back to the story to support your answer.
Student four- roll the die!

Repeat this routine until every student has had a chance to answer a question for the first fable.

Continue with another fable.
What is the main plot of your story?

Who are the characters in your story? Describe them.

What is the setting in your story? Describe it.

What is the main conflict in your story?

What is your favorite part of the story?

What is the theme, moral, or central message of the story?

To prepare:

Cut out one cube for each team of four students. Fold on the solid lines and tape the cube together.
Name ____________________

Directions:
1. Read a fable of your choice.
2. Answer the questions in the cube completely.
3. Add color!
4. Cut it out along the outer lines.
5. Fold the solid lines and tape to assemble.

What is the main plot of your story?

Who are the characters in your story? Describe them.

What is the setting in your story? Describe it.

What is the main conflict in your story?

What is the name and who is the author of your story?

What is the theme, moral, or central message of the story?
Compare and Contrast

Fables

The Fox Who Had Lost His Tail
A FOX caught in a trap escaped, but in so doing lost his tail. Thereafter, feeling his life a burden from the shame and ridicule to which he was exposed, he schemed to convince all the other Foxes that being tailless was much more attractive, thus making up for his own deprivation. He assembled a good many Foxes and publicly advised them to cut off their tails, saying that they would not only look much better without them, but that they would get rid of the weight of the brush, which was a very great inconvenience. One of them interrupting him said, "If you had not yourself lost your tail, my friend, you would not thus counsel us."

Misery loves Company

The Fox and the Grapes
One hot summer's day a Fox was strolling through an orchard till he came to a bunch of Grapes just ripening on a vine which had been trained over a lofty branch. "Just the thing to quench my thirst," quoth he. Drawing back a few paces, he took a run and a jump, and just missed the bunch. Turning round again with a One, Two, Three, he jumped up, but with no greater success. Again and again he tried after the tempting morsel, but at last had to give it up, and walked away with his nose in the air, saying: "I am sure they are sour."

It is easy to despise what you cannot get.
**Compare and Contrast Key**

**Fables**

*The Fox Who Had Lost His Tail*

A fox caught in a trap escaped, but in so doing lost his tail. Thereafter, feeling his life a burden from the shame and ridicule to which he was exposed, he schemed to convince all the other foxes that being tailless was much more attractive, thus making up for his own deprivation. He assembled a good many foxes and publicly advised them to cut off their tails, saying that they would not only look much better without them, but that they would get rid of the weight of the brush, which was a very great inconvenience. One of them interrupting him said, "If you had not yourself lost your tail, my friend, you would not thus counsel us."

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It is easy to despise what you cannot get.

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**Sample Answers**

- **The Fox Who Had Lost His Tail**
  - A fox is the main character
  - It takes place outdoors
  - There is a negative mood and moral to the story
  - The fox is deprived of something

- **The Fox and the Grapes**
  - The fox learns the lesson through his own trial and error
  - The setting includes a much better description

- There are several other characters
- The moral is based off what others have learned
Moral Match!

Directions: For numbers 1-4, read the fables below. Match the fable with the moral it is trying to teach. For number 5, read the fable and write a moral for the fable.

1. ______
   The Dancing Monkeys
   A PRINCE had some Monkeys trained to dance. Being naturally great mimics of men's actions, they showed themselves most apt pupils, and when arrayed in their rich clothes and masks, they danced as well as any of the courtiers. The spectacle was often repeated with great applause, till on one occasion a courtier, bent on mischief, took from his pocket a handful of nuts and threw them upon the stage. The Monkeys at the sight of the nuts forgot their dancing and became (as indeed they were) Monkeys instead of actors. Pulling off their masks and tearing their robes, they fought with one another for the nuts. The dancing spectacle thus came to an end amidst the laughter and ridicule of the audience.

2. ______
   The Dog and the Hare
   A HOUND having started a Hare on the hillside pursued her for some distance, at one time biting her with his teeth as if he would take her life, and at another fawning upon her, as if in play with another dog. The Hare said to him, "I wish you would act sincerely by me, and show yourself in your true colors. If you are a friend, why do you bite me so hard? If an enemy, why do you fawn on me?"

3. ______
   The Lion and the Eagle
   AN EAGLE stayed his flight and entreated a Lion to make an alliance with him to their mutual advantage. The Lion replied, "I have no objection, but you must excuse me for requiring you to find surety for your good faith, for how can I trust anyone as a friend who is able to fly away from his bargain whenever he pleases?"

4. ______
   The Shepherd's Boy and the Wolf
   A SHEPHERD-BOY, who watched a flock of sheep near a village, brought out the villagers three or four times by crying out, "Wolf! Wolf!" and when his neighbors came to help him, laughed at them for their pains. The Wolf, however, did truly come at last. The Shepherd-boy, now really alarmed, shouted in an agony of terror: "Pray, do come and help me; the Wolf is killing the sheep"; but no one paid any heed to his cries, nor rendered any assistance. The Wolf, having no cause of fear, at his leisure lacerated or destroyed the whole flock.

5. ______
   The Frogs and the Well
   Two Frogs lived together in a marsh. But one hot summer the marsh dried up, and they left it to look for another place to live in: for frogs like damp places if they can get them. By and by they came to a deep well, and one of them looked down into it, and said to the other, "This looks a nice cool place. Let us jump in and settle here." But the other, who had a wiser head on his shoulders, replied, "Not so fast, my friend. Supposing this well dried up like the marsh, how should we get out again?"

Moral ___________________________________________
Moral Match! Key

Directions: For numbers 1-4, read the fables below. Match the fable with the moral it is trying to teach. For number 5, read the fable and write a moral for the fable.

1. C

The Dancing Monkeys
A PRINCE had some Monkeys trained to dance. Being naturally great mimics of men's actions, they showed themselves most apt pupils, and when arrayed in their rich clothes and masks, they danced as well as any of the courtiers. The spectacle was often repeated with great applause, till on one occasion a courtier, bent on mischief, took from his pocket a handful of nuts and threw them upon the stage. The Monkeys at the sight of the nuts forgot their dancing and became (as indeed they were) Monkeys instead of actors. Pulling off their masks and tearing their robes, they fought with one another for the nuts. The dancing spectacle thus came to an end amidst the laughter and ridicule of the audience.

Moral: Try before you trust.

2. B

The Dog and the Hare
A HOUND having started a Hare on the hillside pursued her for some distance, at one time biting her with his teeth as if he would take her life, and at another fawning upon her, as if in play with another dog. The Hare said to him, "I wish you would act sincerely by me, and show yourself in your true colors. If you are a friend, why do you bite me so hard? If an enemy, why do you fawn on me?"

Moral: Not everyone can be a friend if you don't know whether to trust them.

3. A

The Lion and the Eagle
AN EAGLE stayed his flight and entreated a Lion to make an alliance with him to their mutual advantage. The Lion replied, "I have no objection, but you must excuse me for requiring you to find surety for your good faith, for how can I trust anyone as a friend who is able to fly away from his bargain whenever he pleases?"

Moral: Not everything you see is what it appears to be.

4. D

The Shepherd's Boy and the Wolf
A SHEPHERD-BOY, who watched a flock of sheep near a village, brought out the villagers three or four times by crying out, "Wolf! Wolf!" and when his neighbors came to help him, laughed at them for their pains. The Wolf, however, did truly come at last. The Shepherd-boy, now really alarmed, shouted in an agony of terror: "Pray, do come and help me; the Wolf is killing the sheep"; but no one paid any heed to his cries, nor rendered any assistance. The Wolf, having no cause of fear, at his leisure lacerated or destroyed the whole flock.

Moral: There is no believing a liar, even when he speaks the truth.

5.

The Frogs and the Well
Two Frogs lived together in a marsh. But one hot summer the marsh dried up, and they left it to look for another place to live in: for frogs like damp places if they can get them. By and by they came to a deep well, and one of them looked down into it, and said to the other, "This looks a nice cool place. Let us jump in and settle here." But the other, who had a wiser head on his shoulders, replied, "Not so fast, my friend. Supposing this well dried up like the marsh, how should we get out again?"

Moral: Look before you leap.

Name___________________
Folktales

A folktale is a story or legend that is passed down from one generation to another. Folktales have timeless themes and help people make sense of the world in which they live. Some folktales include real people from history and often uses exaggeration to tell the story.
# Day-to-Day Plans: Folktales

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<tr>
<td>Day One</td>
<td>Introduce the vocabulary poster for folktales. Read a few sample folktales from the mentor text list and model how to stop and summarize for understanding as you read. Students read and explore with folktales during independent reading time.</td>
</tr>
</tbody>
</table>
| Day Two| Pass out the folktale fans review game and the stories, “Brer Fox Catches Old Man Tarrypin,” “Davy Crockett and the Coonskin,” and “The Eavesdropper.”  
Some challenging vocabulary words students will encounter on day two in these texts include:  
Brer Fox Catches Old Man Tarrypin- wid (with), singed (burned), dat’s (that’s)  
Davy Crockett and the Coonskin- shantee (old style restaurant, bar), nuff (enough), meandered (strolled, walked), whistle jigs to a milestone (an old proverb meaning turn around and go home.) |
| Day Three| Students make their own folktale fans representing their understanding of a folktale of their choice checked out from the library. Students will need the two sheets “Folktale Fans” and a brad to assemble. |
| Day Four| Pass out a copy of “Babe the Blue Ox” to each student. Using the Summary Guide on a document camera, model how to number paragraphs to aid in summarizing texts. Working with students to take notes from each paragraph using the sheet provided. Show students how to turn these notes into a summary. |
| Homework or Additional Practice| “The Birth of Paul Bunyon Summary Guide” |
Mentor Texts - Folktales

*Mai and the Spirit Dragon* (A Children's Picture Book Adapted From a Classic Chinese Folktale) by JC Brem (Kindle Edition - May 1, 2012)

*Yiddish Folktales* (Library of Yiddish Classics) by Beatrice Weinreich

*Nelson Mandela's Favorite African Folktales* by Nelson Mandela, Samuel L. Jackson, Whoopi Goldberg and Matt Damon

*Why Monkeys Live on Trees* (Nigerian Folktales) by Kingsley Nwaiba and Nidhish Abraham

*Johnny Appleseed* by Reeve Lindbergh and Kathy Jakobsen (Sep 1, 1993)


*A Picture Book of Davy Crockett* (Picture Book Biographies) (Picture Book Biography) by David A. Adler, John Wallner and Alexandra

*Pecos Bill* by Steven Kellogg and Laura Robb (Sep 18, 1992)

*The Legend of Sleepy Hollow* by Washington Irving (Nov 27, 2011)
Folktales have been around for centuries and can be found in almost every culture. A tall tale is a type of folktale that became popular in the United States as Americans moved west in the 19th century. There is some evidence that some folktales are based on historical figures and events, but the stories have been changed and exaggerated over the years for the entertaining value.

Folktales are so fun for students to read because they have such extreme exaggeration. They can be challenging for students because of the vocabulary and dialects. Encourage lots of discussion as students read the folktales independently. The worksheet in this portion of the unit is designed to help students summarize the story to help them demonstrate understanding in their own words.
Brer Fox Catches Old Man Tarrypin

Well now, Brer Rabbit had made friends with Old Man Tarrypin, a big turtle that lived in the pond near his house. Brer Rabbit and Old Man Tarrypin liked to pull tricks on Brer Fox, and that rascally fellow got pretty mad about it.

Since he couldn't catch Brer Rabbit nohow, Brer Fox decided that he'd get even with Old Man Tarrypin instead. He started walking beside the pond every day, hoping to find the turtle out of the water.

One morning, as he was taking his daily stroll, Brer Fox saw Old Man Tarrypin sitting right in the center of the road. The old turtle looked hot and bothered about something. He kept shaking his head back and forth and he was panting like he was out of breath.

"Howdy, Brer Tarrypin," said Brer Fox, stopping beside the old turtle. "What's the matter wid you?"

"I was a-strolling in the field beside my pond when the farmer came along and set it on fire," Old Man Tarrypin gasped. "I had to run and run, but that o' fire was faster than me, so I curled up in my shell while it passed right over me! My shell is hotter than the noon-day sun, and I think I done singed my tail!"

"Let me have a look," said Brer Fox. So Old Man Tarrypin uncurled his tail and poked it out of his shell. Immediately, Brer Fox grabbed him by the tail and swung him right off the ground.

"I gotcha now, Brer Tarrypin," cried Brer Fox. "You ain't gonna bother me no more!"

Well, Old Man Tarrypin begged and begged Brer Fox not to drown him. He'd rather go back into the fire in the field on account of he'd kind of gotten used to being burned.

Brer Fox swung the poor old turtle back and forth by his tail, trying to decide what to do. Putting Old Man Tarrypin into the fire was a tempting idea, but then he remembered how the old turtle had curled up into his shell so the fire couldn't touch him. Brer Fox frowned. Fire was no good, then.

Brer Fox decided to drown Old Man Tarrypin instead. He tucked the turtle under his arm and carried him down to the springhouse by the pond.

"Please, oh please don't drown me," Old Man Tarrypin begged.

"I ain't making no promises," Brer Fox retorted. "You've played too many tricks on me, Brer Tarrypin."

Brer Fox thrust him into the water and began bouncing him up and down.

"Oh, I is drowning," shouted Old Man Tarrypin when his head bounced out of the water. "Don't let go of my tail, Brer Fox or I'll be drowned for sure!"

"That's the idea, Brer Tarrypin," Brer Fox yelled back and let go of his tail.

Immediately Old Man Tarrypin splashed down and down into the water and thumped onto the mud on the bottom, kerplicky-splat.

That's when Brer Fox remembered that Old Man Tarrypin lived in the pond, and there was never any fear of him drowning, nohow! He could hear him laughing from the bottom of the pond: "I-dare-ya-ta- come-down-ere!"

Brer Fox jumped up and down in fury. Old Man Tarrypin had escaped him!

From the other side of the pond, Brer Bull Frog called out: "Knee-deep! Knee-deep!"

Brer Fox glared at the pond, and then looked back at Brer Bull Frog. "It's only knee-deep?" he asked suspiciously.

"Knee-deep, knee-deep!" Brer Bull Frog said again.

All the little frogs joined in the chorus then. "Better-believe-it! Better-believe-it!"

Well, thought Brer Fox, if it was only knee deep, then he'd have no trouble catching Old Man Tarrypin.

"Wade-in, wade-in!" croaked Brer Bull Frog.

"Knee-deep, knee-deep!" agreed all the little frogs.

Brer Fox didn't much like water, but he really wanted to catch Old Man Tarrypin. He approached the edge of the pond cautiously.

From underneath the water, Old Man Tarrypin laughed at him, and his words bubbled up to Brer Fox: "I-dare-ya-ta- come-down-ere! I-dare-ya-ta- come-down-ere."

Well, that did it. Brer Fox ran right up to the edge of the pond. Leaning over, he looked into the water and saw another fox staring at him.

"Dat's-your-brother! Dat's-your-brother," Brer Bull Frog told Brer Fox.

Brer Fox was thrilled. He didn't know he had a brother. Now that there were two foxes, catching Old Man Tarrypin would be a cinch! Brer Fox leaned down to shake hands with his new-found brother, and toppled right down into the deep water of the pond.

All of the frogs laughed and laughed at the trick they had played on Brer Fox, and Old Man Tarrypin started swimming up from the bottom of the pond, his red eyes fixed on Brer Fox's tail. Brer Fox knew that the old turtle wanted to pull him down under that water and drown him, so he learned to swim mighty quick! With much splashing and squirming and kicking, Brer Fox made it to the edge of the pond, where he jumped out and ran away as fast as he could, while Brer Bull Frog laughed and the little frogs shouted with glee.

The last thing he heard as he rounded the corner was the voice of Old Man Tarrypin calling: "I-dare-ya-ta- come-down-ere!"

Brer Fox never messed with Old Man Tarrypin again.
Davy Crockett and the Coonskin

Well, they say that Davy Crockett, the most famous bear hunter in the U.S. of A, once ran for election in Congress. He was campaigning in town one day, standing on a big ol' stump an talking to a big ol' crowd, when one of the men complained, saying he was mighty thirsty. 'Course, that set the whole crowd off, don't ya know. They said they wanted free drinks, and they wanted Davy to pay fer 'em out of his own pocket. If he didn't pay, he wouldn't get elected.

Davy knew he'd better do something afore his campaign ended right then and there. So he took the whole crowd to the local bar - what they called a shantee back in them days - and Davy himself led the singing and ordered drinks for the whole crew. 'Course, the barman wanted to see his money, and Davy didn't have none. But he told the fellow to wait and he lit off into the woods with his rifle, watched by the amused and derisive crowd. Didn't take him but a minute to spy himself a coon, and Davy shot it first go.

The crowd wasn't near so skeptical when he reappeared with his prize, all skinned and ready to give to the barman. Back in them days, a coonskin was as good as money, and the barman accepted it immediately, and soon the whole crowd was afloat, drinking rum like there was no tomorrow.

When the coonskin was all paid out, Davy went back outside to his stump to start another speech about the election and what he meant to do for all the voters if he was elected. But news had got around, and it turned out this crowd was jest as thirsty as the first one. Davy took them all to the shantee, wondering if he'd have to go out and shoot another coon. Then he spied a bit of the coonskin sticking out between the logs that were used to build the bar. The barman must have stuck the skin under the counter to keep it safe. Davy leaned up against the counter and stuck his right hand down until he was gripping the piece of coonskin and gave it a good hard jerk. The coonskin slid right through the logs and into his hand. Triumphantly, Davy slapped it onto the counter and ordered a round of drinks from the barman, to the shouted delight of the crowd.

As they were drinking, Davy made the rounds of the crowd, campaigning with all his might. He kept an eye on the bartender, and sure nuff, the man put the coonskin behind the counter in the same place as before, with part of it sticking through a gap in the logs. So Davy meandered over the bar when the drinks started running low, and paid for another round with the same coonskin. He treated his new friends again, and again, and again by the same trick.

Davy Crockett purchased ten rounds with the same coonskin before the day was over, and that joke secured the election for him. Even the bartender had to allow that anyone that clever had the "real grit for them in Congress" and the man running against him might as well "whistle jigs to a milestone," cause the milestone was the only one that would vote fer the opponent.

Davy Crockett won his election to Congress and he became known as the "coonskin congressman." He first introduced himself to his new colleagues in congress by saying: "I am that same Davy Crockett, fresh from the back woods, half-horse, half-alligator, a little touched with the snapping turtle...I can whip my weight in wildcats...and eat any man opposed to Jackson."

Davy Crockett served three terms in Congress, and only lost his bid for a fourth term when he took up a position that was opposed to Jackson.
Eavesdropper

There is an old tale which claims that at midnight, on Christmas Eve, the cattle will kneel in the barn and speak with one another. Once an old Maryland man decided to test the tale by hiding in the barn at midnight to listen. So he climbed a rope to the window in the hayloft. He lay down on the rough gray boards, covered himself with hay and waited.

Around midnight, he saw all the cows in the barn kneel. At first he could not make out any words, but then, he heard the cow underneath his hiding place say to its neighbor: "I am afraid our poor old master will not live out the year." "Oh dear," exclaimed her neighbor. "What a pity."

The old man was so frightened by the cow’s words that he hurried over to the window, wanting to get away from the barn as fast as he could. But his sweating fingers slipped on the rope and he fell to the ground, broke his neck, and died. Since then, the people in Maryland have never eavesdropped on the cattle at midnight on Christmas Eve.
Folktale Fans- Review Game

In partners, cut out and assemble your folktale fan for review. Partners select one folktale to read together. When finished, use the fan to help guide questions as you discuss your folktale. When finished, choose another folktale!

- **Describe the setting.** Where and when does this folktale story take place?

- **Describe the main character.** What are some of the character traits of this character?

- **Describe the plot.** What are the events that happen in this story in order.

- **What is the main theme or message in the story?**
Folktale Fans

Read a folktale of your choice. Complete the question or task on each of the “fan blades” below and on the next page. Do not write above the question. Add color! When finished, cut out the fans. Using a hole punch, punch a hole in the circle provided. Attach the fan pieces with a brad.

Name of Folktale

Describe your main character.

Name

Describe your setting.

What is the main theme or message in the story?
Folktale Fans
page 2

Describe the conflict in the story.

List 3-5 main events in the story in order.

How do you know this story is a folktale?

Write 2-3 sentences summarizing this story.
Babe the Blue Ox

Well now, one winter it was so cold that all the geese flew backward and all the fish moved south and even the snow turned blue. Late at night, it got so frigid that all spoken words froze solid afore they could be heard. People had to wait until sunup to find out what folks were talking about the night before.

Paul Bunyan went out walking in the woods one day during that Winter of the Blue Snow. He was knee-deep in blue snow when he heard a funny sound between a bleat and a snort. Looking down, he saw a teeny-tiny baby blue ox jest a hopping about in the snow and snorting with rage on account of he was too short to see over the drifts.

Paul Bunyan laughed when he saw the spunky little critter and took the little blue mite home with him. He warmed the little ox up by the fire and the little fellow fluffed up and dried out, but he remained as blue as the snow that had stained him in the first place. So Paul named him Babe the Blue Ox.

Well, any creature raised in Paul Bunyan's camp tended to grow to massive proportions, and Babe was no exception. Folks that stared at him for five minutes could see him growing right before their eyes. He grew so big that 42 axe handles plus a plug of tobacco could fit between his eyes and it took a murder of crows a whole day to fly from one horn to the other. The laundryman used his horns to hang up all the camp laundry, which would dry lickety-split because of all the wind blowing around at that height.

Whenever he got an itch, Babe the Blue Ox had to find a cliff to rub against, 'cause whenever he tried to rub against a tree it fell over and begged for mercy. To whet his appetite, Babe would chew up thirty bales of hay, wire and all. It took six men with picaroons to get all the wire out of Babe's teeth after his morning snack. Right after that he'd eat a ton of grain for lunch and then come pestering around the cook - Sourdough Sam - begging for another snack.

Babe the Blue Ox was a great help around Paul Bunyan's logging camp. He could pull anything that had two ends, so Paul often used him to straighten out the pesky, twisted logging roads. By the time Babe had pulled the twists and kinks out of all the roads leading to the lumber camp, there was twenty miles of extra road left flopping about with nowhere to go. So Paul rolled them up and used them to lay a new road into new timberland.

Paul also used Babe the Blue Ox to pull the heavy tank wagon which was used to coat the newly-straightened lumber roads with ice in the winter, until one day the tank sprang a leak that trickled south and became the Mississippi River. After that, Babe stuck to hauling logs. Only he hated working in the summertime, so Paul had to paint the logging roads white after the spring thaw so that Babe would keep working through the summer.

One summer, as Babe the Blue Ox was hauling a load of logs down the white-washed road and dreaming of the days when the winter would feel cold again and the logs would slide easier on the "ice", he glanced over the top of the mountain and caught a glimpse of a pretty yeller calf grazing in a field. Well, he twisted out of his harness lickety-split and stepped over the mountain to introduce himself. It was love at first sight, and Paul had to abandon his load and buy Bessie the Yeller Cow from the farmer before Babe would do any more hauling.

Bessie the Yeller Cow grew to the massive, yet dainty proportions that were suitable for the mate of Babe the Blue Ox. She had long yellow eyelashes that tickled the lumberjacks standing on the other end of camp each time she blinked. She produced all the dairy products for the lumber camp. Each day, Sourdough Sam made enough butter from her cream to grease the giant pancake griddle and sometimes there was enough left over to butter the toast!

The only bone of contention between Bessie and Babe was the weather. Babe loved the ice and snow and Bessie loved warm summer days. One winter, Bessie grew so thin and pale that Paul Bunyan asked his clerk Johnny Inkslinger to make her a pair of green goggles so she would think it was summer. After that, Bessie grew happy and fat again, and produced so much butter that Paul Bunyan used the leftovers to grease the whitewashed lumber roads in summer. With the roads so slick all year round, hauling logs became much easier for Babe the Blue Ox, and so Babe eventually came to like summer almost as much as Bessie.
Babe the Blue Ox-- Summary Guide

1 Well now, one winter it was so cold that all the geese flew backward and all the fish moved south and even the snow turned blue. Late at night, it got so frigid that all spoken words froze solid afore they could be heard. People had to wait until sunup to find out what folks were talking about the night before. Paul Bunyan went out walking in the woods one day during that Winter of the Blue Snow. He was knee-deep in blue snow when he heard a funny sound between a bleat and a snort. Looking down, he saw a teeny-tiny baby blue ox jest a hopping about in the snow and snorting with rage on account of he was too short to see over the drifts.

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Babe the Blue Ox-- Summary Guide

Step One- take notes on your story

My note card

Paragraph 1- Paul Bunyan finds a baby ox that was blue from the cold snow
Paragraph 2- Paul took the ox home and named him Babe the Blue Ox
Paragraph 3- The ox grew to be huge
Paragraph 4- Babe the Blue Ox ate a ton of hay and grain
Paragraph 5- The ox helped Paul around the camp and even straightened the roads
Paragraph 6- The Ox helped pull a tank of water and it leaked and formed the Mississippi River
Paragraph 7- Babe saw a “yeller” calf in the field named Bessie and fell in love
Paragraph 8- Bessie grew to be big and produced the milk for the camp
Paragraph 9- Babe and Bessie continued to work all through the year to help Paul

Step Two- write an introductory sentence including the name of your folktale

The tall tale, Babe the Blue Ox, tells about how Paul Bunyon found a baby ox that was blue from the cold snow one day.

Step Three- finish your summary by including your introductory sentence and your notes in your own words

The tall tale, Babe the Blue Ox, tells about how Paul Bunyon found a baby ox that was blue from the cold snow one day. Paul took him home and names the ox, Babe the Blue Ox. The ox grew to be huge and ate tons and tons of hay and grain. Babe helped Paul around the camp by straightening the roads and pulling the water tanks. One day a tank of water leaked all over and it formed the Mississippi River! Later in the tale, Babe met a cow named Bessie and fell in love. Bessie produced milk for the camp and Babe continued to help Paul all through the year.
The Birth of Paul Bunyan

Now I hear tell that Paul Bunyan was born in Bangor, Maine. It took five giant storks to deliver Paul to his parents. His first bed was a lumber wagon pulled by a team of horses. His father had to drive the wagon up to the top of Maine and back whenever he wanted to rock the baby to sleep.

As a newborn, Paul Bunyan could holler so loud he scared all the fish out of the rivers and streams. All the local frogs started wearing earmuffs so they wouldn’t go deaf when Paul screamed for his breakfast. His parents had to milk two dozen cows morning and night to keep his milk bottle full and his mother had to feed him ten barrels of porridge every two hours to keep his stomach from rumbling and knocking the house down.

Within a week of his birth, Paul Bunyan could fit into his father’s clothes. After three weeks, Paul rolled around so much during his nap that he destroyed four square miles of prime timberland. His parents were at their wits’ end! They decided to build him a raft and floated it off the coast of Maine. When Paul turned over, it caused a 75 foot tidal wave in the Bay of Fundy. They had to send the British Navy over to Maine to wake him up. The sailors fired every canon they had in the fleet for seven hours straight before Paul Bunyan woke from his nap! When he stepped off the raft, Paul accidentally sank four war ships and he had to scramble around scooping sailors out of the water before they drowned.

After this incident, Paul’s parents decided the East was just too plumb small for him, and so the family moved to Minnesota.
The Birth of Paul Bunyon - Summary Guide

Directions: Use the story, “The Birth of Paul Bunyon” and the steps provided on this sheet to write a summary.

Step One - take notes on your story

My note card

Paragraph 1-
Paragraph 2-
Paragraph 3-
Paragraph 4-

Step Two - write an introductory sentence including the name of your folktale

_______________________________________________
_______________________________________________
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Step Three - finish your summary by including your introductory sentence and your notes in your own words

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Myths

A myth is a traditional, ancient story dealing with supernatural beings, ancestors, or heroes. The purpose of myths is to account for the origins of something, explain aspects of the natural world, or explain the customs of a community of people.
# Day-to-Day Plans: Myths

<table>
<thead>
<tr>
<th>Day One</th>
<th>Introduce the vocabulary poster for myths. Read a few sample myths from the mentor text list and model how to stop and summarize for understanding as you read. Students read and explore with myths during independent reading time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Two</td>
<td>Read the myths “Hades and the King of Corinth,” “Pandora’s Box,” “Legend of the Trojan Horse,” and “Persephone and Demeter” aloud to the class. Discuss meaning. Pass out copies of the myths, directions to the cootie catcher game, and the mythology cootie catcher (already made) to each pair of students. Provide time for the students to play game and learn about myths.</td>
</tr>
<tr>
<td>Day Three</td>
<td>Students make their own Mythology Cootie Catchers representing their understanding of a myth of their choice checked out from the library. Please include the direction sheet for kids to use for support and a blank copy for kids to write on.</td>
</tr>
<tr>
<td>Day Four</td>
<td>Use the worksheet “Pandora’s Box Sequence of Events” to help students highlight and recognize the events in the story.</td>
</tr>
<tr>
<td>Homework or Additional Practice</td>
<td>“Narcissus” summary sheet.</td>
</tr>
</tbody>
</table>
Teacher Resource- 
A Little About Myths

Mythology has been around for centuries. In many cultures, it is difficult to tell the difference between a myth and a legend. There are different theories about the origins of myths. Some believe that they once began as true accounts of history and the stories have changed over time to become fiction. Others believe they were created to help society understand the unexplained.

The myths included in this unit are from ancient Greece. Since the characters included in these myths are so cultural, they are difficult for kids to understand.

Here is a brief description of the Gods and other characters included in these stories:

Zeus- The father of the Gods and men. He is also the God of the sky and thunder among others.  
Hera- Queen of the Gods. She is Zeus' sister and wife. 
Hestia- Goddess of the home and sister of Zeus 
Demeter- Sister of Zeus, in charge of the harvest 
Aphrodite- Goddess of love 
Hermes- Son of Zeus 
Hades- Brother of Zeus, God of the underworld 
Pandora- Daughter of Zeus, made from clay 
Narcissus- Greek boy 
Echo- a nymph
Mentor Texts - Myths


Greek Myths by Marcia Williams (Feb 8, 2011)

D'Aulaires' Book of Greek Myths by Ingri d'Aulaire and Edgar Parin d'Aulaire (Mar 1, 1992)

D'Aulaires' Book of Norse Myths by Ingri d'Aulaire, Edgar Parin d'Aulaire and Michael Chabon (May 31, 2005)

Favorite Greek Myths (Dover Children's Thrift Classics) by Bob Blaisdell (Dec 1, 1995)

A Wonder Book for Girls and Boys: Greek Mythology for Kids (Illustrated) by Nathaniel Hawthorne and Walter Crane (Jun 18, 2012)

Greek Myths for Young Children by Heather Amery, Jenny Tyler and Linda Edwards (Jan 1, 2009)

Hades and the King of Corinth

The people of ancient Corinth believed their king, King Sisyphus of Corinth, was the cleverest king who ever lived! They were always bragging about him. But the cleverest thing the king ever did hardly anyone knew about.

As the story goes ....

One day, the king of Corinth was busy trying to come up with an idea to solve Corinth’s fresh water problem. He saw Zeus fly by, carrying a lovely river spirit in his arms.

"That Zeus," sighed the king. "What a trouble maker!"

Soon after, the river-god Asopus flew by. “Have you seen my daughter?” he bellowed at the king.

"If you’ll give my city a source of fresh water, I’ll tell you what I saw," King Sisyphus shouted back. Immediately, a crystal clear stream of fresh water bubbled up.

"Zeus took her that way," the king pointed.

The king knew Zeus would be angry when he heard what the king had done. But Corinth desperately needed a source of fresh water. And now they had one.

Sure enough, Zeus was furious. He told his brother Hades to take King Sisyphus down to the underworld immediately!

"When they tell you I am dead, do not put a gold coin under my tongue," King Sisyphus whispered quickly to his wife. Being a good wife, she did exactly as the king had asked her.

Because the king was a very important person, Hades met the king at the River Styx, the entrance to the underworld. And, because no gold coin was placed under his tongue, the king arrived at the entrance to the underworld as a poor beggar.

"Where is your gold coin?" Hades demanded in shock. "How can you pay for a trip across the River Styx and arrive in the underworld?"

The king hung his head in shame. "My wife was too cheap to pay for the passage."

Hades mouth fell open. “You go right back there and teach that women some manners.” Hades sent the king back to earth immediately, where he was magically alive and well again.

The king and his beloved wife laughed when he told her about it. But he never told anyone else. You never knew when the gods might be listening.
Pandora’s Box

Once up a time, a long time ago, Zeus ordered Hephaestus (Aphrodite’s husband) to make him a daughter. It was the first woman made out of clay. Hephaestus made a beautiful woman and named her Pandora.

Zeus sent his new daughter, Pandora, down to earth so that she could marry Epimetheus, who was a gentle but lonely man.

Zeus was not being kind. He was getting even. Epimetheus and Prometheus were brothers. Zeus was mad at one of the brothers, Prometheus, for giving people fire without asking Zeus first.

Zeus gave Pandora a little box with a big heavy lock on it. He made her promise never to open the box. He gave the key to Pandora’s husband and told him to never open the box. Zeus was sure that Epimetheus’ curiosity would get the better of him, and that either Epimetheus or his brother would open the box.

Pandora was very curious. She wanted to see what was inside the box, but Epimetheus said no. Better not. "You know your father," Epimetheus sighed, referring to Zeus. "He’s a tricky one."

One day, when Epimetheus lay sleeping, Pandora stole the key and opened the box.

Out flew every kind of disease and sickness, hate and envy, and all the bad things that people had never experienced before. Pandora slammed the lid closed, but it was too late. All the bad things were already out of the box. They flew away, out into the world.

Epimetheus woke up at the sound of her sobbing. "I opened the box and all these ugly things flew out," she cried. "I tried to catch them, but they all got out." Pandora opened the box to show him how empty it was. But the box was not quite empty. One tiny bug flew quickly out before Pandora could slam the lid shut again.

"Hello, Pandora," said the bug, hovering just out of reach. "My name is Hope." With a nod of thanks for being set free, Hope flew out into the world, a world that now held Envy, Crime, Hate, and Disease – and Hope.
Persephone & Demeter

Zeus, the king of all the gods, had three sisters. Hera, his wife and sister, was the goddess of marriage and the queen of all the gods.

Hestia, another of his sisters, was a much loved goddess by the woman of Greece - Hestia was the goddess of home and hearth.

His third sister, Demeter, was in charge of the harvest. All the gods jobs were important. Demeter's job was very important. If she was upset, the crops could die. Everyone, gods and mortals, worked hard to keep Demeter happy. What made her happy was enjoying the company of her daughter, Persephone.

As the story goes ....

Persephone had grown into a beautiful young woman, with a smile for everyone. One day, while picking flowers in the fields, Hades, her uncle, the god of the underworld, noticed her.

Hades was normally a gloomy fellow. But Persephone's beauty had dazzled him. He fell in love instantly. Quickly, before anyone could interfere, he kidnapped Persephone and hurled his chariot down into the darkest depths of the underworld, taking Persephone with him.

Locked in a room in the Hall of Hades, Persephone cried and cried. She refused to speak to Hades. And she refused to eat. Legend said if you ate anything in Hades, you could never leave. She did not know if the legend was true, but she did not want to risk it in case someone came to rescue her. Nearly a week went by. Finally, unable to bear her hunger, Persephone ate six pomegranate seeds. It seemed her fate was sealed. She would have to live in the Underworld forever.

Meanwhile, back on earth, Zeus was worried about the crops. The people would die if the crops failed. If that happened, who would worship Zeus? He had to do something. Zeus did what he often did. He sent Hermes, his youngest son, the messenger, to crack a deal, this time with Hades. Even as a baby, Hermes was great at making deals. Everyone knew that. But this deal might be the challenge of his life. His uncle Hades, king of the underworld, was really in love. This was no passing fancy.

When Hermes heard that Persephone had eaten six pomegranate seeds, he had to think quickly. The deal he made with Hades was that if Persephone would marry Hades, she would live as queen of the underworld for six months out of the year. However, each spring, Persephone would return and live on earth for the other six months of the year. Hades agreed. Zeus agreed. Persephone agreed. And finally, Demeter agreed.

Each spring, Demeter makes sure all the flowers bloom in welcome when her daughter, Queen of the Underworld, returns to her. Each fall, when Persephone returns to Hades, Demeter cries, and lets all the crops die until spring, when the cycle starts again.
Legend of the Trojan Horse

Once upon a time, a long time ago, there was an ancient city named Troy. Troy was located on the coast of Asia, across the sea from the Greek city-state of Sparta.

In those days, people used to build walls around their city to help protect them. Some walls were only a few feet high. Others as much as twenty feet high!

The people built gates in the wall. The gates could be opened to let people inside the city. In times of war, the gates could be closed and locked to stop intruders from getting inside.

Along the wall, inside of the city, a set of stairs wound up to the top. Warriors could stand at the top of the stairs and shoot arrows down at intruders who were trying to get inside the city. There were also holes built high on the wall. Archers could shoot arrows through the holes as well. If the wall was high enough and strong enough, it could do a pretty good job keeping intruders from coming inside.

The walls around Troy were very high and very strong. According to the legend of Trojan Horse, for ten long years, the Greeks had been trying to get over the wall around the city of Troy. But the Greeks could not get over the wall. And the Trojans could not drive the Greeks away. Year after year they fought. And year after year, neither side won.

One day, a Greek general, Odysseus, had a tricky idea. "Let's pretend to sail away," he suggested. "We'll leave a gift for Troy, a gift to announce the end of the war, a wooden horse with 30 men hidden inside. At night, these men can sneak out and open the gate of Troy!" That was the way things were done back then. When you admitted defeat, you supplied a gift. It could be a gift of money, art, slaves, anything really. It made sense to leave a gift of art. The Greeks were famous for their art.

The Greeks thought it was a brilliant idea. They had their best artists build the horse. It was a magnificent horse. When it was ready, the Greeks brought the huge wooden horse as close to Troy's city gates as they could get without being shot full of arrows. The Greeks pretended to sail away.

When the Trojan archers at the top of the stairs saw the Greeks leaving, they could not believe their eyes. Were the Greeks giving up at last? Had the Trojans won the war? It certainly appeared so! The Trojans dragged the horse inside their city and closed the gates.

Some people wanted to burn the horse, which would have been a sad fate for the Greek soldiers hidden inside. But the Trojan people said, "NO! It's too beautiful! We'll keep it forever as a reminder of our victory!" (The Greeks had counted on that reaction. The Greeks might be famous for their art, but the Trojans were famous for their bragging. The Greeks were sure the Trojans would want to display the magnificent horse. Sure enough, that's exactly what happened, or so legend says.)

That night, while the Trojan people slept soundly, exhausted from their celebrations, the 30 Greek men hidden inside the wooden horse climbed out and opened the gates of Troy and let the Greek army inside. That was the end of Troy.

There is an old saying, one still used today - Beware of Greeks bearing gifts! That old saying refers to the legend of the Trojan Horse.
Mythology Cootie Catcher Game

Partner one- Hold the cootie catcher and ask your partner to pick a myth.

Partner two- Pick a myth you want to answer a question about.

Partner one- Move your fingers the number of times for that myth and choose one question from the cootie catcher.

Partner two- Try to answer the question. You may look back to the myth to support your answer.

Partner one- Check the answer. If it's correct, open the flap to reveal the letter that your partner earned. If it is incorrect, coach your partner to find the correct answer.

Take turns!

The goal is to spell the word MYTHOLOGY first.

Score sheet:

Partner One

____  ____  ____  ____  ____  ____  ____  ____  ____  ____

Partner Two

____  ____  ____  ____  ____  ____  ____  ____  ____  ____
<table>
<thead>
<tr>
<th>Head of the Hades and the Gods</th>
<th>Describe the characters.</th>
<th>What is the message of the myth?</th>
<th>Name three character traits of the main character.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does this story take place?</td>
<td>What is this story about?</td>
<td>List 5 events from the story in order.</td>
<td>What is the purpose of this myth? Why was it told?</td>
</tr>
<tr>
<td>Pandora's Box</td>
<td>You earned a H</td>
<td>You earned a G</td>
<td>You earned a Y</td>
</tr>
<tr>
<td>You earned a L</td>
<td>You earned an O</td>
<td>You earned an M</td>
<td>Your turn again!</td>
</tr>
</tbody>
</table>

Cut out the outside square only. Fold along the red lines first and unfold. Flip the cootie catcher to the back side. Fold the corners in along the green lines. Flip it back over to the front side. Fold along the blue lines. Your cootie catcher should be ready to play!
Cut out the outside square only. Fold along the red lines first and unfold. Flip the cootie catcher to the back side. Fold the corners in along the green lines. Flip it back over to the front side. Fold along the blue lines. Your cootie catcher should be ready to play!
Mythology Cootie Catcher - Blank Sheet

Use the direction sheet and your myth to answer the questions. Pay attention to the direction of the words you are writing. It should match the direction sheet. When finished, cut out the outside square only. Fold along the red lines first and unfold. Flip the cootie catcher to the back side. Fold the corners in along the green lines. Flip it back over to the front side. Fold along the blue lines. Your cootie catcher should be ready to play! Challenge a classmate to read your myth and answer the questions using your cootie catcher!
Pandora's Box- Sequence of Events

Step One: Highlight the main events in the story. Remember the events are actions in the story!

Once up a time, a long time ago, Zeus ordered Hephaestus (Aphrodite's husband) to make him a daughter. It was the first woman made out of clay. Hephaestus made a beautiful woman and named her Pandora.

Zeus sent his new daughter, Pandora, down to earth so that she could marry Epimetheus, who was a gentle but lonely man.

Zeus was not being kind. He was getting even. Epimetheus and Prometheus were brothers. Zeus was mad at one of the brothers, Prometheus, for giving people fire without asking Zeus first.

Zeus gave Pandora a little box with a big heavy lock on it. He made her promise never to open the box. He gave the key to Pandora's husband and told him to never open the box. Zeus was sure that Epimetheus' curiosity would get the better of him, and that either Epimetheus or his brother would open the box.

Pandora was very curious. She wanted to see what was inside the box, but Epimetheus said no. Better not. "You know your father," Epimetheus sighed, referring to Zeus. "He's a tricky one."

One day, when Epimetheus lay sleeping, Pandora stole the key and opened the box.

Out flew every kind of disease and sickness, hate and envy, and all the bad things that people had never experienced before. Pandora slammed the lid closed, but it was too late. All the bad things were already out of the box. They flew away, out into the world.

Epimetheus woke up at the sound of her sobbing. "I opened the box and all these ugly things flew out," she cried. "I tried to catch them, but they all got out." Pandora opened the box to show him how empty it was. But the box was not quite empty. One tiny bug flew quickly out before Pandora could slam the lid shut again.

"Hello, Pandora," said the bug, hovering just out of reach. "My name is Hope." With a nod of thanks for being set free, Hope flew out into the world, a world that now held Envy, Crime, Hate, and Disease -- and Hope.

Step Two: Write a summary of the myth, "Pandora's Box." Don't forget to include your introductory sentence!
Name: ______________________

Directions: Read the myth, Narcissus below. Highlight the events that happen in the story. Use your highlights to help you write a summary for this myth. Remember to include an introductory sentence that names the title of the myth in quotation marks!

Narcissus

The story of a young Greek boy who fell in love with his own reflection.

Narcissus was a beautiful looking boy. He had long, flowing, blond hair, beautiful, bright, blue eyes and even, white teeth. Many young ladies fell in love with him including the nymph, Echo.

Nymphs were lively spirits who lived near streams and lakes and protected trees in the forest. Echo had upset the Queen of the Gods, Hera. As a punishment Hera made Echo unable to speak except to repeat the last three words of the person she was talking to.

Poor Echo fell in love with Narcissus but could never tell him how she felt. Narcissus teased her and she ran away with tears pouring down her face.

Aphrodite, the goddess of love saw what happened and decided to punish Narcissus. As he came to a pool of water Narcissus saw his reflection and fell in love with the vision he saw...it was of course his own reflection.

Poor Narcissus watched his own reflection, every time he tried to touch the face of the vision he loved it broke up on the shimmering surface of the water. Narcissus stopped eating, lost his beautiful looks and pined for his love. Eventually he faded away and died.

Aphrodite took pity on him and made a flower grow in his place on the bank of the lake. Narcissus flowers can be found to this day growing wherever you can find water and trees.

My Summary

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### Day-to-Day Plans: Final Exploration and Assessment

<table>
<thead>
<tr>
<th>Days one, two, and three and beyond!</th>
<th>Pass out the tic-tac-toe menu to your students and create a space in your classroom for blank sheets to use as they complete this menu. Provide time for them to choose their activities to explore their own understanding of fables, folktales, and myths from the library. There are no directions on the menu page so you have the freedom to add your own directions. Some teachers like to have one or two &quot;must dos&quot; with some choice while others like the option of tic-tac-toe, three in a row.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Day</td>
<td>Pass out the assessment directions and the final assessment sheet. The standards state that students will &quot;Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.&quot; This open-ended assessment provides an opportunity for students to use the skills they have learned throughout this unit of study. The rubric is enclosed on the bottom of the assessment for simple scoring.</td>
</tr>
</tbody>
</table>
## Fables, Folktales and Myths
### Final Exploration

<table>
<thead>
<tr>
<th>Oral Reading</th>
<th>Fable Fan</th>
<th>Summarize it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Literature is designed to be read out loud! Record yourself reading your favorite story from this unit. You can use a tape recorder, or the websites Vocaroo or Voicethread.</td>
<td>Choose a fable that you have not read yet. Create a fan to show your understanding of characters, setting, plot, and the moral.</td>
<td>Choose your favorite story from this unit or one of your own. Write a complete summary of the story including the main events of the story. Use the strategies you've learned throughout this unit to complete your summary.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Choice!</th>
<th>Genre Poster</th>
<th>Folktale Cootie Catcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a creative way you want to show your understanding of your favorite fable, folktale, or myth? Discuss it with your teacher first.</td>
<td>Design a poster showing the differences between fables, folktales, and myths.</td>
<td>Show your understanding of a selected folktale by completing a cootie catcher to show characters, setting, plot, and purpose of the story.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Compare and Contrast</th>
<th>Cube</th>
<th>Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two myths from the same culture. Using a Venn Diagram, show the similarities and differences between the characters, setting, plot, and theme.</td>
<td>Choose your favorite fable, folktale or myth and make a cube to show your understanding of the important story elements.</td>
<td>Make a game to show the differences between fables, folktales, and myths. Use stories from this unit in your game to involve your class.</td>
</tr>
</tbody>
</table>
Cootie Catcher - Blank Sheet
Blank Fans
Fables, Folktales, and Myths
Assessment

For your final assessment, you are asked to retell a fable, folktale or myth. You can use a story from this list provided or one of your own. Make sure to include as many details as you can and be ready to explain the moral, lesson, or theme.

Fables:
The Ant and the Chrysalis
The Bundle of Sticks
The Crow and the Pitcher
The Father and His Two Daughters
The Fox and the Crane

Folktales:
Brer Fox Catches Old Man Tarrypin
Davy Crockett and the Coonskin
The Eavesdropper
Babe the Blue Ox
The Birth of Paul Bunyon

Myths:
Hades and the King of Corinth
Pandora's Box
Persephone and Demeter
Legend of the Trojan Horse
Narcissus
Name__________________________________

**Fables, folktales, and Myths Assessment**

Retell a fable, folktale, or myth you have studied in your own words.

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What is the message, moral, or theme of the story? How do you know?

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<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Student was able to recount more than one story, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>Student was able to recount one story, including a fable, folktale, or myth from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
<td>Student included some details of the fable, folktale, or myth and explained the central message, lesson, or moral.</td>
<td>Student included few details of the fable, folktale, or myth and showed limited ability to explain the central message, lesson, or moral.</td>
</tr>
</tbody>
</table>
Bookmarks
Print enough copies of this page for your class. Glue to construction paper as a front and back and even add yarn or ribbon to make a cute tassel!

Fables
A fable is a short fictional story, that features animals, plants, inanimate objects or forces of nature which are personified. The end usually offers a moral to the story.

Folktales
A folktale is a story or legend that is passed down from one generation to another. Folktales have timeless themes and help people make sense of the world in which they live. Some folktales include real people from history.

Myths
A myth is a traditional, ancient story dealing with supernatural beings, ancestors, or heroes. The purpose of myths is to account for the origins of something, explain aspects of the natural world, or explain the customs of a community of people.
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Additional Technology Resources

These are some wonderful resources to help extend your student’s learning of these skills. There’s a ton available!! Please be forgiving if these tools are no longer working at the time of purchase...as you know, technology changes all of the time!

Websites-
Fables by http://www.aesopfables.com

Folktales by http://www.americanfolklore.net

Myths by http://greece.mrdonn.org/myths.html

Myths http://storynory.com/category/educational-and-entertaining-stories/greek-myths/

Apps-
Brainy Fables (There are several of these apps available)

African Folktales

Aesop’s Fables for Kids
Borders, Background, and Clipart

Green frame by PowerPoint Maniac
www.powerpointmaniac.com

Cute black and white whimsical border by Diapers, Dollars, and Diplomas

Black and white bookmark border by the 3am Teacher.

Tall Tales and Fables Clipart by Melonheadz.

Mythology clipart by The Library Fox.