Morals and Messages We Find in Folktales

Grade 7 Language Arts

FLA 518

July 2009

Submitted by Linda Cahill
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1. Title: **Morals and Messages We Find in Folktales**
2. Grade level: Seventh Grade Language Arts
3. Target Group: Mainstream Class with Integrated ELL Students
4. Source of Reading Materials:
   Griego y Maestas, Jose and Anaya, Rudolfo A. (1980). *Cuentos: Tales from the Hispanic Southwest.*
   Little Rock: August House Publishers.
5. Original plans for all eight lessons from *Everyone has a Tale* by Amanda Dibbern from the El Alma de la Raza Curriculum [www.dpsk12.org/programs/almaproject/pdf/EveryoneHasaTale](http://www.dpsk12.org/programs/almaproject/pdf/EveryoneHasaTale) are included at the end of the unit. There are modified lesson plans for lessons 1, 2 and 6 included in this unit. What was taken from the original lesson plans are printed in blue and the lesson modifications are printed in black on the lesson plan pages.
   - Lesson 1- What is a Folktale? (background)
   - Lesson 2- Fortune has Smiled on Me (message about fortune and sharing)
   - Lesson 3- Reminds me of a Humorous Story (elements of humor)
   - Lesson 4- Bruja (theme of the supernatural)
   - Lesson 5- Amor (theme of love)
   - Lesson 6- Wisdom, Courage, and Honesty (as themes)
   - Lesson 7- Folktales from Diverse Cultures (read different folktales)
   - Lesson 8- Look Ma, No Script (dramatizing folktales)
6. I want my students to know:
   - What folktales are.
   - That there are folktales in all cultures.
   - That folktales have similar themes and values in many cultures.
   - How to identify the moral or message in a folktale.
   - How to defend their position on a moral or message.
Lesson 1
## Morals and Messages We Find in Folktales - lesson 1: What is a Folktale?

### Functional-Notional Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Values or messages you might find in folktales</td>
<td>One of the values we might find in folktales is...</td>
<td>The importance of ... The value of ... Honesty Sharing Courage Wisdom Doing good for others</td>
<td>Nouns</td>
</tr>
</tbody>
</table>

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Finding Morals and Messages in Folk Tales- Lesson 1- *What is a Folktale?*

<table>
<thead>
<tr>
<th>Content/Knowledge Goals</th>
<th>Language Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to define a folktale.</td>
<td>1. Students will discuss prior knowledge of folktales in a whole class discussion and predict what they have in common.</td>
</tr>
<tr>
<td>2. Students will be able to recognize new vocabulary and literary terms related to folktales.</td>
<td>2. Students will listen to and take notes on class discussion and teacher lecture.</td>
</tr>
<tr>
<td>3. Students will be able to list some values that are common in folktales.</td>
<td>3. Students will predict several common values they might find in folktales from all cultures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5 Nearly Fluent</th>
<th>Level 4 Intermediate</th>
<th>Level 3 Speech Emerging</th>
<th>Level 2 Early Production</th>
<th>Level 1 Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking/Writing</td>
<td>Students will brainstorm and list names of some familiar folktales in a whole class discussion and list them on the KWL Chart as they fill in the first 2 columns in complete sentences.</td>
<td>Students will brainstorm stories that they have heard that they think are folktales and list them on the KWL Chart as they fill in the first 2 columns in short phrases.</td>
<td>Students will choose from a list of stories which ones they have heard of. They will work with a partner to fill in the first 2 columns of the KWL Chart in short phrases.</td>
<td>Students will name 3 of the folktales from a list of folktales that they have heard of. They will work in small groups to fill in the first 2 columns of the KWL Chart in 1 or 2 word answers.</td>
<td>Students will work in groups, using the list of folktales for reference, to discuss one or two folktales they have heard either in L1 or L2 and use them to fill in the first 2 columns of the KWL Chart in L1 or L2.</td>
</tr>
<tr>
<td>Listening/ Writing</td>
<td>Students will take notes from the class discussion and the teacher’s lecture about folktales and the literary terms associated with them. They will complete the blank graphic organizer on the elements of a folktale during the lecture.</td>
<td>Students will take notes from the class discussion and the teacher’s lecture by completing a listening guide that has a word bank. They will also complete the blank graphic organizer on the elements of a folktale during the lecture using the word wall.</td>
<td>Students will take notes from the class discussion and the teacher’s lecture by completing a listening guide that has a word bank and definitions. They will be given a completed graphic organizer on the elements of a folktale.</td>
<td>Students will take notes from the class discussion and the teacher’s lecture by completing a listening guide that has a word bank. They may be assigned a peer tutor to help them. They will be given a completed graphic organizer on the elements of a folktale.</td>
<td>Students will work with a partner, using their listening guide, KWL Chart, graphic organizer and the word wall to complete a modified worksheet on vocabulary.</td>
</tr>
<tr>
<td>Writing</td>
<td>Students will use their notes, KWL Chart, graphic organizer and the word wall to complete the worksheets on vocabulary in complete sentences.</td>
<td>Students will work with a partner, using their notes, KWL Chart, graphic organizer and the word wall to complete the worksheets on vocabulary in short phrases.</td>
<td>Students will work in small groups, using their listening guide, KWL Chart, graphic organizer and the word wall to complete the worksheets on vocabulary in one or two word answers.</td>
<td>Students will use their listening guide, KWL Chart, graphic organizer and the word wall to complete a modified worksheet on vocabulary.</td>
<td>Students will work with a partner, using their listening guide, KWL Chart, the word wall and the graphic organizer to complete a modified worksheet on vocabulary.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Students will work with a partner to predict 5 common values or messages they might find in folktales.</td>
<td>Students will work in small groups to identify 4 or 5 common values or messages that might be found in folktales.</td>
<td>Students will work in small groups to choose 3 or 4 common values or messages from a list that they would associate with folktales.</td>
<td>Students will work with a partner to choose, from a list of values or messages, 2 or 3 that they have been in folktales they have heard before.</td>
<td>Students will work in small groups to choose, from a list of values or messages, 3 that they think they may find in folktales.</td>
</tr>
</tbody>
</table>
Finding Morals and Messages in Folktales

Lesson Plan # 1 - What is a Folk tale? (47 minutes)

1. The first 5 minutes of class are spent introducing the unit, which will be on folktales. Tell students that there will be various assessments during each day's lesson during the unit. Write on the board the objectives for today's lesson. (See p. 3)

2. Hand out the KWL Chart on folktales. (See p. 5) Have students brainstorm to fill out the first two columns of the chart. Give levels 1-3 students the prepared list of folktales they might be familiar with to help them. (See p. 6) Level 3 may work with a partner, while levels 1 and 2 may work in groups. Level 1 may also use L1. This should take about 10 minutes.

3. Next, pass out the blank graphic organizer for the elements of a folktale to students in levels 3-5. (See p. 7) Then pass out the completed graphic organizers to level 1 and 2 students. (See p. 8) Students will be told they are to take notes on a teacher lecture on folktales and the relevant vocabulary. Level 1-3 have listening guides to help them (See pp. 9,10) Teacher will then give a lecture using the Introduction, Vocabulary and Folktales Information Sheet (See pp. 11,12) Write a word wall (See p. 13) and a graphic organizer of the elements of a folktale on the board during the lecture. This should take 10 minutes.

4. Follow up the lecture with a whole-class discussion of what they have completed on their KWL Charts and the graphic organizer of the elements of a folktale. This should take 5 minutes.

5. Give students in levels 3-5 the Folktales and Literary Terms worksheets (See pp 14,15). Give levels 1 and 2 students their modified worksheets (See p. 16) and allow level 1 students to work in pairs. Allow 7 to 8 minutes for this activity.

6. Ask students to brainstorm in a think, pair, share activity to identify common themes or messages they might find in folktales. Give levels 1-3 students a list of messages to discuss in this activity. (See p.17) While sharing in the whole class discussion, make a list of all the themes they come up with. Also discuss whether or not the students think they accomplished today's objectives. This should take about 7 to 8 minutes.

7. During the final 2 minutes of class, assign homework. The students will work on column 3 on their KWL Charts (p.5) using what they learned in today's lesson.
KWL Chart

Before we begin studying this unit on folktales, list some things in the first 2 columns. Fill in and add to the last column at the end of each class.

<table>
<thead>
<tr>
<th>Topic: Folktales</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>List what you already know about folktales, including the names of some you know.</td>
<td>List some things you would like to learn about folktales.</td>
</tr>
</tbody>
</table>
List of Folktales

The Three Little Pigs
The Tortoise and the Hare
The Lion and the Mouse
Beauty and the Beast
Cinderella
Rapunzel
The Little Mermaid
The Three Billy Goats Gruff
Puss in Boots
Jack and the Beanstalk
The Wind and the Sun
Hansel and Gretel
ELEMENTS OF A FOLKTALE

Main Characters

Setting

Folk Tale

Story has been passed down from one person to another

Can be found in all cultures

Has a moral or message

Plot

Similar messages and values found in different cultures.
Listening Guide for Lecture on Folktales

Word Bank: folktale dialects cultures passed down point of view tradition hyperbole messages tradition

An entertaining story with a message or lesson is called a _________________.

All __________________ have folktales.

You can find the same __________________ in folktales from different cultures.

Folktales are stories that have been ______________________ from one person to another.

The ________________________ refers to the person telling the story.

The words sofa and couch mean the same but they are from different ________________.

It is raining cats and dogs (Llueve a cátaros) is a ________________.

Christians celebrating Christmas is a _______________________.
An entertaining story with a message or lesson is called a ________________.

All ______________________ have folktales.

You can find the same __________________ in folktales from different cultures.

Folktales are stories that have been __________________ from one person to another.

The ________________________ refers to the person telling the story.

The words sofa and couch mean the same but they are from different ____________________.

It is raining cats and dogs (llueve a cántaros) is a ____________________________

Christians celebrating Christmas is a ________________________________

Definitions:

Culture- Traditions and beliefs that are common to an identifiable social group or race

Folk tale- Entertaining story in oral or written form that has a message or moral for its audience; many folktales are adopted by and adapted to different cultures.

Tradition- Practice or celebration that occurs on a regular basis in a family or cultural setting.

Hyperbole- Term used to describe a statement or story that is exaggerated/

Dialect- Refers to the way people talk; it is influenced by where they live; there are different words for the same thing.

Point of view- The person telling the story, usually the main character.
Everyone Has a Tale

Unit Concepts

- Characteristics of folktales
- Folktales from the Spanish-American tradition
- Comparing folktales from diverse cultures
- Creating folktales
- Dramatizing folktales

Standards

Reading and Writing
Students read and understand a variety of materials. (RW1)
Students write and speak for a variety of audiences. (RW2)
Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)
Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)
Students read and recognize literature as a record of human experience. (RW6)

Introduction

All cultures have traditional folktales or legends. These stories have been passed on from generation to generation. Historically, the stories were shared orally. Orally means people told each other these stories—they didn't read them in a book. For hundreds of years stories have been told and retold in this manner.

This practice is a part of the education that parents and children share with one another. Folktales are not only interesting stories, they commonly have a message or lesson for the listener. Even stories told for the sake of entertainment have cultural undertones that shape the views of the listener.

Folktales are common in our culture. Many of us are familiar with "Cinderella" and "Beauty and the Beast"; even "The Little Mermaid" is a well-known story. These stories originated in Europe. In this unit we may refer to those stories, but we are going to explore Spanish-American folktales.

We will be comparing Spanish-American folktales to folktales from other cultures. We'll find out that many are very similar. We're also going to write our own folktales and act them out.
**Folktales Information Sheet**

What is a folktale?
An entertaining story in oral or written form that has a message or moral for its audience. Many folktales are adopted and adapted across different cultures.

What is culture?
The traditions and beliefs that are common to an identifiable social group or race.

What is a tradition?
A practice or celebration that occurs on a regular basis in a family or cultural setting.

What is hyperbole?
Hyperbole is a term used to describe a statement or story that is exaggerated. Usually there is an element of truth in the statement or story, and only part of it is exaggerated. For example: *It is so hot outside you could fry an egg on the sidewalk!* It may really be hot outside, but not hot enough to fry an egg on the sidewalk.

What is a dialect? Dialect refers to the way people talk. Usually dialects are influenced by where people live. Dialect is not an accent; it refers to having a different word for a common item—like a couch.

- sofa = divan
- front room = living room
- lunch = dinner
- dinner = supper

What is point of view?
Stories are usually told from the main character's point of view. That means we get their version of the story. For example, if you and your brother or sister were wrestling and broke your mom's favorite lamp, you might tell different stories about how it happened. That doesn't mean that either of you is wrong, it means you see things differently.

**VOCABULARY**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>culture</td>
<td>Traditions and beliefs that are common to an identifiable social group or race</td>
</tr>
<tr>
<td>folktale</td>
<td>Entertaining story in oral or written form that has a message or moral for its audience; many folktales are adopted by and adapted to different cultures</td>
</tr>
<tr>
<td>tradition</td>
<td>Practice or celebration that occurs on a regular basis in a family or cultural setting</td>
</tr>
<tr>
<td>cultural</td>
<td>Belief that is implied in a culture through actions, not specifically taught verbally</td>
</tr>
<tr>
<td>more</td>
<td>hyperbole Term used to describe a statement or story that is exaggerated</td>
</tr>
</tbody>
</table>

Goals 2000 Partnership for Educating Colorado Students
Lesson 1 Word Wall

Culture

Tradition

Main characters

Moral or message

Hyperbole

Folktale

Point of view

Plot

Setting

Dialect
Folktales

What is a folktale?

What folktales have you heard before?

What is culture?

What are traditions?

Can you give an example of a tradition in your culture?

What does the term "oral tradition" mean?

Give an example of an oral tradition.
Literary Terms

These are some terms you will run into as we read folktales.

Hyperbole
Hyperbole is a term used to describe a statement or story that is exaggerated. Usually there is an element of truth in the statement or story, and only part of it is exaggerated. For example: *It is so hot outside you could fry an egg on the sidewalk!* It may really be hot outside, but not hot enough to fry an egg on the sidewalk.

Now, you make up a statement the stretches the truth:

Dialect
Dialect refers to the way people talk. Usually dialects are influenced by where people live. Dialect is not an accent, it refers to having a different word for a common item—like a couch.

Sofa = divan
Front room = living room
Lunch = dinner
Dinner = supper

Give an example of dialect you have heard:

Point of View
Stories are usually told from the main character’s point of view. That means we get their version of the story. For example, if you and your brother or sister were wrestling and broke your mom’s favorite lamp, you might tell different stories about how it happened. That doesn’t mean either of you is wrong, it means you see things differently.

Who tells the story of “The Three Little Pigs”?

How might the story change if the wolf were telling the story?
Folktales Worksheet

Circle the best answer:

1. Which one is a folktale?
   a. Cinderella  
   b. Love Story  
   c. Of Mice and Men  

2. What is a folktale?
   a. A Joke  
   b. A story that teaches a lesson  
   c. A scary story  

3. What is culture?
   a. Traditions and beliefs of a group of people  
   b. The way a group of people talk  

4. What is a tradition?
   a. An exaggerated story  
   b. Something a family or culture does regularly  
   c. A story that teaches a lesson  

5. Circle any of the following that are traditions:
   a. Thanksgiving dinner in the US  
   b. Quinceanera in Mexico  
   c. Three Kings Day in Latin America  
   d. Passover for Jewish people  
   e. Fireworks on the 4th of July in the US  
   f. Qwanza in Africa  

6. What is an oral tradition?
   a. Reading a book  
   b. Parents telling bedtime stories  
   c. Writing an essay  

7. What is hyperbole?
   a. A scary story  
   b. A tradition  
   c. An exaggerated statement or story  

8. What is dialect?
   a. The way people talk  
   b. An exaggerated story  
   c. A story that teaches a lesson  

9. What does point of view mean?
   a. The main character  
   b. The setting  
   c. The person telling the story
List of Morals or Themes found in Folktales (This will be used in Think/Pair/Share Activity)

Look before you leap.
One good turn deserves another.
Appearances are deceptive.
Don’t judge a book by its cover.
Do unto others as you would have them do unto you.
The gods help them that help themselves.
Honesty is the best policy.
Hard work pays off.
Quality is better than quantity.
Misery loves company.
Plodding wins the race.
Little friends may prove great friends.
The true value of money is not in its possession but in its use.
Good will win over evil.
Do the best you can.

Think/Pair/Share

Think about morals or themes that you are familiar with or have heard.
Get together with a partner and decide what messages you have heard or might find in folktales.
Share your ideas with the class.
Morals and Messages We Find in Folktales- Lesson 1- What is a Folktales?

Summary Narrative: What I did to make the content comprehensible.

This is the first lesson on a folktale unit and we needed to establish background knowledge on what a folktale is. I first explained that we would be studying about and reading folktales in this unit and told the students the content objectives for today’s lesson. I then gave the students a KWL Chart to check prior knowledge and shared history. Students had time to brainstorm to fill in the first 2 columns of the chart. Level 1-3 students were given a list of folktales and were able to choose some they were familiar with. Level 3 students could work with a partner, while level 1 and 2 students were able to work in groups. Level 1 students were also able to name folktales they knew from L1.

Next, I passed out graphic organizers for the elements of folktales. Levels 1 and 2 students had their organizers already filled in, while the other levels were to complete them during the class discussion and teacher lecture. Students were also asked to take notes about folktales and the literary terms that go with them. Levels 1-3 had a listening guide to complete instead of just taking notes. During the whole-class discussion students shared their findings and we created a word wall.

After the discussion and lecture, students were given a worksheet to complete, using their notes, organizers, KWL Chart and the word wall. Level 1 and 2 students were given modified worksheets and level 1 students worked in pairs.

The final activity was a think-pair-share activity. Students brainstormed to identify common themes or messages they might find in folktales. Levels 1-3 students were given a list of messages and asked to discuss which ones they might have heard or think they might find in folktales. A whole class discussion sharing what they had learned in their paired activity and whether or not we had accomplished the lesson objectives ensued. Students were asked to update the third column of their KWL chart for homework.
Lesson 2
## Functional-Notional Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List</strong></td>
<td>The elements of a folktale</td>
<td>A folktale is.....</td>
<td>An entertaining story</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Passed down from one person to another</td>
<td>Prepositions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A folktale has ...</td>
<td>A message or a moral</td>
<td>Verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Folktales reflect the … of a culture.</td>
<td>Beliefs, traditions</td>
<td></td>
</tr>
</tbody>
</table>
# Finding Morals and Messages in Folk Tales

**Grade 7 Language Arts**

**Lesson Two - Fortune Has Smiled on Me**

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students will be able to express how they feel about fortune.</td>
<td>1) Students will discuss their feelings about fortune in a whole group discussion.</td>
</tr>
<tr>
<td>2) Students will be able to identify the cultural themes of fortune, hope, and sharing in Spanish-American folk tales.</td>
<td>2A) Students will listen to folk tales being read aloud as they read along silently.</td>
</tr>
<tr>
<td>2B) Students will identify the elements that make these stories folk tales.</td>
<td>2C) Students will write an answer to the question “Does this story express the idea that fortune must be shared to be kept?” using one of the stories read.</td>
</tr>
<tr>
<td>3) Students will be able to compare and contrast stories they have read.</td>
<td>3) Students will complete worksheets comparing and contrasting the stories.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
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<tbody>
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<td>Listening/ Speaking</td>
<td>Nearly Fluent</td>
<td>Intermediate</td>
<td>Speech Emergent</td>
<td>Early Production</td>
<td>Pre-production</td>
</tr>
<tr>
<td>Discuss feelings about fortune.</td>
<td>Students will list 5 things they would do if they won the lottery and bring them to the class discussion.</td>
<td>Students will work in small groups to determine things they might do if they won the lottery and bring them to the class discussion.</td>
<td>Students will choose 5 suggestions from a list about what they would do if they won the lottery in their own priority order.</td>
<td>Students will determine which suggestions from a list about what they would do if they won the lottery are selfish and which are not on a T-Chart.</td>
<td>Students will agree or disagree with suggestions from a list about what they would do if they won the lottery on a T-Chart.</td>
</tr>
<tr>
<td>Domain/Topic</td>
<td>Level 5</td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 1</td>
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</tr>
<tr>
<td>Listening/Reading/Speaking</td>
<td>Students will highlight unfamiliar vocabulary as they read along silently as the stories are being read aloud. They will define words they know that other students don't know in whole class discussion.</td>
<td>Students will highlight unfamiliar vocabulary as they read along silently as the stories are being read aloud. They will use context to guess the meanings of these words in small groups for use in whole class discussion.</td>
<td>Students will listen to and follow along in already highlighted text as the stories are being read aloud. They will list the highlighted vocabulary with a partner for use in class discussion.</td>
<td>Students will listen to and follow along in highlighted text as the stories are being read aloud. They will use a picture vocabulary sheet that illustrates the highlighted vocabulary for use in class discussion.</td>
<td>Students will listen to and follow along in highlighted text as the stories are being read aloud. They will use the picture vocabulary sheet that illustrates the highlighted vocabulary in class discussion.</td>
</tr>
<tr>
<td>Read and discuss 2 folktales and vocabulary.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Speaking/Writing</td>
<td>Students will identify what elements make these stories folk tales by orally contributing to a whole class discussion using complete sentences.</td>
<td>Students will identify the elements that make these stories folk tales by orally contributing to a whole class discussion using phrases and short sentences.</td>
<td>Students will identify which elements of a folk tale are present in each story by using language prompts provided by the teacher.</td>
<td>Students will identify which elements of a folk tale are present in each story by giving one or two word responses to teacher questions from using a worksheet with a word bank.</td>
<td>Students will circle the correct answers about the elements of a folk tale on a questionnaire prepared by teacher and answer the teacher's oral questions with a Y/N response.</td>
</tr>
<tr>
<td>Discuss the elements in these folktales</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Students will choose one of the stories and write two paragraphs. The first will answer to the question &quot;Does this story express the idea that fortune must be shared in order to be kept?&quot;, citing examples from the text. The second will agree or disagree with this message.</td>
<td>Students will choose one of the stories and write one paragraph to answer the question &quot;Does this story express the idea that fortune must be shared in order to be kept?&quot; using examples from the story.</td>
<td>Students will write one paragraph to express how they feel about the message that fortune must be shared in order to be kept, referring to one of the stories.</td>
<td>Students will write one cloze sentence stating their position on the message that fortune must be shared in order to be kept, referring to one of the stories.</td>
<td>Students will choose from answers to questions about the message of sharing in one of the stories.</td>
</tr>
<tr>
<td>Write about the theme of sharing</td>
<td></td>
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<tr>
<td>Writing</td>
<td>Students will work in groups of mixed levels to complete written worksheet that compare and contrast the characters, setting and endings of the two stories. They will write answers for their group in complete sentences.</td>
<td>Students will work in mixed level groups as they fill in the worksheet comparing and contrasting the characters, setting and endings of the two stories in complete sentences. They will write short answers.</td>
<td>Students will work in mixed level groups to help complete the worksheet comparing and contrasting the stories by identifying the ending of each story.</td>
<td>Students will work in mixed level groups to help complete the worksheet comparing and contrasting the stories by identifying the setting of each story.</td>
<td>Students will work in mixed level groups to help complete the worksheet comparing and contrasting the stories by identifying the main characters.</td>
</tr>
<tr>
<td>Worksheets comparing and contrasting the stories</td>
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</table>
Finding Morals and Messages in Folktales

Lesson Plan #2 - Fortune Has Smiled on Me (47 minutes)

1. The first 5 minutes of class are spent reviewing the elements of a folktale with the use of their graphic organizer from lesson 1. (p. 8) Students may use their notes from the previous class to contribute to the whole class discussion. Write their answers on the board. Tell Ss the class will be reading folktales today.

2. Spend the next 10 minutes determining the Students’ ideas about fortune. Write the question “What would you do if you won the lottery?” on the board. They can think about this for a few minutes, individually or in groups, and write down their ideas. Ask students to write their ideas on the board. Levels 4 and 5 Students should have 5 things on their list to write on the board. Level 2 Students will have a prepared list to choose from. (See p.24) Make a T-Chart on the board with the categories Selfish and Unselfish. (See p.25) Ask level 2 Students to help place the ideas from their list onto the T-Chart. Ask level 1 Students which ideas from the prepared list (p.24) they like and which ones they don’t like and put them on a T-Chart. (See p.26)

3. Hand out the picture vocabulary list to levels 1 & 2 students for the story The Dead One Fell. (See pp. 30-33) Read the story (See pp. 27-29) aloud as students follow along in the text. Students may refer to the vocabulary sheet during the story. Levels 4 and 5 Students will highlight any unfamiliar vocabulary words in their text. Levels 1, 2 and 3 will have vocabulary words highlighted in their text. Students will put words from their lists on the board to define in a whole class discussion. Put up a poster (made from pp.5-8) of the picture vocabulary list. This should take 10 minutes.

4. Hand out the picture story for Leticia’s Turtle to level 1 & 2 students. (See p.35) Read the story (See p. 34) aloud as students follow along in their texts. This should take less than 5 minutes.

5. Bring the class to a whole class discussion to identify the elements of a folktale in these 2 stories, using the graphic organizer (See p.36). Level 5 Students will use complete sentences in the discussion. Level 4 Students will use phrases and short sentences. Level 3 Students will use language prompts from T to assist them in the discussion. Level 2 Students will answer questions in 1 or 2 word answers using a word bank (See p.37) and try to find these elements in the stories. Level 1 Students will choose answers to questions about the elements in folktales (See p.38) and answer with a Y/N response to T questions about whether they are present in these stories. This should take about 5 minutes.

6. Divide the class into groups, mixing levels in each group. Pass out the worksheets on the 3 stories (See p.39) and have the students complete them in their groups. Level 1 students will be asked to find the names of the main characters. Level 2 students will be asked to find the setting. Level 3 students will find the endings. Level 4 and 5 students will lead a discussion about how these things are the same or different in each story and will write their group’s answers on the worksheet. Allow 10 minutes for this assignment.

7. Use the last 2 minutes of class to assign homework. For their homework assignment the students will respond to the question: Does this story express the idea that fortune must be shared to be kept, using one of the stories read today (See p.40) Level 5 Students will be
expected to write one paragraph to answer this question, citing examples from the text. They will also write a second paragraph stating how they feel about this message. Level 4 students will write one paragraph about the idea of fortune and sharing, using examples from the story. Level 3 students will write one paragraph about how they feel about the idea of sharing fortune. Level 2 students will write one sentence, with teacher prompts, stating their position on the message that fortune must be shared to be kept with the help of a word bank. (See p.41) Level 1 Ss will have a modified worksheet where they will circle their answers about fortune and sharing. (See p.42)
List of Ideas to answer the question: “What would you do if you won the lottery?”

- I would buy... clothes
- I would save... for college
- I would give... to someone for the future
to a charity
to ...(a place)
- I would go... on vacation
- a new house
- games
- a new car
T-Chart for list of ideas

Place the ideas under the pictures to say if you like them or not:
The Dead One Fell

There once was a boy who lived with his mother and his older brother. They were very poor. Each summer they would go out in different directions looking for work.

The mother did cleaning. She was excellent at washing, mending, and wrapping clothes. The older brother was basically lazy—he got simple work such as weeding, sweeping, or washing fruit. This didn't pay very much, and he didn't seem to care. The youngest son was a hard worker, but he was very young. Not too many farmers trusted him to do a man's job.

This young boy searched for work all day, and no one took the time to try him.

The chicken farmer laughed when the young boy offered to clean out the coop. “You are so small that you would be buried in there! Go home, little fellow.”

He was too short, too young, too little to know the right ways. That is what the cattleman told him. When the young boy offered to help knead bread for a farm woman, she scolded him for running away from home and threatened to pour hot water on him if he did not leave her kitchen door.

Even the sheepherder, who was known for his good temper, did not understand. The sheepherder stood and looked and looked and could not figure out where the voice was coming from, for he could not see a man.

The sun was going down, and the boy knew he would not make it home before dark. He was disappointed about his search and would feel terrible when he told his family that he couldn't find work.

The boy decided to stay out on his own. He was very hungry, but if he could not contribute to the food for his family, he must continue looking for work.

He wandered down the road, and the night got darker and darker until it was pitch black. He ran into something hard. It hurt. He felt along the side of this hard object and discovered that it was a house. Feeling his way along, he came to a door. He fell into an empty room—and fell asleep.

He was awakened by a strange scraping sound coming from the roof above him. He sat up, felt for a window opening, and looked out to see nothing in the darkness. He heard a loud, echoing voice, and tilted his head as he listened to it.

“Well, what is it now?” the voice said.

“I am going to fall. I just know that I'm going to fall,” another voice answered.

“Well, fall then, and get it over with,” said the first voice.

Out of the black night sky a white bone appeared. It fell through the air and landed with a thud just outside the window where the young boy watched.

“I'm going to fall. It will be awful, but I know I am going to fall,” said another voice from above.

“Fall. Go ahead and fall,” said the loud, echoing voice.

Another white bone appeared and fell down near the first one.

One by one, bones cried out in the dark. They appeared and fell, one after another. Soon there was a whole skeleton's worth of bones lying on the ground.

The young boy gasped as he saw the bones all come together in a standing skeleton. The skeleton clanked its way to the young boy.

“Aren't you a brave boy! Other boys would have run home. Because you are so brave, I am
going to beat you with my strong bones.”

The young boy stood up glaring at the skeleton. “All right. You can hit me, but I will hit you back.”

The skeleton fisted up his bony hand and swung at the young boy. The boy ducked and socked the skeleton hard in the ribs. The good punch hit the skeleton and threw him down on the mud floor.

“You are a strong boy. You are not only strong but also very brave.” The skeleton stood up. He walked around the young boy. The boy turned, ready to fight. “You are small and young, but you are brave and strong—to say nothing of careful. Because of this, I will give you all my jewels and gold. All that I have will be yours.”

The boy thought this was good luck. The skeleton gave him a candle. The skeleton magically lit the candle by blowing on it, and gave it to the boy, showing him another room. “You can go in and count the gold and silver.”

The boy took the candle, and he had turned away from the skeleton to go into the room when the skeleton jumped onto his back.

“If you take my wealth, then you have to carry me.”

“All right,” said the boy as he walked into the room. He had stopped to focus his eyes when the skeleton leaned over his shoulder and blew out the candle.

Because this young boy was so good-tempered, he did not get angry with the skeleton. “I want to see what your riches are,” he said.

The skeleton relit the candle. Just as the boy turned again to look at the gold and riches, he skeleton raised up over his shoulder and blew out the candle.

Now, the boy may have been a good-tempered boy, but this made him mad. He threw the
skeleton off his back. "If you're going to keep blowing out the candle, I'm going to leave."

"No, no, please don't do that, my young, strong, brave boy. Please, please don't leave me alone. I think you are a very brave boy."

The boy held up the candle, and its flame sprang up again. The boy studied the room, and eyes grew very wide, and his mouth fell open. There, along the floor and in chests, were tremendous piles of gold and silver and rubies and diamonds and beautiful jewels. He touched the wealth, held bits of it in his small hand, and let it fall—this was quite a sight for a little boy who had always been hungry.

The skeleton brushed himself off delicately and came over to the boy.

"I'm going to ask one thing of you, my little friend. After you have gathered everything, I want you to share all of this wealth with the people who have nothing. Give each of them a little bit of gold, a little bit of silver, and the rest will be for you. Only through goodness will you succeed." The skeleton left. He disappeared. All of his bones disappeared with him.

The boy picked up the biggest chest and dragged it outside. The sun was coming up. He pulled out of the house all the gold that was lying on the floor, and piled it next to the chest of jewels. As soon as the sun was up, he was surrounded by the people from the town and the neighboring farms.

The boy gave the farmer a gold plow harness. The weaver received a jeweled shuttle of silver. For the old seamstress, there was a tiara of diamonds and rubies. The priest's stable boy was given a pair of silver spurs with fine ruby studs that went over his boots. The rancher with the bad limp was given a silver bridle, a gold bracelet for his lovely daughter, and a pair of emerald earrings for his patient wife. The school teacher was given a set of brass bells with gold handles to call in the school children.

The chicken farmer graciously took a silver-handled knife, and the cattleman a silver hat band with many different jewels. The farm woman who baked bread was thankful for the silver bread bowl and matching spoons. The sheepherder was speechless upon receiving a golden staff.

The young boy shared all of this wealth, and what was left he took home to his family. He became a very rich man in spirit, friends, and stories.
The Dead One Fell - Vocabulary

chicken coop

cattleman

knead bread

scolded

threatened

pour
sheepherder

disappointed

contribute

wandered

skeleton

beat

jewels
chest

harness

tiara

spurs

bridle

bracelet

earrings
bells

staff
Leticia’s Turtle

Every day an old beggar woman came to Leticia’s home. Leticia shared her food with the beggar woman although Leticia barely had enough food for her own family.

At the market on one particular morning, Leticia saw a fine plump chicken for sale. She took all her money, bought the plump chicken, and hurried home to put it in the boiling pot. Her husband and children would be pleased with dinner tonight.

Leticia was cleaning the house when she heard a knock at the door. She closed her eyes and prayed, “Please, please, not the beggar woman. Not tonight.”

She went to the door, and there was the beggar woman.

Leticia let her in, carefully guiding her away from the kitchen. They talked while Leticia cleaned. The sun was sinking in the sky. Leticia grew angry thinking that the woman would insist on staying for dinner and eat up the plump chicken.

Finally, Leticia said, “Thank you for stopping by, but now you must be going.”

The beggar woman’s face turned white. She had never been turned out without supper before. She would go hungry tonight. The beggar woman said good night and left.

Leticia hurried to the kitchen. Flies flew in through the windows in droves. They buzzed all around the pot of chicken. Leticia tried to shoo them away, but they came back. They buzzed around her head. They crawled all over her pretty tablecloth and plates.

Leticia’s husband came home. The children finished with their chores and came in. They sat down at the table, shooing away the flies.

“I am very hungry tonight,” said the husband. “What is for dinner?”

Leticia smiled. “Something very special. Wait and see.”

“Our beggar woman isn’t here,” the children whispered. “Maybe we should wait for her.”

Leticia heard them. “Hush children, here is your dinner.”

Leticia lifted up the big pot of chicken and began to pour it into the serving bowl. Instead of chicken, a turtle fell out!

The turtle climbed out of the serving bowl onto the table, and from the table to the floor, where it hurried out the door.

The husband yelled to the oldest child, “Run, run get the priest. We have been bewitched.”

The child ran away, and returned with the priest. The priest nodded when he heard the story. “You have shared when you had only a little food. Now, when you have plenty, you will not share. It was a curse of God. You must remember to respect others.”

From that day on, they invited the beggar woman to have dinner with them, and in return, she told them wonderful stories.
Leticia's Turtle

The beggar woman comes to Leticia's house. Leticia always lets her in.

Leticia goes to the market and buys a chicken to cook for her family.

The beggar woman comes to Leticia's house. Leticia does not want to share the chicken and sends her away. Many flies appear in the kitchen and Leticia is swatting them away while the chicken is cooking.

Her family is waiting for the chicken, but, instead of the chicken, a turtle comes out of the pot. The priest tells Leticia that it is an omen because she would not share.
ELEMENTS OF A FOLKTALE

Identify the Main Characters:

Identify the Setting:

Do you think this story was passed down from one person to another?

Name the Folktales:

Identify the Plot and the ending:

What culture did this story come from?

What is the moral or message?

Can you find this message or value in other cultures?
The elements of a folktale

Fill in the missing words using the word bank to help you in the class discussion.

**Word Bank**

story    moral or message    culture    passed down    beliefs, traditions

A folktale is an entertaining ____________ that is ____________ from one person to another. A folktale has a ______________. You will find folktales in every ______________. Folktales reflect the ______________ of a culture.
The elements of a folktale

Circle the correct words and use your answers in the class discussion.

1. A folktale is a ______________ that is told by one person to another.
   - song
   - story
   - book
   - rhyme

2. A folktale has a ______________ in it.
   - message
   - dog
   - cat
   - witch

3. Folktales are found in all ______________.
   - telephones
   - houses
   - cultures
   - buildings

4. Folktales reflect the ______________ of a culture.
   - families
   - names
   - animals
   - beliefs and traditions
Comparing the Tales Worksheet—Using the chart below tell how the tales are similar and different.

<table>
<thead>
<tr>
<th></th>
<th>Leticia's Turtle</th>
<th>The Dead One Fell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Characters</td>
<td>Things that are the same:</td>
<td>Things that are different:</td>
</tr>
<tr>
<td>Setting</td>
<td>Things that are the same:</td>
<td>Things that are different:</td>
</tr>
<tr>
<td>Ending</td>
<td>Things that are the same:</td>
<td>Things that are different:</td>
</tr>
</tbody>
</table>
Lesson 2 Homework Essay

Use the following question to complete the assignment given to your group about one of the stories we read today.

*Does this story express the idea that fortune must be shared in order to be kept?*

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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Lesson Two Homework

Do you think that fortune must be shared to be kept? Write one sentence to answer this question, using the prompts.

Yes, I think fortune must be shared to be kept because in the story Leticia’s Turtle/ The Dead One
Fell(choose1story)

________________________________________________________

happened because she/he (choose 1) did/ did not (choose 1) share her/his (choose 1) fortune.

Or

No, I don’t think fortune must be shared to be kept because ____________________________________________

______________________________________________
Lesson Two Homework

Questions about sharing in one of the folktales

Circle the best answer to the questions about the story "The Dead One Fell":

1. The story is about a boy man.
2. He is looking for toys work.
3. He is very lazy young.
4. He wants money to buy food for his family clothes for himself.
5. He is nice mean to the skeleton.
6. The skeleton gives him candy jewels.
7. He keeps shares his treasure.
Morals and Messages We Find in Folktales- Lesson 2- Fortune Has Smiled on Me

Summary Narrative- What I did to make the content comprehensible.

I chose this lesson because it is important to draw on the students' personal experiences and talk about their culture. This lesson on folktales uses stories that come from the Hispanic people in the United States and they illustrate the culture's beliefs and values. Hopefully this will make a personal connection for many of the students.

I reviewed material about folktales learned in the previous lesson to build shared background. Next I stated what we would be doing in class today so the students would recognize the purpose for our activities. I used all four domains in the lesson. I read the folktales aloud to model proper pronunciation and intonation and I read clearly and slowly enough for understanding.

I used a variety of modifications in this lesson, including a picture vocabulary sheet, a picture story, posters, word banks and walls, several graphic organizers, as well as modified worksheets and expectations for the students. I used group activities because the interaction helps keep the students involved and gives them the opportunity to practice, to co-construct knowledge and to develop their academic language. I used the concepts of wait time and giving all the students an opportunity to contribute to the class discussions and on their written assignments.

I hope that I kept the students actively engaged in the lesson and that they had an opportunity to further develop their academic language in a safe environment.
Lesson 6
### Functional-Notional Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Identify | The moral or message in the folktale           | The message in this folktale is...              | • Being honest pays off  
• Wisdom is worth more than money  
• Do unto others as you would have others do unto you  
• Keep trying and work hard | • S/V agreement  
• Imperative  
• Gerunds |
| Choose   | The most important value                       | I think... is the most important value.          | • Honesty  
• Wisdom  
• Courage  
• Perserverance  
• Treating others the way you want to be treated | • Nouns |
| Defend   | Your choice of the most important value        | .... is the most important value because...       | • Same as above  
• It pays off  
• It makes your life better  
• It makes you a better person | • Nouns  
• S/V agreement  
• Present tense verbs |
# Finding Morals and Messages in Folk Tales - Lesson 6 - Wisdom, Courage, and Honesty

<table>
<thead>
<tr>
<th>Content/Knowledge Goals</th>
<th>Language Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to recognize the moral or message in a folktale.</td>
<td>1A. Students will silently read three Spanish-American folktales.</td>
</tr>
<tr>
<td>2. Students will be able to defend the value of the message in a folktale.</td>
<td>1B. Students will identify the moral or message in each folktale.</td>
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<tr>
<td>2. Students will choose the message they feel is most important and defend its importance in a class debate.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5 Nearly Fluent</th>
<th>Level 4 Intermediate</th>
<th>Level 3 Speech Emerging</th>
<th>Level 2 Early Production</th>
<th>Level 1 Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Students will read the three Spanish-American folktales silently and independently in English.</td>
<td>Students will read the three Spanish-American folktales silently and independently in English.</td>
<td>Students will read the three Spanish-American folktales silently and independently in English, referring to the Spanish version as necessary.</td>
<td>Students will read the three Spanish-American folktales silently and independently in Spanish.</td>
<td>Students will read the three Spanish-American folktales silently and independently in Spanish.</td>
</tr>
<tr>
<td>Speaking/Writing</td>
<td>Students will work in heterogeneous groups of 4, using the numbered heads together strategy to discuss and identify the cultural values expressed in each of the three stories.</td>
<td>Students will work in heterogeneous groups of 4, using the numbered heads together strategy to discuss and identify the cultural values expressed in each of the three stories.</td>
<td>Students will use a list of possible messages found in folktales to work in heterogeneous groups of 4, using the numbered heads together strategy, to discuss and identify the cultural values expressed in each of the three stories.</td>
<td>Students will use their list of possible messages as they work in heterogeneous groups of 4, using the numbered heads together strategy, to contribute to the discussion and identification of the cultural values expressed in each of the three stories.</td>
<td>Students will use their list of possible messages to point to the messages they can identify in each of the three stories as they work in heterogeneous groups of 4, using the numbered heads together strategy.</td>
</tr>
<tr>
<td>Speaking/Listening</td>
<td>Students will choose the message they find most important and work in cooperative learning groups with other students who have chosen that message to prepare for and debate the value of that message.</td>
<td>Students will choose the message they find most important and work in cooperative learning groups with other students who have chosen that message to prepare for and debate the value of that message.</td>
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</tbody>
</table>
Finding Morals and Messages in Folktales

Lesson Plan #6: Wisdom, Courage, and Honesty (47 minutes)

1. During the first 5 minutes of class, tell students that they will be reading three Spanish-American folktales today. Tell them the objectives for today's lesson. (See p.45) Explain that they will use information from their discussions during a debate and that they will be assessed on their participation in the discussions and the debate.

2. Students will read each of the three stories: Words of Wisdom (See pp. 47-49); The Boy and his Grandfather (See pp. 50-51); and The Force of Luck (See pp. 52-61) silently at their seats. This should take about 20 minutes. Students in levels 1 and 2 may read the Spanish version of the tales.

3. Next, use the numbered heads together strategy (See p. 62) and split students into heterogeneous groups of 4. Here they will try to identify the moral or message in each of the three folktales. Students in levels 1-3 should use their list of common themes or messages from lesson 1 (p. 17) to assist them in the discussion. This should take 5 minutes.

4. Bring all the students into a class discussion of the messages and write a list of these messages on the board for future use. This should take 5 minutes.

5. Ask students to decide which of the messages in the three stories is the most important to them and then have them go to their respective corners for co-operative learning (See p. 63) with other students who have chosen the same message. They will have 5 minutes to discuss and prepare for a debate on the value of their chosen message with the help of a list of debate terms (See p. 64).

6. The students will have 5 minutes to debate the importance of each of the values from the folktales in a whole-class debate.

7. During the final 2 minutes of class, assign homework. The students will work on column 3 on their KWL Charts (p. 5) using what they learned in today's lesson.
ESTOS ERAN TRES HOMBRES POBRES. Dos de ellos tenían bastante familia y el otro tenía un hijo que estaba estudiando. Un día, pensando en su pobreza y en la mucha familia que tenían, decidieron salir a buscar trabajo. Determinaron irse, se aprepararon y se fueron.

En el camino les salió un hombre anciano y les preguntó a dónde iban. Ellos le respondieron que a buscar trabajo. Entonces él les dice:

"Pues, ¿qué querían mejor cada uno, un talegón de dinero o tres consejos?"

---

ONCE THERE WERE THREE POOR MEN. Two of them had large families, but the third had only his wife and one son who was studying for the priesthood. One day they discussed the poverty of their small village and the job of feeding their families, and the three decided that it was best to leave their depleted farms and look for work in the city. So they prepared provisions and set out to look for work.

After they had traveled some distance they met an old man who asked them where they were going. They explained their situation and told him they were looking for work.

"Well," the old man said, "suppose I make you an offer. Which would you prefer to take: a bagful of money, or three wise pieces of advice that would serve you in life?"

"We'll take the money, of course!" two of the men said without any hesitation.

The man with the one son thought awhile and finally said, "I believe I will take the words of wisdom."
"Nosotros queremos un tallén de dinero," le dicen dos a la vez.

"Yo quiero tres consejos," dice entonces el que tenía un hijo.
Entonces les da un tallén de dinero a dos de ellos y al otro le dice:

"Bien, no dejes camino por vereda; es el primero. El segundo, no preguntés lo que no te importa. Y el tercero, no te partas con la primera nueva."

Les dice adiós el viejito y se va. Se quedan aquellos solos y dicen los que escogieron el dinero al que escogió los consejos:

"¡Oh, qué mal hiciste! ¿De qué te sirven los consejos?"

"Bien, pueda que a mí me sirvan mejor esos tres consejos que a ustedes un tallén de dinero. Bueno, adiós, y les voy a dar a ustedes el primer consejo: no vayan a dejar camino por vereda."

"¡Oh, qué sabes tú!" le dijeron.

De allí se fueron aquellos por vereda y él se fue por camino adelante. Los del dinero regresaron a sus casas, y en el camino los pescaron unos saltadores y los mataron.

El de los consejos se fue para adelante, caminó y caminó hasta que llegó a una ciudad.

Llegó a un lugar donde había una casa muy grande y llegó él a pedir posada, por que ya era muy tarde. Salió un hombre a recibirlo, muy caballero, y lo hizo que pasara y le dijo que lo esperará después de haber cenado. Lo llevó a un cuarto donde estaba su mujer y ahí vido que estaba muy flaca. No era más que el puro esqueleto. Le daban ganas de preguntar por qué estaba tan flaca la mujer, pero al mismo tiempo se acordaba del otro consejo que le había costado tanto dinero, y se contenía y no preguntaba.

Este hombre rico ocupaba a muchos hombres, y de una vez le ofreció trabajo al hombre. Los otros hombres siempre le preguntaban por qué tenía a su mujer como la tenía y los mataba o los corría. El tenía hecha una promesa de que quería ver si había una persona que no le preguntara por qué tenía a su mujer en tales condiciones.

Les decía a los peones que todos los huesos, pedazos de tortilla
o pan, comida sobrante, se los tiraran a su mujer. El había dicho que hasta el día que hubiera una persona que no le preguntara por qué tenía a su mujer así, no mejoraría la condición de su mujer, y que aquella persona sería dueña de lo que él tenía. Pues, aquel hombre último que halló trabajo siguió en su trabajo y no le preguntaba por nada. Un día dice el patrón al trabajador:

"¿Por qué tú no me preguntas por qué tengo a mi mujer así?"

"Señor, porque a mí no me gusta preguntar lo que no me importa."

"Bien, ahora tú serás dueño de todos mis caudales, de todo lo que yo tengo. Hasta hoy no más tendré a mi mujer así." A aquel hombre le dio mucho gusto. El rico le entregó lo que tenía allí y se fue para otra ciudad. El dueño nuevo después de recibir su propiedad determinó ir por su familia. Se aprieta, echa su pistola en la bolsa y se marcha.

Cuando llegó a su casa, se asomó por la ventana y alcanzó a ver a su esposa que en el momento abrazaba a un padre. El se sintió enojado y quería matar a su esposa pero se acordó del tercer consejo y se apaciguó. Entonces oyó lo que hablaban la mujer y el sacerdote y supo que este era su propio hijo.

Entró y se reconocieron, lloraron de alegría y con la fortuna que el rico le había dado, pasaron felices sus últimos días.

¡Y entre por un cesto
y salga por otro;
el que me oyó este cuento
que me cuente otro!

Wealth.

Now, the master thought, this last man I hired has not stuck his nose in my business; I will ask him why.

"Señor," he said to the worker, "why haven't you asked me why I keep my wife as I do?"

"Sir," the man replied, "a husband and a wife's business is their own, and I do not ask about what does not concern me."

"Well spoken," the master answered. "At last I have found a man who doesn't meddle in the lives of others. From this day forward you shall be the owner of everything I have, and I will ask my wife's forgiveness and treat her well."

The rich man gave the worker everything he had and then he and his wife left for another city. The man, now that he was the new owner of a vast ranch, decided to go fetch his family. He made preparations, packed his pistol and hurried home.

Now, he had been gone a long time, so when he arrived he decided to surprise his wife. He went to the window and peeked in and what he saw made his blood boil! A young priest had just embraced his wife! He immediately thought of killing his wife and reached for his pistol, but then he remembered the third piece of advice and calmed himself. He listened closely and heard his wife speak to the young priest, and then he recognized this man as his son.

The third maxim had served him well. He entered the house and greeted his family and they cried with joy. And the fortune which the rich man had left them was more than enough for the husband and wife to live well the rest of their lives.

So now you've heard my story
Of do's and of don'ts
And men who mistreat wives,
If you don't like my cuento
Tell your own to make us wise!
ESTE ERA UN HOMBRE que no tenía más familia que su esposa y un hijito de cinco años. El hombre también tenía a su cargo a su padre anciano a quien lo asistían en la casa. Más como la nuera no quería a su suegro, mandó apartar al anciano, retirándolo de la casa donde vivían ellos. Allá le mandaban de comer algunos días y otros días no. En tiempos fríos no cuidaban de él y el pobre viejito sufría mucho. Un día se arrimó su nietecito a donde él estaba y le dijo el anciano:

"Hijito, búscame una garra por ahí para cobijarme. Me estoy helando de frío."

IN THE OLD DAYS IT WAS NOT UNUSUAL to find several generations living together in one home. Usually, everyone lived in peace and harmony, but this situation caused problems for one man whose household included, besides his wife and small son, his elderly father.

It so happened that the daughter-in-law took a dislike to the old man. He was always in the way, she said, and she insisted he be removed to a small room apart from the house.

Because the old man was out of sight, he was often neglected. Sometimes he even went hungry. They took poor care of him, and
El muchachito fue corriendo a la despensa a buscar una garra y halló un pedazo de jerga. Le llevó el pedazo de jerga a su padre y le dice:
"Córtame esta jerga por la mitad."
"¿Para qué? ¿Qué vas a hacer con ese pedazo?"
"Voy a llevárselo a mi abuelito, porque tiene frío."
"Pues llévesela entera."
"No," le dijo, "no la llevo toda. Quiero que me la corte en la mitad porque quiero guardar el otro pedazo para cuando usted esté como mi abuelito. Entonces se la llevo a usted para que se cobije."

Aquella respuesta del muchachito fue suficiente para que el hombre reconociera la ingratitude que estaba haciendo con su padre. El hombre trajo a su padre anciano a su casa e hizo que le prepararan un cuarto y le dieran asistencia adecuada a sus necesidades. De ese tiempo en adelante él mismo cuidaba de su padre en la tarde y en la mañana.

in winter the old man often suffered from the cold. One day the little grandson visited his grandfather.
"My little one," the grandfather said, "go and find a blanket and cover me. It is cold and I am freezing."
The small boy ran to the barn to look for a blanket, and there he found a rug.
"Father, please cut this rug in half," he asked his father.
"Why? What are you going to do with it?"
"I'm going to take it to my grandfather because he is cold."
"Well, take the entire rug," replied his father.
"No," his son answered, "I cannot take it all. I want you to cut it in half so I can save the other half for you when you are as old as my grandfather. Then I will have it for you so you will not be cold."

His son's response was enough to make the man realize how poorly he had treated his own father. The man then brought his father back into his home and ordered that a warm room be prepared. From that time on he took care of his father's needs and visited him frequently every day.
E stos eran dos compañeros que andaban en una porfía, uno decía que el dinero levantaba al hombre y el otro sostenía que no era el dinero, sino la suerte. Ambos hablaron por bastante tiempo con deseos de encontrar un hombre honrado para poder probar sus puntos de vista.

Tocó la casualidad un día que pasando por una plaza se encontraron con un molinero que estaba moliendo maíz y trigo. Se dirigieron a donde estaba el hombre para preguntarle cómo corría su negocio. El hombre les respondió muy atentamente que

La suerte

The Force of Luck

Once two wealthy friends got into a heated argument. One said that it was money which made a man prosperous, and the other maintained that it wasn't money, but luck, which made the man. They argued for some time and finally decided that if only they could find an honorable man then perhaps they could prove their respective points of view.

One day while they were passing through a small village they came upon a miller who was grinding corn and wheat. They paused to ask the man how he ran his business. The miller replied that he
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él trabajaba por otro señor y que ganaba solamente cuatro reales al día, con lo que mantenía a su familia de cinco.

"Y usted, ¿se acabala con quince pesos al mes para mantener a su familia de cinco?"

"Pues me limito todo lo que puedo para mantener a mi familia, no porque tengo suficiente."

"Pues entonces le voy a hacer un presente. Aquí le voy a regalar doscientos pesos para ver lo que va a determinar hacer con ellos."

"No, señor" le dijo el hombre, "no creo que usted me pueda regalar ese dinero la primera vez que yo lo miro a usted."

"Señor" le dijo él, "yo le voy a dejar este dinero a usted porque yo y este hombre porfiamos. El porfía que la suerte es la que levanta al hombre y yo digo que el dinero es el que levanta."

Cuando el hombre pobre tomó el dinero, pasó todo el día reflexionando sobre aquel negocio. ¿Qué podría hacer con todo el dinero? Aquel hombre se lo dio para calzarlo, y él podría determinar del dinero como si fuera suyo. Se lo acertó, él tenia el dinero en su bolsa e iba a determinar de ello como le pareciera.

Se llegó la hora de salir del trabajo y se fue él con su dinero a comprar algunas provisiones para su familia. Tomó diez pesos y envolvió los ciento noventa restantes en unos trapos y en una blusa de lona que traía. Cuando llegó a la plaza, trató bastantes negocios allí y compró un buen pedazo de carne para llevarle a su familia.

En el camino a su casa, al olor de la carne, le salió un gavilán hambriento. El hombre se puso a pelear con el gavilán; el animal andaba tras de la carne y el hombre se defendía. En el reborujo con el gavilán, se le cayó la blusa en donde llevaba la cantidad de dinero. El gavilán agarró la blusa y se la llevó. Cuando el hombre reparó que el gavilán se llevó su blusa, se rascó la cabeza y pensó:

"¡Cuánto más valía haberle dejado a este hambriento animal que se llevara el pedazo de carne! Cuántos más pedazos de carne hubiera comprado yo con el dinero que se llevó. ¡Ahora voy a quedar en la misma calamidad que antes! Y antes más ahora,

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worked for a master and that he earned only four bits a day, and with that he had to support a family of five.

The friends were surprised. "Do you mean to tell us you can maintain a family of five on only fifteen dollars a month?" one asked.

"I live modestly to make ends meet," the humble miller replied.

The two friends privately agreed that if they put this man to a test perhaps they could resolve their argument.

"I am going to make you an offer," one of them said to the miller. "I will give you two hundred dollars and you may do whatever you want with the money."

"But why would you give me this money when you've just met me?" the miller asked.

"Well, my good man, my friend and I have a long standing argument. He contends that it is luck which elevates a man to high position, and I say it is money. By giving you this money perhaps we can settle our argument. Here, take it, and do with it what you want!"

So the poor miller took the money and spent the rest of the day thinking about the strange meeting which had presented him with more money than he had ever seen. What could be possibly do with all this money? Be that as it may, he had the money in his pocket and he could do with it whatever he wanted.

When the day's work was done, the miller decided the first thing he would do would be to buy food for his family. He took out ten dollars and wrapped the rest of the money in a cloth and put the bundle in his bag. Then he went to the market and bought supplies and a good piece of meat to take home.

On the way home he was attacked by a hawk that had smelled the meat which the miller carried. The miller fought off the bird but in the struggle he lost the bundle of money. Before the miller knew what was happening the hawk grabbed the bag and flew away with it. When he realized what had happened he fell into deep thought.

"Ah," he moaned, "wouldn't it have been better to let that hungry bird have the meat! I could have bought a lot more meat with the money he took. Alas, now I'm in the same poverty as before! And worse, because now those two men will say I am a thief!
porque estos hombres me van a juzgar por un ladrón. Tal vez si yo hubiera pensado diferente en mi negocio, no debía de haber comprado nada; haberme venido para mi casa para que no me hubiera pasado una cosa semejante."

De todos modos siguió el hombre con la provisión que le había quedado para su familia. Cuando llegó a su casa, le platicó a su familia lo que le había pasado.

"De cualquier modo," le dijo su esposa, "nos ha tocado ser pobres. Pero ten fe en Dios, que algún día nuestra suerte cambiará."

Otro día en la mañana se levantó este hombre como de costumbre y se fue a su trabajo. Todo el día estuvo pensando en lo que había pasado y en lo que aquellos hombres juzgarían tocante a lo que él les iba a reportar. De todos modos, como él nunca había sido hombre dueño de dinero, pronto se le olvidó este negocio de los doscientos pesos.

Después de pasados tres meses desde que le había quitado el bellaco animal su dinero, tocó la casualidad que volvieron los mismos hombres. Tan pronto como vieron al molinero, se dirigieron a dónde él estaba para que les informara cómo lo había tratado la suerte. Tan pronto como él los vido, se puso muy avergonzado. Temía que estos hombres pensaran que él podía haber malgastado aquel dinero en cosas que no habían sido buenas, ni para él ni para su familia. Cuando estos hombres lo saludaron él les contestó también con mucho agradecimiento y al mismo tiempo les refirió tal como le había pasado. Siempre estos hombres quedaron conformes y el que alegaba que el dinero levantaba al hombre, volvió a sacar doscientos pesos de su bolsa y se los volvió a regalar a este señor. Le deseó que le fuera poco mejor que la primera vez. No hallaba qué pensar este hombre cuando volvió a recibir otra vez doscientos pesos, y dijo al que se los dio:

"Señor, valía más que usted pusiera este dinero en manos de otro hombre."

"Pues mi gusto es dejártelos a ti, porque me pareces ser un
hombre honrado. Tú tienes que quedarte con el dinero."

Le dio repetidas gracias y prometió hacer lo mejor que él pudiera. Tan pronto como estos hombres se despidieron, se puso a reflexionar qué hacer con el dinero para no tener ningún inconveniente en el cual se pudiera desperdiciar sin haberlo usado. Pensó inmediatamente ir a llevar el dinero a su propia casa. Tomó diez pesos y envolvió ciento noventa en unos trapos y se fue para su casa.

Cuando llegó a su casa no encontró a su esposa. Viendo que la casa estaba sola no hallaba dónde poner el dinero. Se fue a la despensa donde tenían una tinaja llena de salvado, vació el salvado de la tinaja y puso el dinero al fondo de la tinaja envuelto tal como estaba y volvió a echar el salvado arriba del dinero. Se salió apresuradamente a su trabajo sin haberle dado cuenta a nadie.

Cuando vino en la tarde de su trabajo, su esposa le dijo:

"¡Mira, hijo! Yo compré una poca de tierra para enajearla la casa por dentro."

"¿Y qué has hecho tu, si no teníamos dinero?"

"Sí," le dice la mujer, "pero este hombre andaba vendiendo la tierra, fuera por prendas, dinero, o cualquiera cosa. La única cosa de valor que teníamos para feriar era la tinaja de salvado, así que le di la tinaja de salvado por la tierra. Creo que será suficiente para que yo enajear estas dos cuartos."

Se jalo de los cabellos el hombre y le interrumpió a la mujer:

"¡Ay, mujer bárbara! ¿Qué has hecho? Otra vez nos quedamos en la ruina! Habías de haber visto que hoy mismo me encontré con los mismos amigos que me habían dado los doscientos pesos tres meses pasados y, habiéndoles platicado cómo perdí el dinero, me volvieron a regalar doscientos pesos más, y yo, por tenerlos más seguros, los eché dentro de la olla de salvado. ¿Qué es lo que voy a reportarle a estos hombres ahora? Ahora acabarán de juzgar que yo soy un ladrón."

"Que piensen como quieran," dijo la mujer "que al cabo uno no tiene más que lo que Dios quiere. Ya nos tocó ser pobres. Sólo covered it up with the grain. Satisfied that the money was safe he returned to work.

That afternoon when he arrived home from work he was greeted by his wife.

"Look, my husband, today I bought some good clay with which to whitewash the entire house."

"And how did you buy the clay if we don't have any money?" he asked.

"Well, the man who was selling the clay was willing to trade for jewelry, money, or anything of value," she said. "The only thing we had of value was the jar full of bran, so I traded it for the clay. Isn't it wonderful, I think we have enough clay to whitewash these two rooms!"

The man groaned and pulled his hair.

"Oh, you crazy woman! What have you done? We're ruined again!"

"But why?" she asked, unable to understand his anguish.

"Today I met the same two friends who gave me the two hundred dollars three months ago," he explained. "And after I told them how I lost the money they gave me another two hundred. And I, to make sure the money was safe, came home and hid it inside the jar of bran — the same jar you have traded for dirt! Now we're as poor as we were before! And what am I going to tell the two men? They'll think I'm a liar and a thief for sure!"

"Let them think what they want," his wife said calmly. "We will only have in our lives what the good Lord wants us to have. It is our lot to be poor until God wills it otherwise."

So the miller was consoled and the next day he went to work as usual. Time came and went, and one day the two wealthy friends returned to ask the miller how he had done with the second two hundred dollars. When the poor miller saw them he was afraid they would accuse him of being a liar and a spendthrift. But he decided to be truthful and as soon as they had greeted each other he told them what had happened to the money.

"That is why poor men remain honest," the man who had given him the money said. "Because they don't have money they can't get into trouble. But I find your stories hard to believe. I think you
Dios sabrá hasta cuándo."

Otro día en la mañana se levantó como de costumbre y se fue a su trabajo.

Yendo y viendo el tiempo volvieron estos hombres a donde estaba el molinero en su negocio para informarse de lo que le había pasado esta segunda vez con el dinero. Cuando el pobre los vido venir a donde estaba él, no dejó de avergonzarse y creer que estos hombres juzgaban que él era un traidor y que estaba malgastando el dinero. Tan pronto como llegaron a donde estaba él, se saludaron, y el molinero trató de hacerles saber lo que le había pasado esta vez con el segundo dinero que le habían presentado. El hombre que le había dado el dinero se sintió mal y le dijo que asina eran muchos hombres pobres, que eran muy honestos y muy honrados solamente porque no tenían dinero para andar en otras bromas. Pero como él había recibido dinero, probablemente se había dedicado a juegos, y asina es como había gastado el dinero y ahora le salía con ese cuento.

"Sea como sea," dijo el hombre, "yo todavía sostengo que los hombres se levantan a fuerza de dinero y no por la suerte."

"Bueno, entonces pase usted muy buenas tardes."

"Muy bien, amigo."

"Tenga, aquí está un pedazo de plomo. Pueda que para alguna cosa le sirva," le dijo el que sostenía que la suerte era la que levantaba a los hombres y no el dinero.

Como esto no era una cosa de valor, la recibió y se la echó en la bolsa de su chaqueta. En la tarde cuando llegó a su casa, tiró su chaqueta arriba de una silleta y oyó alguna cosa sonar. Se acordó del pedazo de plomo que le había regalado este individuo, lo sacó de la bolsa y lo tiró asina como para abajo de una mesa. No volvió a hacer más recuerdo del pedazo de plomo. Cenaron él y toda su familia. Después de que cenaron, se acostaron. No más en cuanto se acabaron de acostar, sonaron la puerta.

"¿Quién es? ¿Qué se ofrece?"

"Yo, vecino. Dice su vecino que si no tiene un pedazo de plomo por ahí guardado por casualidad. Que le haga favor, si

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gambled and lost the money. That’s why you’re telling us these wild stories."

"Either way," he continued, "I still believe that it is money and not luck which makes a man prosper."

"Well, you certainly didn’t prove your point by giving the money to this poor miller," his friend reminded him. "Good evening, you luckless man," he said to the miller.

"Thank you, friends," the miller said.

"Oh, by the way, here is a worthless piece of lead I’ve been carrying around. Maybe you can use it for something," said the man who believed in luck. Then the two men left, still debating their points of view on life.

Since the lead was practically worthless, the miller thought nothing of it and put it in his jacket pocket. He forgot all about it until he arrived home. When he threw his jacket on a chair he heard a thump and he remembered the piece of lead. He took it out of the pocket and threw it under the table. Later that night after the family had eaten and gone to bed, they heard a knock at the door.

"Who is it? What do you want?" the miller asked.

"It’s me, your neighbor," a voice answered. The miller recognized the fisherman’s wife. "My husband sent me to ask you if you have any lead you can spare. He is going fishing tomorrow and he needs the lead to weight down the nets."

The miller remembered the lead he had thrown under the table. He got up, found it, and gave it to the woman.

"Thank you very much, neighbor," the woman said. "I promise you the first fish my husband catches will be yours."

"Think nothing of it," the miller said and returned to bed. The next day he got up and went to work without thinking any more of the incident. But in the afternoon when he returned home he found his wife cooking a big fish for dinner.

"Since when are we so well off we can afford fish for supper?" he asked his wife.

"Don’t you remember that our neighbor promised us the first fish her husband caught?" his wife reminded him. "Well this was the fish he caught the first time he threw his net. So it’s ours, and it’s a beauty. But you should have been here when I gutted him! I found
tiene, de darle un poco, que mañana tiene que hacer una pesca muy grande y no tiene suficiente plomo para comprender sus redes.

En eso se acordó el hombre de que había tirado el pedazo de plomo para abajo de la mesa. Se levantó y buscó y se lo entregó a la mujer.

"Muy bien, vecino, muchísimas gracias. Le prometo que el primer pescado que pesque se lo llevare. Y si no, que sea para usted.

Se levantó muy de mañana el hombre y se fue a su trabajo sin haber reflexionado más sobre el pedazo de plomo.

En la tarde cuando vino a la casa, encontró que tenían un pescado muy grande para cenar.

"¿De dónde, hija, estás tan bien nosotros que vamos a cenar pescado?"

"¿No te acuerdas que anoche nos prometió la vecina que el primer pescado que pescara el vecino nos lo iba a regalar a nosotros? Este fue el único pescado que pesó en la primera vez que echó la red. ¿Y si vieras hijo! ¿Lo que más me almíра, que este pescado tenía adentro un pedazo de vidrio muy grande?"

"Y ¿qué hiciste con él?"

"Se lo di a los muchachos para que jugaran con él."

Fueron a ver al pedazo de vidrio que tenían los muchachitos. El vidrio iluminaba el cuarto obscuro. El hombre y la mujer no sabían lo que eran diamantes, así que se lo llevaron a guardar el vidrio, sino que se lo llevaron a los muchachos para que jugaran con él. Por la novedad del vidrio los muchachos empezaron a pelear por él. Los más grandes se lo quitaban al más chiquito, por donde el chiquito hacía una bula terrible.

Estos pobres tenían unos vecinos judíos que eran joyeros. En la mañana se levantó el hombre y fue al trabajo. La mujer del joyero llegó después para pedirle a la mujer del molinero que tuviera más cuidado de su familia porque estaban haciendo una bulita los niños, y no los dejaban dormir.

"Si, vecina, es verdad lo que usted dice. Pero ya ve cómo es donde hay familia. Pues usted verá que ayer hallamos un vidrio y

a large piece of glass in his stomach!"

"And what did you do with it?"

"Oh, I gave it to the children to play with," she shrugged.

When the miller saw the piece of glass he noticed it shone so brightly it appeared to illuminate the room, but because he knew nothing about jewels he didn't realize its value and left it to the children. But the bright glass was such a novelty that the children were soon fighting over it and raising a terrible fuss.

Now it so happened that the miller and his wife had other neighbors who were jewelers. The following morning when the miller had gone to work the jeweler's wife visited the miller's wife to complain about all the noise her children had made.

"We couldn't get any sleep last night," she moaned.

"I know, and I'm sorry, but you know how it is with a large family," the miller's wife explained. "Yesterday we found a beautiful piece of glass and I gave it to my youngest one to play with and when the others tried to take it from him he raised a storm."

The jeweler's wife took interest. "Won't you show me that piece of glass?" she asked.

"But of course. Here it is."

"Ah, yes, it's a pretty piece of glass. Where did you find it?"

"Our neighbor gave us a fish yesterday and when I was cleaning it I found the glass in its stomach."

"Why don't you let me take it home for just a moment. You see, I have one just like it and I want to compare them."

"Yes, why not? Take it," answered the miller's wife.

So the jeweler's wife ran off with the glass to show it to her husband. When the jeweler saw the glass he instantly knew it was one of the finest diamonds he had ever seen.

"It's a diamond!" he exclaimed.

"I thought so," his wife nodded eagerly. "What shall we do?"

"Go tell the neighbor we'll give her fifty dollars for it, but don't tell her it's a diamond!"

"No, no," his wife chuckled, "of course not." She ran to her neighbor's house. "Ah yes, we have one exactly like this," she told the miller's wife. "My husband is willing to buy it for fifty dollars—only so we can have a pair, you understand."
se lo di al niño más chiquito para que jugara con él y cuando los más grandes se lo quieren quitar, él forma un escándalo grande.”

“¿A ver!” le dijo la mujer. “¿Por qué no me enseña ese vidrio?”

“Si se lo puedo enseñar. Aquí está.”

“Qué bonito vidrio es éste. ¿Dónde lo hallaron?”

“Pues adentro de un pescado. Ayer estaba limpiando un pescado y el vidrio estaba adentro de él.”

“Empréstemelo para llevarlo a mi casa para ver si se parece a uno que tengo.”

“Sí,” le dice. “¿Por qué no?” “Llévelo.”

Se llevó la vecina el vidrio a enseñárselo al marido. Cuando el joyero miró este vidrio, vido que era de los diamantes más finos que jamás había visto.

“Este es un diamante,” le dice a su esposa. “Anda, dile a la vecina que le damos cincuenta pesos por él.”

Fue la esposa del joyero con el vidrio en la mano y le dice a la vecina:

“Dice su vecino que si quiere, que le damos cincuenta pesos por este vidrio. Todo lo hacemos porque es muy parecido a otro que tenemos nosotros a asina podíamos hacer un par muy bonito.”

“De ningún modo, vecina, puedo yo vendérselo. Eso puede hacerse a la tarde cuando venga mi esposo.”

En la tarde cuando vino el molinero del trabajo, le contó su esposa lo que había ofrecido su vecino el joyero. En esto estaban hablando cuando entró la mujer del joyero.

“¿Qué dice, vecino, quiere cincuenta pesos por el vidrio?”

“Alárguese poco más.”

“Le daré cincuenta mil pesos.”

“Poco más.” le dice.

“No puedo alargarme más. Voy a ver a mi esposo a ver qué me dice. Hasta ahí no más me dijo que me alargara.”

Fue la esposa del joyero y le dijo a su esposo lo que había reportado el vecino. El joyero entonces sacó setenta y cinco mil
pesos y le dijo:

"Llévale estos y dile que mañana, luego que se abra allá, le traeré lo restante, que le voy a dar cien mil pesos."

Cuando el molinero vido a la mujer con aquel dinero, casi no lo creía ella. Creía que aquella mujer estaba chaceándose. Pero he sea como fuere, el pobre recibió cien mil pesos por el diamante.

Cuando el molinero se vido con tanto dinero, él y su esposa no hallaban qué pensar. Decía ella:

"Pues no sé de este dinero; el joyero de repente nos podía levantar un crimen que nosotros lo hemos robado, o de alguna manera nos podía levantar un perjuicio muy grande."

"¡Oh, no!" decía la mujer. "Ese dinero es de nosotros. Nosotros vendimos el vidrio por ese dinero. Nosotros no se lo robamos a nadie."

"De todos modos yo voy mañana a trabajar, hija. No nos vaya a suceder que se nos acabe el dinero y no tengamos ni el dinero ni el trabajo y entonces, ¿cómo nos vamos a mantener?"

Se fue el hombre al otro día a su trabajo. Todo el día se estuvo pensando y pensando cómo podía dirigir aquel dinero para que le cambiara su suerte. En la tarde cuando volvió del trabajo, le dijo su esposa:

"¿Qué has dicho o qué has pensado? ¿Qué vas a determinar hacer con este dinero que tenemos?"

"Voy a ver si puedo poner un molino, tal como el que yo estoy corriendo de mi amo. Quiero poner un comercio y asina, poco a poco, veremos si cambiamos nuestra suerte."

Otro día este hombre se fue con mucho empeño y anduvo negociando, comprando todo lo necesario para poner un molino, un comercio, y una casa. Pronto arregló todo.

Ya pasaban como unos seis meses, tal vez más, desde que no había visto a los hombres que le regalaron los cuatrocientos pesos y el pedazo de plomo. El tenía muchos deseos de verlos, para hacerles saber cuánto le había ayudado aquel pedazo de plomo que le regaló el hombre que reclamaba que la suerte era la que ayudaba al hombre a levantarse y no el dinero.

THE FORCE OF LUCK

new fortune.

"I think I will start my own mill," he answered, "like the one I operate for my master. Once I set up my business we'll see how our luck changes."

The next day he set about buying everything he needed to establish his mill and to build a new home. Soon he had everything going.

Six months had passed, more or less, since he had seen the two men who had given him the four hundred dollars and the piece of lead. He was eager to see them again and to tell them how the piece of lead had changed his luck and made him wealthy.

Time passed and the miller prospered. His business grew and he even built a summer cottage where he could take his family on vacation. He had many employees who worked for him. One day while he was at his store he saw his two benefactors riding by. He rushed out into the street to greet them and ask them to come in. He was overjoyed to see them, and he was happy to see that they admired his store.

"Tell us the truth," the man who had given him the four hundred dollars said. "You used that money to set up this business."

The miller swore he hadn’t, and he told them how he had given the piece of lead to his neighbor and how the fisherman had in return given him a fish with a very large diamond in its stomach. And he told them how he had sold the diamond.

"And that’s how I acquired this business and many other things I want to show you," he said. "But it’s time to eat. Let’s eat first then I’ll show you everything I have now."

The men agreed, but one of them still doubted the miller’s story. So they ate and then the miller had three horses saddled and they rode out to see his summer home. The cabin was on the other side of the river where the mountains were cool and beautiful. When they arrived the men admired the place very much. It was such a peaceful place that they rode all afternoon through the forest. During their ride they came upon a tall pine tree.

"What is that on top of the tree?" one of them asked.

"That’s the nest of a hawk," the miller replied.

"I have never seen one; I would like to take a closer look at it!"
"Of course," the miller said, and he ordered a servant to climb the tree and bring down the nest so his friend could see how it was built. When the hawk’s nest was on the ground they examined it carefully. They noticed that there was a cloth bag at the bottom of the nest. When the miller saw the bag he immediately knew that it was the very same bag he had lost to the hawk which fought him for the piece of meat years ago.

"You won’t believe me, friends, but this is the very same bag in which I put the first two hundred dollars you gave me," he told them.

"If it’s the same bag," the man who had doubted him said, "then the money you said the hawk took should be there."

"No doubt about that," the miller said. "Let’s see what we find."

The three of them examined the old, weatherbeaten bag. Although it was full of holes and crumbling, when they tore it apart they found the money intact. The two men remembered what the miller had told them and they agreed he was an honest and honorable man. Still, the man who had given him the money wasn’t satisfied. He wondered what had really happened to the second two hundred he had given the miller.

They spent the rest of the day riding in the mountains and returned very late to the house.

As they unsaddled their horses, the servant in charge of grooming and feeding the horses suddenly realized that he had no grain for them. He ran to the barn and checked, but there was no grain for the hungry horses. So he ran to the neighbor’s granary and there he was able to buy a large clay jar of bran. He carried the jar home and emptied the bran into a bucket to wet it before he fed it to the horses. When he got to the bottom of the jar he noticed a large lump which turned out to be a rag covered package. He examined it and felt something inside. He immediately went to give it to his master who had been eating dinner.

"Master," he said, "look at this package which I found in an earthenware jar of grain which I just bought from our neighbor!"

The three men carefully unraveled the cloth and found the other one hundred and ninety dollars which the miller had told them he had lost. That is how the miller proved to his friends that he was
su amigo el deseo que tenía de ver aquel nido más cerquita. Cuando el nido estaba abajo lo estuvieron examinando los tres hombres muy bien y entonces notaron que abajo del nido estaba como una blusa de lona. Cuando el molinero vio la blusa, de una vez reflexionó que era la lona que él traía puesta cuando el gavilán hambriento había peleado con él por el pedazo de carne, y no habiéndole podido quitar la carne, se había llevado la blusa entre las uñas.

"¿Qué no les parece, amigos, que esta es la blusa que tenía yo el día que me regalaron los primeros doscientos pesos?"

"Pues si es esta la misma blusa," dijo él, "que tenías cuando te regalamos el dinero, aquí han de estar los doscientos que tú nos reportaste que el gavilán se había robado con todo y blusa."

"Pues creo que no hay duda. Esta es mi blusa y vamos a examinar a ver qué es lo que hallamos."

Empezaron entre los tres amigos a examinar la blusa. Aunque la blusa tenía bastantes agujeros por estar apolillada, encontraron que el lugar donde había puesto el dinero no había sido afectado de ningún modo, y el dinero estaba perfectamente tal como él había reportado. Los dos hombres confesaron lo que el molinero les había dicho más antes y juzgaron que era un hombre honesto y honrado. Pero el hombre que le había hecho los presentes de dinero no quedaba muy satisfecho porque no había encontrado los otros ciento noventa que faltaban.

Pasaron el día muy contentos, paseándose, y ya se vinieron poco tarde a la casa. El hombre que atendía a los caballos no se había dado cuenta de que no había grano para los caballos cuando volvieran. Y en eso que llegaron, fue al comercio de ellos mismos y no encontró grano para darles a los caballos que habían llegado. Se fue a otro comercio que estaba inmediato y allí encontró que no había más que un tinaque de salvado. Trujo la tinaque de salvado y cuando llegó a la casa de su amo vació el salvado en otra cubeta para mojarlo y dárselo a los caballos. Al vaciar la tinaque notó que estaba un bulto algo grande como un empaque envuelto en unos trapos en el fondo de la tinaque. Lo

truly an honest man.

And they had to decide for themselves whether it had been luck or money which had made the miller a wealthy man!
cogió, lo examinó y vido que alguna cosa contenía. Hizo por quitárselo bien el salvado para que quedara limpio y fue a presentarlo a su amo que estaba cenando.

"Mi señor, mire qué bulto he encontrado dentro de una tinaja que he comprado al otro comerciante."

"¿Qué es lo que hablas de tinaja?"

"Sí," le dijo, "que he hallado este envoltorio dentro de una tinaja llena de salvado."

Lo tomaron y los tres hombres allí mismo curiosamente estuvieron desenvolviendo con muy buen cuidado los trapos y descubrieron que allí estaban los otros ciento noventa que el molinero les había dicho que había perdido. Y aquí acabó de probar el molinero a sus amigos que él había tratado siempre con la verdad y que él no estaba mintiéndoles.

Y se pusieron a reflejar si era el dinero o la suerte lo que le ayudó al molinero levantarse.
Numbered Heads Together Strategy

This strategy encourages students to share information so that all the students have a chance to accomplish the lesson's objectives. Students are grouped heterogeneously with 4-5 students per group with varied language acquisition and ability levels. Once they are in a group, they count off so every student has a number. In this assignment the students will try to identify the morals or lessons that are associated with the three folktales they have read. The group will reach a consensus on the moral for each story. The teacher will then spin a spinner and calls out a number from 1-4 or 1-5. The students in each group with that number will give their group's answer. In this activity all the students must know the answer, but only the student with the number that is called gives the answer.
Go to Your Corner and Co-operative Learning Strategies

These strategies are used to give students the opportunity to share their knowledge. They are also paraphrasing. Normally there are four corners in this activity, but for this particular activity we are only using three. The students have chosen which of the three morals or messages they feel is most important to them. Now they must go to the corner that is labeled with that message. Here they will discuss their feelings about this message with other students who have chosen this as the most important message or value. Together they will prepare for a class debate on which message or value is the most important. In this exercise the students are also doing co-operative learning. In this activity the students are divided into groups to produce a product, which in this case is the debate. Some of the language of the debate will also need to be taught before they begin the debate.
Rules for Debate

You are to wait to be called on.

You must not speak out of turn.

Each speaker will keep to a 2-minute time limit.

You must not interrupt other speakers.

You must stay on the topic.

You must have reasons to support your position.

You must be respectful of others' opinions. If you disagree, you should start your response with "I respectfully disagree..."
Morals and Messages We Find in Folktales- Lesson 6- Wisdom, Courage, and Honesty

**Summary Narrative:** What I did to make the content comprehensible.

The first thing I did in this lesson to make content comprehensible was to use three Spanish-American folktales that were written in both English and Spanish. I explained the content objectives for the lesson so the students would be invested in their reading and participation in discussions.

After the silent reading of the three folktales, I used the *numbered heads together* strategy so there could be co-operative learning with the opportunity for all students to participate and be prepared to answer the question about the message they found in each of the folktales. Levels 1-3 students had previously been given a list of messages found in folktales to help them identify which ones were in these stories.

Next students were asked to identify which message they felt was most important. They were then to *go to their corners* according to which message they chose. Here they worked with other students in the corner in *co-operative learning* to prepare for a debate between the different messages or values, with the help of a list of debate terms they should use.

Finally, students participated in a full-class debate defending their stance in their respective groups. At the conclusion of class we debated whether or not all the students had accomplished the lesson’s objectives.
Checklists
Morals and Messages We Find in Folktales - Grammar and Language Functions Checklist

Language Functions Checklist

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<tr>
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<th>Lesson</th>
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</tr>
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<td>Choose</td>
<td>1, 6</td>
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<tr>
<td>Name</td>
<td>1</td>
</tr>
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<td>1, 2</td>
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<tr>
<td>Predict</td>
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<td>Identify</td>
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<td>Recognize</td>
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<td>Compare/Contrast</td>
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<tr>
<td>Defend</td>
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<td>Discuss</td>
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<td>Persuade</td>
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<tr>
<td>Listen</td>
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Grammar Checklist

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<th>Grammar Functions</th>
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<th>Lesson 2</th>
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<td>IC. Model Instruction</td>
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<td>II. Make Text Comprehensible</td>
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<td>IIB. Develop Vocabulary</td>
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Original Lessons
Everyone Has a Tale

By Amanda Dibbern

Grades 6-8

Implementation Time
for Unit of Study: 3 weeks
Everyone Has a Tale

Unit Concepts

- Characteristics of folktales
- Folktales from the Spanish-American tradition
- Comparing folktales from diverse cultures
- Creating folktales
- Dramatizing folktales

Standards

Reading and Writing
- Students read and understand a variety of materials. (RW1)
- Students write and speak for a variety of audiences. (RW2)
- Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)
- Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)
- Students read and recognize literature as a record of human experience. (RW6)

Introduction

All cultures have traditional folktales or legends. These stories have been passed on from generation to generation. Historically, the stories were shared orally. Orally means people told each other these stories—they didn’t read them in a book. For hundreds of years stories have been told and retold in this manner.

This practice is a part of the education that parents and children share with one another. Folktales are not only interesting stories, they commonly have a message or lesson for the listener. Even stories told for the sake of entertainment have cultural undertones that shape the views of the listener.

Folktales are common in our culture. Many of us are familiar with “Cinderella” and “Beauty and the Beast”; even “The Little Mermaid” is a well-known story. These stories originated in Europe. In this unit we may refer to those stories, but we are going to explore Spanish-American folktales.

We will be comparing Spanish-American folktales to folktales from other cultures. We’ll find out that many are very similar. We’re also going to write our own folktales and act them out.
Implementation Guidelines

It is recommended that this unit be taught in a sixth grade language arts class, but it can be adapted for use up to eighth grade. Although the purpose of this unit is not specifically to enhance reading and writing skills, reading and writing strategies are included to strengthen these skills.

Instructional Materials and Resources

The following books and resources are required for implementing this unit as written.

*Spanish-American Folk Tales* by Teresa Pijoan de Van Etten  
*A Gathering of Flowers*, edited by Joyce Carol Thomas  
*Cuentos: Tales from the Hispanic Southwest* by Jose Griego y Maestas and Rudolfo A. Anaya  
*Elements of Literature: Introductory Course*, published by Holt, Rinehart and Winston

The following books and resources are recommended for further reference.  
*The Myths of Mexico and Peru* by Lewis Spence  
*The Old Wives' Fairy Tale Book*, edited by Angela Carter

Lesson Summary

Lesson 1  What Is a Folktale?  
Discusses folktales and literary terminology.

Lesson 2  Fortune Has Smiled upon Me  
Fortune and the cultural expectation of sharing.

Lesson 3  Reminds Me of a Humorous Story  
Elements of humor in folktales.

Lesson 4  Bruja  
The supernatural, wisdom, and honesty: the power of a bruja.

Lesson 5  Amor  
Comparing a folktale to a short story; how love transcends cultures.

Lesson 6  Wisdom, Courage, and Honesty  
Hispanic cultural beliefs: honesty is rewarded, wisdom is rare and valuable, and children should care for their parents.

Lesson 7  Folktales from Diverse Cultures  
Dialect and an African-American folktale.

Lesson 8 (Extended)  Look Ma, No Script  
Dramatizing folktales.
Lesson 1: What Is a Folktale?

What will the students be learning?

STANDARD(S)
Students read and understand a variety of materials. (RW1)
Students read and recognize literature as a record of human experience. (RW6)

BENCHMARK(S)
Students will use information from their reading to increase vocabulary and language usage.
Students will know and use literary terminology.

OBJECTIVE(S)
The students will understand folktales and their origins.
The students will recognize a link between folktales and the history of their ancestors.
The students will identify vocabulary words related to folktales and elements of folktales.

What will be done to help the student learn this?

PRELIMINARY LESSON PREPARATION
Review the Folktales Information Sheet. Use as basis for discussion of folktales and folktale vocabulary.

INSTRUCTIONAL STRATEGIES
Defining
Paraphrasing
Note taking
Discussion

ACTIVITIES
Discuss what you already know about folktales, giving examples of folktales with which you are familiar. Then take notes on the Folktales worksheet, while your teacher discusses folktales and folktale vocabulary. Finally, fill out the Literary Terms worksheet.

VOCABULARY

culture  Traditions and beliefs that are common to an identifiable social group or race
folktale  Entertaining story in oral or written form that has a message or moral for its audience; many folktales are adopted by and adapted to different cultures
tradition Practice or celebration that occurs on a regular basis in a family or cultural setting
cultural more Belief that is implied in a culture through actions, not specifically taught verbally
hyperbole Term used to describe a statement or story that is exaggerated
Lesson 1 (cont.)

dialect: Refers to the way people talk. Usually dialects are influenced by where people live.
oraity: Delivered verbally as opposed to in written form.
point of view: Whose version of a story we are told.

RESOURCES/MATERIALS
Folktales worksheet
Literary Terms worksheet
Folktales Information Sheet

ASSESSMENT
Assessment of completeness and accuracy of Folktales worksheet.
Folktales Information Sheet

What is a folktale?
An entertaining story in oral or written form that has a message or moral for its audience. Many folktales are adopted and adapted across different cultures.

What is culture?
The traditions and beliefs that are common to an identifiable social group or race.

What is a tradition?
A practice or celebration that occurs on a regular basis in a family or cultural setting.

What is hyperbole?
Hyperbole is a term used to describe a statement or story that is exaggerated. Usually there is an element of truth in the statement or story, and only part of it is exaggerated. For example: It is so hot outside you could fry an egg on the sidewalk! It may really be hot outside, but not hot enough to fry an egg on the sidewalk.

What is a dialect? Dialect refers to the way people talk. Usually dialects are influenced by where people live. Dialect is not an accent; it refers to having a different word for a common item—like a couch.

sofa = divan
front room = living room
lunch = dinner
dinner = supper

What is point of view?
Stories are usually told from the main character’s point of view. That means we get their version of the story. For example, if you and your brother or sister were wrestling and broke your mom’s favorite lamp, you might tell different stories about how it happened. That doesn’t mean that either of you is wrong, it means you see things differently.
Folktales

What is a folktale?

What folktales have you heard before?

What is culture?

What are traditions?

Can you give an example of a tradition in your culture?

What does the term “oral tradition” mean?

Give an example of an oral tradition.
Literary Terms

These are some terms you will run into as we read folktales.

Hyperbole

Hyperbole is a term used to describe a statement or story that is exaggerated. Usually there is an element of truth in the statement or story, and only part of it is exaggerated. For example: It is so hot outside you could fry an egg on the sidewalk! It may really be hot outside, but not hot enough to fry an egg on the sidewalk.

Now, you make up a statement the stretches the truth:

__________________________

__________________________

__________________________

__________________________

__________________________

Dialect

Dialect refers to the way people talk. Usually dialects are influenced by where people live. Dialect is not an accent, it refers to having a different word for a common item—like a couch.

Sofa = divan
Front room = living room
Lunch = dinner
Dinner = supper

Give an example of dialect you have heard:

__________________________

__________________________

__________________________

Point of View

Stories are usually told from the main character's point of view. That means we get their version of the story. For example, if you and your brother or sister were wrestling and broke your mom's favorite lamp, you might tell different stories about how it happened. That doesn't mean either of you is wrong, it means you see things differently.

Who tells the story of “The Three Little Pigs”?

__________________________

How might the story change if the wolf were telling the story?
Lesson 2: Fortune Has Smiled upon Me

What will the students be learning?

**STANDARD(S)**
Students read and understand a variety of materials. (RW1)
Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)
Students read and recognize literature as a record of human experience. (RW6)

**BENCHMARK(S)**
Students will use comprehension strategies.
Students will make connections between prior knowledge and what they need to know about a topic before reading about it.
Students will use information from their reading to increase vocabulary and language usage.
Students will use correct sentence structure in writing.
Students will demonstrate correct punctuation, capitalization, and spelling.
Students will read literature to investigate common issues and interests in relations to self and others.

**OBJECTIVE(S)**
The students will read and understand Spanish-American folktales.
The students will be able to identify the cultural themes of fortune, hope, and sharing.
The students will use information from the stories to complete the worksheet.

**SPECIFICS**
This lesson focuses on four folktales that express the Hispanic cultural belief that fortune is to be shared. In “The Dead One Fell” the character is told that if he does not share his new found fortune with his family and village he will lose it. In “Leticia’s Turtle” the mother’s blatant refusal to include the indigent old lady results in the loss of a wonderful meal for her family. In “Christmas Story of the Golden Cockroach” the message about sharing is implied.

What will be done to help the student learn this?

**INSTRUCTIONAL STRATEGIES**
Independent reading
Questioning
Summarizing
Free writing
Collaborative learning
Lesson 2 (cont.)

ACTIVITIES
The teacher writes on the chalkboard or overhead: “If I won the lottery I would....” Write for five or ten minutes and then share your writing.

Read the story “The Dead One Fell” from Spanish American Folk Tales by Teresa Pijoan de Van Etten. When finished, one student should summarize the story in his or her own words. Compare your writing to the story. Discuss how many students said they would share their newfound fortune and how many may have changed their minds after reading the story. Ask the question, “What is to be gained by sharing?”

Next read the story “Leticia’s Turtle” from Spanish American Folk Tales by Teresa Pijoan de Van Etten. After reading and discussing “Leticia’s Turtle,” free write about what fortune you possess (family, friends, etc.).

Discuss ideas of fortune and shared wealth. Read the short story “Christmas Story of the Golden Cockroach” from A Gathering of Flowers, edited by Joyce Carol Thomas. In groups of 3-4, complete the Comparing the Tales worksheet.

VOCABULARY
fortune  Luck, chance, the good or bad that happens to people
appreciation  To find value
wealth  Riches, abundance
community  A society of people, people living in the same area

RESOURCES/MATERIALS
Spanish-American Folk Tales by Teresa Pijoan de Van Etten
A Gathering of Flowers, edited by Joyce Carol Thomas
Comparing the Tales worksheet

ASSESSMENT
Assess completeness and accuracy of the Comparing the Tales worksheet. Except for the comparison chart, complete sentences should be used.
Comparing the Tales

Using the chart below tell how the tales are similar and different.

<table>
<thead>
<tr>
<th></th>
<th>Leticia's Turtle</th>
<th>The Dead One Fell</th>
<th>Golden Cockroach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Characters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ending</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comparing the Tales (cont.)

How is the story realistic?

Letitia's Turtle

The Dead One Fell

Golden Cockroach

How is the story unrealistic?

Letitia's Turtle

The Dead One Fell

Golden Cockroach

How many people in your group would risk the thousands of cockroaches just to breed the golden cockroach? _______

Why? ____________________________________________________________

______________________________________________________________

Why not? _________________________________________________________

______________________________________________________________
Comparing the Tales (cont.)

Answer this question on your own:

Does this story express the idea that fortune must be shared in order to be kept? Explain.
Lesson 3: That Reminds Me of a Humorous Story

What will the students be learning?

**STANDARD(S)**
Students read and recognize literature as a record of human experience. (RW6)

**BENCHMARK(S)**
Students will know and use literary terminology.

**OBJECTIVE(S)**
The students will recognize humor and irony in the stories.
The students will further recognize the coyote's attempt to improve the lives of the town folk.

**SPECIFICS**
This lesson explores elements of humor. The authors of these stories have used unexpected and ironic endings. In “The Leaf Monster,” the author paints a humorous picture by covering the coyote in honey, dirt, and leaves. In “The Mare,” the author uses an unexpected humorous ending. In “The Prayer,” the author sets up an ironic twist in which the Father cannot warn his parishoner of the blessing befalling him—or he will be found out. Once the students can identify these humorous events/elements in the first three stories, they should be able to identify the same elements in “Chicoria” and “The Headstrong Woman.”

What will be done to help the student learn this?

**INSTRUCTIONAL STRATEGIES**
Discussion/think aloud
Independent reading
Group reading
Collaborative learning
Determining importance in text

**ACTIVITIES**
As a class, define humor. Share humorous stories and try to identify what makes them funny. Read the stories “The Leaf Monster,” “The Mare,” and “The Prayer.” Complete the Oh, Those Funny Folktales worksheet. In groups, read the stories “Chicoria” and “The Headstrong Woman.” Identify the elements of humor in each story.

**VOCABULARY**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>solution</td>
<td>Answer to a problem</td>
</tr>
<tr>
<td>frustration</td>
<td>Feeling of being stuck, not able to proceed</td>
</tr>
<tr>
<td>monastery</td>
<td>House for monks</td>
</tr>
<tr>
<td>mesa</td>
<td>Flat-topped mountain</td>
</tr>
<tr>
<td>distressed</td>
<td>Affected by misfortune</td>
</tr>
<tr>
<td>humiliating</td>
<td>To humble or mortify</td>
</tr>
<tr>
<td>frenzied</td>
<td>Agitation of the mind</td>
</tr>
</tbody>
</table>
Lesson 3 (cont.)

RESOURCES/MATERIALS
Spanish American Folk Tales by Teresa Pijoan de Van Etten
Cuentos: Tales from the Hispanic Southwest by Jose Griego y Maestas and Rudolfo A. Anaya
Oh, Those Funny Folktales worksheet

ASSESSMENT
Assess worksheet for complete and accurate answers, use of formal language and grammar, and identification of the elements of humor.
Oh, Those Funny Folktales

The Leaf Monster
1. What surprised you about this tale? 

2. Did you think this tale was funny? Explain your answer. 

3. What is the moral or message in this story? 

4. Why did the coyote roll around in the dirt and leaves? 

5. Why did the coyote run around causing such mischief? 

The Mare
6. What surprised you about this tale? 

Goals 2000 Partnership for Educating Colorado Students
Oh, Those Funny Folktales (cont.)

7. Did you think this tale was funny? Explain your answer. 

8. What is the moral or message in this story? 

9. Why did the farmer use the mare? 

10. Why was it funny that the farmer said “Thanks be to God” on the edge of the cliff? 

The Prayer

11. What surprised you about this tale? 

12. Did you think this tale was funny? Explain your answer. 

Goals 2000 Partnership for Educating Colorado Students
Oh, Those Funny Folktales (cont.)

13. Why did the man visit the church every morning? ________________________

14. How does the author let the audience know what will happen? __________

15. Why couldn’t the priest tell the man to watch out? ______________________

16. Which of these stories did you like best? _______________________________
    Why? ____________________________________________________________

Define the following words and use them correctly in a sentence.

Solution ____________________________________________________________

Frustration __________________________________________________________
Oh, Those Funny Folktales (cont.)

Monastery

Mesa

Distressed

Humiliating

Frenzied
Lesson 4: Bruja

What will the students be learning?

STANDARD(S)
Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)
Students read and recognize literature as a record of human experience. (RW6)

BENCHMARK(S)
Students will use information from their reading to increase vocabulary and language usage.
Students will use correct sentence structure in writing.
Students will demonstrate correct punctuation, capitalization, and spelling.
Students will read literature to investigate common issues and interests in relations to self and others.

OBJECTIVE(S)
The students will interpret the message of the story and apply it to their writing.
The students will identify how the message of the story relates to other cultures.
The students will identify symbolism in the story and interpret the meaning.
The students will demonstrate their understanding of the vocabulary and the stories in their own writing by utilizing the ideas of the supernatural, superstitions, and symbols.

SPECIFICS
This lesson focuses on the supernatural, superstitions, and symbols. All of the stories describe a supernatural event. Through these events, the folktales drive home the values of wisdom and honesty.

Two stories feature a bruja (witch). They have an owl as a symbol. An owl is usually a symbol of wisdom and of seeing (the future/far off) because of their keen eyesight. An owl is also a fierce opponent. Both of these attributes cause a fear of the bruja—especially if she can change into an owl. The final story has the most sophisticated message. The story teaches not only wisdom, but respect for others.

What will be done to help the student learn this?

INSTRUCTIONAL STRATEGIES
Shared reading
Discussion
Prediction
Independent reading
Character analysis
Writing
Lesson 4 (cont.)

ACTIVITIES
Read the story “The Mule.” After reading about the mule and Pedro switching places, stop reading and predict what will happen in the story. After you have completed the story, brainstorm as a group the advantages and disadvantages of switching places with someone or something. The teacher will record your answers on the chalkboard. Why do you think the idea of switching has fascinated people in many different cultures? Numerous movies have been made about this kind of supernatural swap (Freaky Friday and Vice Versa, for example). Brainstorm other examples of this kind of story.

Next, read “Owl Wishes.” This story still fits into the supernatural genre, but in a different category. Then read “The Dance of the Owls.” As a class or in groups, compare the owls in each story. Was the Bruja the owl that awoke the woman? What is the significance of the owls? What do they symbolize? How does bold honesty serve each of the main characters?

Lastly, read “The Man Who Knew the Language of All Animals.” Write about possessing the gift of talking to the animals. Give examples of the pros and cons of such a gift.

VOCABULARY

- supernatural: Something that is above nature, miraculous
- superstition: A belief held without reason (logic or proof)
- symbol: Something that represents something else (example: the American flag is a symbol of freedom)

RESOURCES/MATERIALS
Spanish-American Folk Tales by Teresa Pijoan de Van Etten
Cuentos Tales from the Hispanic Southwest by Jose Grego y Maestas and Rudolfo A. Anaya

ASSESSMENT
Assess participation in discussion and character analysis. Writing assignment should exhibit comprehension of stories, accurate use of vocabulary, and the elements of supernatural stories (miraculous events, symbolism).
Lesson 5: Amor

What will the students be learning?

STANDARD(S)
Students read and understand a variety of materials. (RW1)
Students read and recognize literature as a record of human experience. (RW6)

BENCHMARK(S)
Students will use comprehension strategies.
Students will read literature to investigate common issues and interests in relations to self and others.

OBJECTIVE(S)
The student will identify the moral of the story and compare to a short story.
The students will recognize that love and our insecurities of appearance transcend cultural boundaries.

SPECIFICS
In these stories, the authors have shared their experiences of love and "first love" and have offered a record of the human experience as being pretty much the same. We all get sweaty palms when we talk to the neat girl or boy.

What will be done to help the student learn this?

INSTRUCTIONAL STRATEGIES
Independent reading
Discussion
Comparison/contrast

ACTIVITIES
Independently read "Fabiano and Reyes" in Cuentos: Tales from the Hispanic Southwest by Jose Griego y Maestas and Rudolfo A. Anaya, and "First Love" in A Gathering of Flowers, edited by Joyce Carol Thomas. Brainstorm possible messages in the stories. Compare the realism of the stories—one is more of a fairy tale and the other is more of a memoir. Complete the I Love Pizza worksheet.

RESOURCES/MATERIALS
Cuentos: Tales from the Hispanic Southwest by Jose Griego y Maestas and Rudolfo A. Anaya
A Gathering of Flowers, edited by Joyce Carol Thomas
I Love Pizza worksheet

ASSESSMENT
Assess worksheet for accuracy and completeness.
I Love Pizza

Using these slices of pizza, compare and contrast the two stories.
Write everything that was similar on the cheese and the crust; write everything that was different on the pepperoni and the mushrooms.
Lesson 6: Wisdom, Courage, and Honesty

What will the students be learning?

STANDARD(S)
Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

BENCHMARK(S)
Students will make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing.
Students will recognize, express, and defend points of view orally and in writing.

OBJECTIVE(S)
The student will independently identify messages in folktales.
The students will choose a story and defend the value presented in the tale as the most important in life.

SPECIFICS
These tales represent the Hispanic cultural belief that honesty is rewarded, wisdom is rare and valuable, and the expectation that children should care for their parents.

What will be done to help the student learn this?

INSTRUCTIONAL STRATEGIES
Independent reading
Analyzing
Determining importance in the text
Defending a point of view

ACTIVITIES
Read “The Force of Luck,” “Words of Wisdom,” and “The Boy and His Grandfather” from Cuentos: Tales from the Hispanic Southwest by Jose Griego y Maestas and Rudolfo A. Anaya. In groups of 3-4, discuss the stories and identify the cultural values expressed in each story. Individually, write about which of the three values highlighted in these stories you think is the most important. Divide into three groups, one defending the importance of each value. Discuss your position with the others in your group, then have a debate between the groups.

RESOURCES/MATERIALS
Cuentos: Tales from the Hispanic Southwest by Jose Griego y Maestas and Rudolfo A. Anaya

ASSESSMENT
Assess writing and participation in the debate.
Lesson 7: Folktales from Diverse Cultures

What will the students be learning?

STANDARD(S)
Students read and recognize literature as a record of human experience. (RW6)

BENCHMARK(S)
Students will read literature to investigate common issues and interests in relations to self and others.
Students will read literature that reflects the uniqueness, diversity, and integrity of the American experience.

OBJECTIVE(S)
The students will identify folktale characteristics in tales from diverse cultures.
The students will compare and contrast these tales and their characteristics with the Spanish-American tales.

What will be done to help the student learn this?

INSTRUCTIONAL STRATEGIES
Independent reading
Discussion
Creative writing

ACTIVITIES
Discuss the use of dialect (refer back to the Folktale Information Sheet in Lesson 1). Identify your own dialect. Consider what the story would have been like if it had been written without dialect. Would it be as effective? Write a tale about how the armadillo got its armor, using your own dialect.

VOCABULARY

dialect Having different words for common items than the words used in the standard form of a language

RESOURCES/MATERIALS
Elements of Literature: Introductory Course, published by Holt, Rinehart and Winston
Folktale Information Sheet (Lesson 1)
What’choo Talkin’ ’Bout? worksheet

ASSESSMENT
Assess worksheet for completeness, accuracy, and creativity.
What'choo Talkin' 'Bout?

In the tale "How the Snake Got Its Poison," the writer used a cultural dialect to give the story flavor, or authenticity. The dialect made the story more interesting.

Give three examples of the dialect from the story.

1. 

2. 

3. 

Explain the meaning of each phrase or word.

1. 

2. 

3. 

4. 

5. 

6.
What‘choo Talkin’ ‘Bout? (cont.)

What dialect do you use daily with your friends?


With your family?


Would this story have been as interesting if it were told in formal English? Why or why not?


On the back of this paper, write a short tale about “How the Armadillo Got Its Armor.”
Lesson 8 (Extended): Look Ma, No Script

What will the students be learning?

STANDARD(S)
Students write and speak for a variety of audiences. (RW2)

BENCHMARK(S)
Students will write and speak to peers, teachers, and the community
Students will prepare written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration.

OBJECTIVE(S)
Students will determine what storyline is most appropriate for a skit.
Students will write or rewrite a story in order to create a skit using appropriate strategies.
Students will present this skit to an audience of their peers and teacher.

What will be done to help the student learn this?

INSTRUCTIONAL STRATEGIES
Independent production
Cooperative reading
Cooperative learning

ACTIVITIES
In groups of 4–5, read one another's tales. Once you are familiar with all the stories, select a story to adapt for a short presentation. Create and present to the class a short skit based on the selected story.

RESOURCES/MATERIALS
props for skits

ASSESSMENT
Have the groups do a self-evaluation and then evaluate the performances of the other groups. Ask questions such as: Did the action fit the story? Did you understand what was going on in the story? Did the group work together or did they argue about the skit, including when presenting it to the rest of the class?
Unit Assessment

How will students demonstrate proficiency?

PERFORMANCE TASK
The teacher will review the types of folktales studied and the basic building blocks of a folktale. Choose a type of tale you enjoyed (humorous, clever, magical, etc.) and create your own folktale based on that type. Plan the story and outline as necessary. Create a rough draft that can be proofread and evaluated by peers. Publish the folktales in a class book.

Building Blocks of a Folktale
1. Message (Honesty, sharing, get home before dark, etc.)
2. Characters
3. Setting
4. Plot
5. Grammar and mechanics

SCORING RUBRIC
Type of Folktale
4. The story clearly and specifically follows the structure of a humorous, clever, mystical, or fortune tale. The tale is identifiable.
3. The story has characteristics of one type of folktale.
2. The story has characteristics of more than one type of tale and is ambiguous.
1. The story has no characteristics of any of the folktales.

A Message
4. The message is clear and identifiable.
3. The message is implied.
2. The message is ambiguous.
1. The story has no message.

Characters
4. The story has clear, identifiable characters that are pertinent to the plot.
3. The story has identifiable characters that are not developed or unnecessary.
2. The story has undeveloped characters that help the story.
1. The story has unnecessary and one-dimensional characters.

Setting
4. The story has a well-developed setting the reader does not have to create.
3. The story has some setting but it is implied.
2. The story has marginal setting development.
1. The story has no setting.
Unit Assessment (cont.)

Plot
4. The story has an identifiable plot that carries the message.
3. The story has some plot that helps send the message.
2. The story has a plot, but it is not related to the message.
1. The story has no plot.

Grammar and Mechanics
4. The errors are few and infrequent.
3. The errors are more frequent.
2. The errors do not inhibit the reader, but make the story choppy.
1. The errors inhibit the reader.
Bibliography

   Grades 9–12. A collection of stories from around the world. Includes illustrations.

   Grades 6–8. Literature text for 6th grade language arts.


   Teacher sourcebook for 6th grade language arts. Includes activities.

   Teacher sourcebook for 6th grade language arts. Includes activities.


   Grade 6 social studies text.

About the Author

Amanda Dibbern is a Colorado native. She was born and raised in Denver. She attended the Denver Public Schools and graduated from Abraham Lincoln High School. She attended the University of Denver and Metropolitan State College of Denver. She graduated from Metro with a B.A. in English and Technical Communications. After exploring advertising, art, film, and writing, she settled on teaching. Teaching had been her direction from the time she was a teenager, but she stopped to try a few other ideas along the way.

Amanda spent three years as an adult instructor in the corporate world prior to teaching in the Denver Public Schools. She has always felt the need for a higher goal in her work. She felt that making sure employees had all the knowledge and tools for their job was an important goal, but preparing young minds for life is an even more important vocation. That was also the draw for Alma de la Raza. This project gave Amanda an opportunity to find a way to reach more kids in her classes, help them find themselves in their studies, and find a reason to succeed.