

LESSON 15: LITERARY TELLERS

MATERIALS

- Parent Letter (one per student)
- How to Plan a Storytelling Program checklist (teacher copy)
- Master Writer Checklist (one per student)
- Folktale Writing Rubric (teacher copies)
- Word Wall cards (**salon, society, workshop**)
- Folklorist Journals

OBJECTIVES:



Storytellers deliver tales with specific audiences in mind and choose their words accordingly.

Some folklorists are not retellers, but are literary tellers who create brand new tales.

Students will be able to:

- apply knowledge of language structures, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genres to create, critique, and discuss print and non-print texts.
- employ a wide range of strategies as they write to communicate with different audiences for a variety of purposes.



Key Terms:

- salon
- society
- workshop

SEQUENCE:

WARM-UP: Questions for the Guest Speaker

Explain that for the last part of the unit, the students will be literary tellers, like Hans Christian Andersen or a French salon writer. Explain that today they are going to hear from one literary teller who will be a class guest. Encourage students to listen closely to the speaker's literary voice, or the structure, the kinds of sentences, the stories, the words, and the descriptions he or she uses while storytelling.

TEACHER NOTES:



WRITING

Ask students to take out their Folklorist Journals and think about some questions they may have for the literary teller. Guide the students in this activity by posing the following questions as writing prompts:

- *Why do you like telling stories?*
- *What methods do you use for writing?*
- *Do you use any formulas or patterns when you write stories?*
- *Where do you get your story inspiration?*
- *How did you develop your literary voice?*

Encourage students to come up with at least three questions each.

READ ALOUD: Guest Speaker



CLASS

Arrange for a local storyteller or author to come to class to give a reading. This author can read selections from their personal anthologies or published work. After the reading, allow time for students to ask the guest the questions they

prepared from their Folklorist Journals.

Before the speaker arrives, again review the rules for being a good, respectful audience that were addressed in Lesson 12.

Once the speaker is gone, hold a whole-class debriefing in which the teacher discusses what the students learned from the speaker, things they noticed, and the answers to their questions.



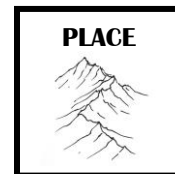
TIP

The teacher will probably want to approve questions before the speaker arrives to make sure they are appropriate.






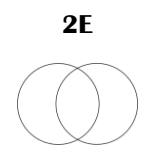


TIP

If a guest speaker is not available to physically come to the class, explore the possibility of conducting a podcast, holding a Skype session, or even finding a videotape of a storyteller. A good resource for storytellers online is <http://www.ket.org/itvvideos/offering/reading/tellingtales.htm>



PLACE

If possible, invite a storyteller from the community, or someone who is familiar with and/or writes local lore from the community, to speak to the class. If possible, request that the speaker provide some stories and folklore from the area where the students live in order to celebrate the backgrounds, the traditions, and the

	<p>people living in the area that the students live in to give them a sense of pride and belonging.</p>
<p>PERFORMANCE ASSESSMENT: Writing a Tale</p> <div data-bbox="186 367 373 577">  <p>WRITING</p> </div> <p>Ask students to take out their prewriting notes from yesterday. Encourage students to think about all of the elements of folktales and/or fairytales that have been discussed. Ask students to ensure that their story includes descriptions of characters, setting, and plot. Provide ample class time for students to finish writing their tale. Give students the <u>Master Writer Checklist</u> to use as a reference to assess their writing, and remind students to try their best. If time permits, allow students to share their tales with the class, and then collect the writing to assess. Use the <u>Folktale Writing Rubric</u> to assess these.</p> <p>EARLY FINISHERS:</p> <div data-bbox="186 955 373 1155">  <p>ANCHOR</p> </div> <p>Encourage students to use the allotted time to write. If they finish early, they should revise and edit their draft.</p> <p>Encourage students to refer to the word webs from Lesson 14 if they are having difficulty thinking of descriptive language or adjectives.</p>	<div data-bbox="1161 304 1323 483">  <p>TIP</p> </div> <p>Encourage students to edit their drafts using the CUPS acronym:</p> <p style="text-align: center;"> Capital Letters Understanding Punctuation Spelling </p> <p>Students can simply write the acronym at the top of their page and reread their story for each letter, checking for that element during each reread and crossing off each letter after every reread.</p> <div data-bbox="1153 1029 1323 1207">  <p>2E</p> </div> <p>For students with disabilities affecting written expression, be sure to work with special education specialists to provide required accommodations and modifications for students in order to maximize student success in this writing activity.</p>
<p>PREVIEW NEXT LESSONS: Review Parent Letter</p> <div data-bbox="178 1512 365 1732">  <p>CLASS</p> </div> <p>Distribute the <u>Parent Letter</u> for the students to take home. Explain that students should discuss the projects with their parents to help them decide which option they should select to accomplish over the next few lessons, and which profession would be the best fit.</p> <p>Read the letter to the students and remind them that during this project, their folklore writing drafts must be left at the school and turned in so that the teacher can see their personal</p>	<div data-bbox="1161 1470 1323 1648">  <p>TIP</p> </div> <p>Depending on the time of year and your school, you may invite different groups to the Folklore Festival (e.g., pre-K or kindergarten classes, other classes in the school, classes from neighboring schools, parents, and principals). The teacher should pre-</p>

writing progress. However, students are encouraged to brainstorm ideas with their family at home and bring those ideas to class to add to their draft.

Review students' professional options for the following lessons and encourage students to begin thinking about which profession they would like to be in. Review the terms **salon**, **society**, and **workshop** and add those cards to the Word Wall. Each profession will meet with other professionals in order to form a group of collaborators:

- **Folklorist Society:** Folklorists will form a society, like the original one formed in the mid-1800s. In the society, scholars discuss the importance of folklore and will work on the logistics of the Folklore Festival.
- **Literary Teller Salon:** Writers will meet in a "salon" like the French fairytale writers of the 1700s. When writers gather, they discuss each of the pieces they are working on and get feedback from other writers to revise their work.
- **Storyteller Workshop:** Storytellers meet at workshops where they practice their craft and learn new techniques by performing their tales for an audience.

Begin pre-planning for the Folklore Festival with students. Display and discuss the How to Plan a Storytelling Program checklist. Discuss each aspect of the Folklore Festival and invite one student to serve as a scribe to write down the ideas that are decided upon for each section.

plan these logistics earlier than the week before to ensure they have an appropriate location for the number of people expected (e.g., auditorium, library) and to coordinate with other teachers' schedules.

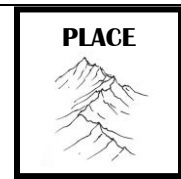


CLOSE: Audience of One

Read aloud the Jane Yolen quote:

*“And the clerk is the **literary teller**, writing down stories that suit the needs of an audience of one, the self.”*

Reinforce the idea that today's activity had students acting as tellers, writing for themselves. Although many of their tales will be read by an audience, these stories should be written for an audience of one: the student. Ask the students to consider: *Why are you writing this particular story? Why is this story important to you? How can you tell the story so that others can appreciate your voice and hear what you have to say?*



If students are writing folklore about where they live, encourage them to think about writing for an audience of one. What stories in the community need to be told? What stories should not be forgotten but continue to be passed down through generations or written down? What do they want their stories to reflect about the area they live in?