

LESSON 10: DELIVERING STORIES

MATERIALS:

- Jane Yolen Blind Beggar Quote (teacher copy)
- Read aloud: *Little Red Cap* (teacher copy)
- Jokes or ghost stories for students to tell (collected ahead of time by teacher)
- Word Wall card (delivery)
- Folkloristics Concept Map (optional)
- Folklorist Journals

OBJECTIVES:



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

Students will be able to:

- develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.



Key Terms:

- delivery

Suggested Story Vocabulary:

- appeased

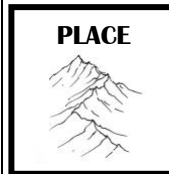
SEQUENCE

ACTIVITY: Share Culture Topic Bags



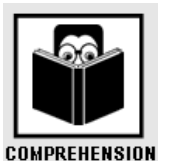
Begin by asking students to present the Culture Topic Bags they created in the last lesson. Students will give the class clues while the class tries to guess what country the storyteller is from. Remind students to show a clue that is least obvious **FIRST**, so that the other students have to use their best detective skills.

TEACHER NOTES



Ask students to consider: *If you were a storyteller and someone made a topic bag about you, what would be inside of your bag? What objects from where you live would be inside? What would be the really easy clues to help people identify your location? What would be the harder clues?*

WORD WORK: Context Clues



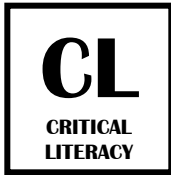
Display and read the Jane Yolen Blind Beggar Quote aloud:

“The blind beggar sings for his supper



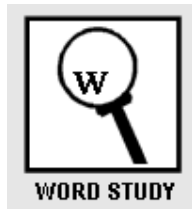
Students are not reading this quote for mastery. Ultimately, the premise of the sections on storytellers (and retellers) is based on

and so is constrained to change his story to suit the listening audience, the better to be paid for his tales. The nurserymaid changes stories to suit what she assumes are the appetites and moral needs of her young charges ... ”



Tell the students: *This is a quote that has a deep meaning. Let’s look closely to see what the author is trying to convey. Let’s break down the first sentence. Is there a word we don’t know (i.e., constrained)?*

*“The blind beggar sings for his supper and so [is constrained to] **change his story** to suit the listening audience, the better to be paid for his tales.”*



Explain: *We can first look at the word constrained for word parts that may give us a clue as to its meaning.*

Underline the prefix “con-.” Ask the students if they know any words that begin this way (i.e., conceal, constrict, contain, etc.). Explain that all of these words have to do with containing or restraining something. Therefore, the audience is restricting the beggar’s tales. He has to tell the tales in a certain way so that the audience will like them and give him something in return (i.e., singing for his supper).

Explain: *We can try to understand the meaning of an unknown word by looking at the words before and after for context clues. “So” is a signal word that something will happen “as a result” of something.*

“The beggar sings for his supper [as a result] ... change[s] his story to suit the listening audience.”

Ask if someone can put the quote in his or her own words, or explain what it means.

WORD WORK: Multiple-Meaning/Compound Words

Read: *“The nurserymaid changes stories to suit what she assumes are the appetites and moral needs of her young charges.”*

this quote. Teachers can model comprehension strategies using this difficult passage.

Empathy: Discuss with students that the word “beggar” is an old-fashioned word that they may see in folktales. Ask how they feel about beggars.



Children may need an explanation for the phrase “sings for his supper.” This is a proverbial phrase from the 17th century that was also recorded in Mother Goose nursery rhymes. It means that you earn something in exchange for a service. In this case, the beggar is doing something (telling tales) to earn his supper (money or food).



Historically, a nurserymaid was a servant charged with caring for the children of the house. The children she



WORD STUDY

Ask: *What is a “nurserymaid?” Can we break the compound word into two smaller words to look for clues?* Have children make educated guesses about the job of a nursery/maid based on these two words and their meanings.

Ask students for the meaning of the word “appetite”: *Do you think the nursemaid is changing stories because the children are hungry?*



BIG IDEA

Explain that words can have multiple meanings. Ask students: *What could someone be hungry for besides food? What are the children hungry for in this poem?* (Stories)

Ask if someone can put the quote in his or her own words, or explain what it means. *What do both the blind beggar and the nurserymaid have in common?* (They both alter their stories for their audiences.)

cared for were called charges, because she was in charge of them.

READ ALOUD: *Little Red Cap* (Fairytale)



CLASS

Invite students to find a comfortable place for listening. Encourage students to think about how you read the story: *Besides the story, what do you notice about how I read the story? How do I keep the story interesting and*

engaging?

Read *Little Red Cap*, which students will probably recognize as a version of *Little Red Riding Hood*.

Ask the students to point out things the teacher did while reading to keep them interested in the story (i.e., used expression, changed tone, changed volume, etc.). Explain that the way you tell a story is called your **delivery**.

Ask students to name some things that can be delivered (Possible responses: pizzas, flowers, letters, packages, birthday cards, bad news, babies, jokes). Point out that stories can also be delivered to an audience. Add this word to the Word Wall.



TIP

If time allows, show this trailer for the movie *Hoodwinked!* (2005).

<https://www.youtube.com/watch?v=WGv6Rgp72k>

It is a version of *Little Red Riding Hood* that calls into question who really is the victim and who is the villain in the famous tale. Students can think about how the same story can be very different from another character’s point of view!

ACTIVITY: Telling Jokes/Ghost Stories

Model a joke that is badly told (i.e., forget words, restart, talk too fast, etc.). Tell students: *I need to work on my **delivery**.* Ask the students: *Earlier we talked about how the word “appetite” has multiple meanings. Does the word “delivery” have more than one meaning? What does it mean to deliver a story or a joke?*

Ask: *Do you think jokes might be a form of folktale?* Explain that jokes and riddles are a form of simple folktale like a fable, with one episode. Refer back to the Folkloristics Concept Map if needed to show students where jokes and riddles belong under folklore.

In addition to jokes, ghost stories are another type of story that rely heavily on the speaker’s delivery. Explain that when ghost stories are told, storytellers have to make sure that they pause at the right places, speak slowly to build suspense, and change the volume of their voice by going from whispering to yelling suddenly in order to give their listeners a fright.



Distribute jokes and ghost stories to the students, and ask students to create groups of 3-4 people, according to their interests. Students can retell a joke or ghost story they already know or create their own, making sure that each person

in their group has the chance to speak. Allow students to practice telling their joke or ghost story.

Then, allow students to deliver their joke or ghost story to the class. Lead a follow-up discussion with the class in which students point out the things their classmates did to deliver the story successfully.



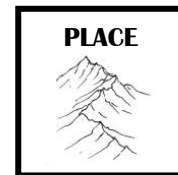
An ebook called *A Joke-a-Day: 200 Kid-Friendly Jokes for the Classroom* by Brandi Jordan (Really Good Stuff, 2013) is one of many online resources to help you find jokes:

<https://dkc1jod44tx5p.cloudfront.net/media/pdfs/ReallyGoodStuffJokeBook.pdf>

Encourage students to think of jokes or ghost stories that are told in their community. Are there famous ghost stories where they live? Are there ghost tours? What do tour guides do on these tours in order to deliver a good ghost story? A resource for Appalachian ghost stories is

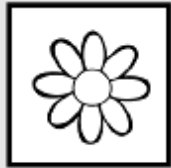
<http://themoonlitroad.com/appalachian-mountain-culture-ghost-stories/>

If you choose to use stories from this site, please preview them and consider the individual students in the class before using these stories; not every story might be appropriate for every class/student.



The teacher may also want to work with the school librarian to collect an assortment of riddles, jokes, or ghost stories prior to teaching this lesson.

ACTIVITY: Choosing Storytelling Details



DETAILS

Explain that when storytellers tell a story, they must deliver the story in an entertaining way, and they must also decide what details include and leave out to make the story suitable for the audience. Many original fairytales contained “raw” elements that were later eliminated, such as the Brothers Grimm version of *Cinderella*, when the stepsisters actually cut off parts of their feet to try and fit them into the glass slipper, and then they later had their eyes pecked out by little birds. This is because fairytales were originally written for adults but were then changed for children to enjoy.

BIG IDEA: Changing Stories Based on Audience



BIG IDEA

Reread this part of the Yolen quote:

“The nurserymaid changes stories to suit what she assumes are the appetites and moral needs of her young charges...”



TOOLS

Reiterate that a storyteller sometimes needs to alter or modify a story based on the audience. Ask students to consider: *How might you change stories for audiences of little children?* List students’ thoughts on chart paper.

Ask the students: *Would you tell the Little Red Cap story we read earlier to little kids? How would you change it to fit the moral needs of preschoolers?*

CLOSE/JOURNAL REFLECTION: An Appetite for Stories



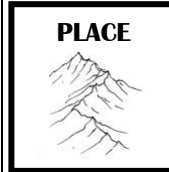
WRITING

Ask students to take out their Folklorist Journals and respond to the prompt: *What kinds of stories do third graders have an appetite for?*



WORD STUDY

Students may need to be reminded that a **moral** is a lesson to be learned from some folktales. Moral needs are the lessons the nursemaid thinks children should learn.



PLACE

Explain that throughout history, terrible events have been turned into nursery rhymes. For example, “Ring Around the Rosie” is a child’s rhyme about Europe’s Black Plague. Children often recite these rhymes without knowing their true meanings.

Encourage students to think about where they live. Are there any historic sayings or phrases commonly used that have hidden, darker meanings?



TIP

If students struggle with this prompt, encourage them to think about the kinds of stories or genres of stories they enjoy (i.e., mysteries, fantasy, etc.).