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2012

## Comparing Folk Tales

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*Wood Intermediate School*

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### Recommended Citation

Hoyer, Anne, "Comparing Folk Tales" (2012). *Open Educational Resources*. 72.  
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## Comparing Folk Tales

Anne Hoyer – Wood Intermediate School

Grade Level (Req.): 9th-12th grade	Content Area (Req.): World Geography, Human Geography, English/Reading	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): 2-5 days	Goal (Req.): Students will be exposed to folk tales from India.	
	Objective (Req.): Students will be similarities and differences between Indian and American folktales. Students will realize that human natures crosses country borders. Students will be able to hypothesize about culture of India.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• “The Enchanted Anklet” translated and adapted by Lila Mehta (ISBN: 0-9692729-0-1)</li> <li>• Version of the traditional “Cinderella” story</li> <li>• Indian folktales</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How do folk tales represent culture?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Read or review the traditional “Cinderella” story.</li> <li>2. Locate India on a map.</li> <li>3. Students will read or listen to “The Enchanted Anklet”.</li> <li>4. Discuss the characters, plot, time, place, and intended audience of “The Enchanted Anklet”.</li> <li>5. Discuss what they learned about India’s culture.</li> <li>6. After reading and discussing the two stories do one or more of the following activities.</li> <li>7. Illustrate two aspects of life such as clothing, architecture (homes), food, musical instruments, types of transportation, animals, etc.</li> <li>8. Use a Venn Diagram to compare and contrast the two stories (enclosed). Another way to represent a Venn Diagram is by placing two hula hoops on the floor. Have the student write their information on index cards that can be placed inside the hula hoops.</li> <li>9. Choose three main events – one from the beginning, one from the middle, and one from the end – and illustrate or write a paragraph describing each event.</li> <li>10. Divide a story into sections. Have each person illustrate a section of the story.</li> <li>11. Make a list of words that describe each of the characters traits and/or behaviors.</li> <li>12. Write a Cinderella story that illustrates the culture where you live.</li> <li>13. Illustrate the new Indian vocabulary words that were in the story. Put one illustration on a piece</li> </ol>		

<p>of paper. Then trade their pictures with a partner and see if they can match the words to the pictures.</p> <p>14. Create a play or skit.</p> <p>15. Listen to music from India.</p> <p>16.</p> <p>17.</p> <p>18.</p> <p>19.</p> <p>20.</p>	
<p>Formative Evaluation (Req.): Class discussion and participation</p>	<p>Assessment (Req.): Any one of the activities listed above. A rubric should be created to universalize the grading for the activity options.</p>
<p>Iowa Core Curriculum Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> <li>• Reading Standards for Literature, grade 6-12: Analyze how particular elements of a story or drama develop over the course of a text and interact.</li> <li>• Reading Standards for Literature, grade 6-12: Compare and contrast the aspects of stories based on authors, cultures, or genres.</li> <li>• Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>•</li> <li>•</li> </ul>	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> <li>• The characteristics, distribution, and complexity of Earth's cultural mosaics.</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> <li>• Place</li> <li>•</li> </ul>	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
21 <sup>st</sup> Century Universal Constructs (Opt.): Creativity	
Other Disciplinary Standards (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	
Other Essential Information (Opt.):	
Other Resources (Opt.): <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	

# **Vocabulary Words from The Enchanted Anklet**

Meanings are located in the glossary of The Enchanted Anklet

Illustrations for the vocabulary words may be found at the following web sites. These may be used to introduce the vocabulary and could be put into a PowerPoint presentation.

15. Aarti lamp

<http://www.hitchams.suffolk.sch.uk/objectsfromind/religion.htm>

16. Anklets

<http://www.pyramidimports.com/pages/bellydance/ind808.htm>

17. Chundri

<http://www.negia.net/~suraiya/62501-37.jpg>

18. Cobra

<http://www.rangerdj.com/clipart/animals/cobra.jpg>

[www.schoolworld.asn.au/species/cobra.html](http://www.schoolworld.asn.au/species/cobra.html)

19. Conch Shell

<http://www.reefnews.com/reefnews/oceangeo/lookout/conch.jpg>

20. Diwali

<http://www.fourseasonsindiatours.com/fairs-festivals/diwali-dussehra.html>

21. Goddess Durga

<http://www.ifrance.com/mythologiesetlegendes/durga.jpg>

22. Hindu wedding clothes

<http://www.clickwalla.com/article.php?cid=54&aid=70>

<http://home.att.net/~tisone/wedding.htm>

<http://www.pluralism.org/affiliates/narayanan/Naray15.jpg>

23. Palque

24. Pomegranate

<http://rescomp.stanford.edu/dorms/stern/serra/pomegranate/>

25. Sari

[http://www.pbmstore.com/gifts\\_to\\_india/womenswear/](http://www.pbmstore.com/gifts_to_india/womenswear/)

# VENN DIAGRAM

A Venn Diagram is a useful graphic organizer to examine similarities and differences of two items. Two overlapping circles are drawn and each circle represents an item. The characteristics unique to each item are written in the portion of the corresponding circle and the characteristics common to both items are recorded in the overlapping section. In this lesson one circle is for the American Cinderella, the other circle is for the Indian Cinderella, and the intersecting portion is for both.

India folktale	Both	US folktale