

Title:	Rabbit Tales Lesson Plan
Overview/Annotation:	Students will be exposed to different types of writing. Students will have the opportunity to create their own story based on the characteristics of the literature they have read/heard. Students will learn the history of trickster tales and their significance.
Primary Learning Objective(s):	Students will use the steps in the writing process to produce narrative writing based on the character traits and theme of Br'er Rabbit stories or the Peter Rabbit story.
Additional Learning Objective(s):	Students will gain an understanding and appreciation of the importance of trickster tales and other such stories to slaves and sharecroppers.
Approximate Duration of the Lesson:	Greater than 120 Minutes
Materials and Equipment:	Tales of Br'er Rabbit ISBN # 1-56138-583-2 (This is an updated version of the Joel Chandler Harris stories that is politically correct.) [Any other trickster tales where the underdog becomes the victor can be substituted.] Beatrix Potter's Peter Rabbit dictionaries thesauruses Strategies That Work by Harvey and Goudvas (optional)
Technology Resources If Possible:	Computer with Internet access, word processing software, printer
Background/Preparation:	Students will need to know the components of narrative. Students must be familiar with the writing process.
Procedures/Activities:	1.)Read aloud a few paragraphs of one of the Br'er Rabbit stories and Peter Rabbit. Show pictures and have students predict what they think the story is about. Frequently allow students to summarize and change predictions. Do this with two or three of the trickster tales. 2.)Have students compare the Br'er Rabbit character with the Peter Rabbit character. Discuss the lives and culture of sharecroppers and slaves. Have students determine the theme of the Br'er Rabbit stories (the underdog is victorious). Explain that trickster tales were brought to America by early slaves and passed on to later generations. Elicit from students that they may have been popular

with slaves and sharecroppers because of the theme. Review the website below to help students understand more about tricksters:
<http://edsitement.neh.gov/lesson-plan/fables-and-trickster-tales-around-world>

3.) Discuss the theme of Peter Rabbit (that one will be punished if he/she doesn't mind parents or do what is right). Have students infer why they think the story may have been written. Explain that good readers often form questions in their minds while reading and that sometimes there are questions that cannot be answered. Since the reason the story was written is not given, that question may never be answered.

4.) Review the components of a narrative story. Have students brainstorm ideas for either writing a "Peter Rabbit-like" story or a "Trickster Tale." Instruct students not to use the same names. Review the writing process using the website below.
<http://www.angelfire.com/wi/writingprocess/>

5.) Allow students time to go through the complete writing process. Have students use a dictionary and/or a thesaurus as needed to correct their writing. Instruct students to type the final copy using word processing software if available. Once students have finished typing, have them print the stories and share them with the class.

Arkansas Frameworks:

Strand: Oral and Visual Communications/Standard 2: Listening
Students shall demonstrate effective listening (OV.2.5.1-OV.2.5.5)

Strand: Writing/Standard 4: Process
Students shall employ a wide range of strategies as they write and use different writing process elements appropriately. (W.4.5.5-W.4.5.12, W.4.5.14)

Strand: Writing/Standard 5: Purpose, Topics, Forms and Audiences
Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms. (W.5.5.1, W.5.5.2, W.5.5.6, W.5.5.8)

Strand: Writing/Standard 6: Conventions
Students shall apply knowledge of Standard English in their work (W.6.5.10-W.6.5.11)

Strand: Writing/Standard 7: Craftsmanship
Students shall develop personal style of voice as they approach the craftsmanship of writing (W.7.5.1-W.7.5.8)

Strand: History/Standard 6: History
H.6.5.12: Describe the impact of slavery in the Americas.



Taking It a Step Further:

Vocabulary: A vocabulary and spelling lesson can be done using a folktale are words chosen from the story the teacher feels the students may not know. If these words are taught and their meanings given students' comprehension of the tale about to be read will be better. The vocabulary lesson is taught when words are defined and discussed. A spelling lesson to see if students comprehend their meanings is to have students use words in sentences orally. This integrates two more areas of study which saves time in the teaching of the folktale. You can do one part of this lesson or all of it or something totally different.

Math: A math lesson is to create word problems from the words or phrases repeated in the tale. For instance, how many words or phrases were repeated in this tale? Or how many words were repeated four times in one line in the tale? How many characters were there in the story? Students should be encouraged to use complete sentences in answering the questions. This integrates writing with math skills. The students will have to read to find the words. They will have to count the words or phrases. Therefore reading is also being integrated in the lesson.

Social Studies: Social Studies can be used in this same folktale by discussing the country the tale originated in which was Africa, how it came from the Caribbean isles to America. Students will use a map to see these places and trace the route the tale took to get here. Discuss the people who brought the tale to America. This will help students to use a map and learn about people from other places. It would be a good idea to discuss the people or African tribe the tale was based upon. This helps develop students' research skills.

Science: Discussing the climates of Africa and America will provide you with the means to teach a science lesson. Compare the climates of both countries and discuss their differences. A chart can be made to show the differences in the two climates. We could also talk about the things that are similar about the two climates. Plant life in Africa and America can also be discussed mainly, to see if any of the same plants that grow in Africa can be found in America. Focus on the most popular plants found in Africa.

Art: Art can be integrated when you have students create a mural of the African village that the tale was told. This will allow students to work in small and large groups. They can use the book the tale was read from or create their own village. They can discuss this village in conjunction with their own neighborhoods. Students can write and tell what they like about the village and tell why they like the village. This helps them use their creative skills in more than one way. Writing skills can be improved when students can express their feelings about a character they liked in the story. Encourage them to tell why they like the character they chose. Have them write and tell what their character looks like and the role the character played in the tale. Was the character a positive role model or a negative one?