

# Folktale Drama

8th Grade ELA & Drama

Adapted by Paige Satcher

## CORE SUBJECT AREA

ELA

## ART FORM + ELEMENTS

Drama  
Reader's Theatre

## DURATION

3-4 class periods

## OBJECTIVES

TSW analyze myths and traditional cultural stories in the form of a reader's theater script, drawing inferences about characters and the overall theme of the stories.

TSW compose their own reader's theater script, creating a modern-day version based on the same plot and/or theme as the traditional story.

## VOCABULARY

ELA Vocabulary: folktale, fable, legend, tall tale, myth, theme, infer  
Theater Vocabulary: Script, Plot, Character, Reader's Theatre, Projection, Expression

## MATERIALS NEEDED

Copies of reader's theater scripts  
Writing materials for students  
Props and costumes (optional)

## RECOMMENDED RESOURCES

Reader's Theater Scripts (Myths and Traditional Cultural Stories):

<http://www.aaronshep.com/indexes/mythology.html>

Other Reader's Theater Script Websites: [http://www.scholastic.com/librarians/programs/rt\\_resources.htm](http://www.scholastic.com/librarians/programs/rt_resources.htm)

Different types of folktales anchor chart: <https://www.pinterest.com/pin/222365300326884521/visual-search/?x=16&y=12&w=530&h=407>

## MSCCR STANDARDS

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.

RL.8.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

RL.8.3 Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character or provoke a decision.

RL.8.9 Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.

## MSCCR CREATIVE ARTS STANDARDS

Pr4.1.8 Select, analyze, and interpret artistic work for presentation.

Pr6.1.8 Convey meaning through the presentation of artistic work.

R5.1.8 Develop and refine artistic techniques and work for presentation.

## LESSON SEQUENCE

TTW put the anchor chart of different types of folktales on the board. After briefly discussing each one as a class, TSW come up with examples of stories they may know of each type.

TTW explain that most types of folktales either teach a moral lesson or attempt to explain why something is the way that it is. TTW introduce the lesson by explaining that the class will be looking at different types of folktales today through reader's theater, figuring out the theme or plot behind the story, then recreating the story as a modern-day tale in script form.

### Modeling

1. As a class, TSW read/act out a reader's theater script together. (The teacher may choose to have sections of the class read a single part or assign specific students to act out individual parts.)
2. TT and TSW have a class discussion about the plot of the story, the characters' motivations, the theme, etc. TTW model how to use text evidence from the script to find these story elements. TTW create a graphic organizer to keep track of the discussion and the elements that are found within the story.
3. TT and TSW use the graphic organizer and talk about how these story elements can be turned into a modern-day story. (For example: Think of the theme behind "Tortoise and the Hare." How can this lesson can be applied to everyday life?)

### Group Work – Traditional Story:

4. TSW be divided into groups. Each group will be assigned a reader's theater based on a traditional story. TSW divide up the parts, read through the story several times, then discuss the plot, characters, theme, etc., as was done in the modeling portion. TTW facilitate group work as necessary, probing for deeper meanings behind student discussions.
5. TSW create a graphic organizer for these story elements.

### Group Work – Creating a Modern-Day Story:

6. Using the graphic organizer, TSW collaborate to write a modern-day story based on the same story elements as the traditional story.
7. Once the story is written, students will turn the story into a readable script with stage directions, character lines, etc.

### Performance:

8. After allowing each group time to practice their performances, have students perform their modern-day versions of the traditional stories.

## EXTENDED LEARNING ACTIVITIES

Visual Art Integration: Allow students to make masks, props, etc. to support their production.

## SOURCES

Original Lesson: [https://www.learner.org/libraries/connectarts68/09\\_folktales/index.html](https://www.learner.org/libraries/connectarts68/09_folktales/index.html); Adapted by: Paige Satcher

## TIPS + FREQUENTLY ASKED QUESTIONS

Assessing a creative process and product can sometimes be difficult. Make it clear to students what you are looking for during the learning process.

1. Is the collaboration with group mates positive and productive?
2. Is the graphic organizer clear and concise?
3. Does the modern-day retelling reflect the story elements of the traditional story? How is this evident within the script?