

# Multicultural Folktales for Analyzing Theme

Grade 7 ELA

**Content Area**  
ELA

**Grade Level**  
7

**Approximate Time Needed:** Three weeks

## UNIT OVERVIEW

Using folktales from around the world, students will analyze theme and the use of story elements to write a literary analysis.

## KEY STANDARDS

RL 7.1  
RL7.2  
RL7.3  
W 7.2  
W 7.4  
W.7.5  
W 7.9

## COMMON ASSIGNMENTS

**Pre-Assessment** – Extended Response  
**Mid-Assessment** – On Demand Writing Task  
**Summative** – LDC Task & Creative Folk Tales

## LDC TEACHING TASK

LDC Task: After **reading various stories from diverse cultures**, write a **literary analysis** in which you analyze **how an author develops the theme through the use of story elements**. Support your discussion with evidence from the text/s.

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## Stage 1—Identify Desired Results

### Established Goals/Standards

*[CCSS and relevant state standards]*

Literature 7.1, 7.2, 7.3;  
Writing 7.2, 7.4, 7.5, 7.9

### Transfer

*Students will be able to independently use their learning to ...*

Write a literary analysis to develop the theme through the use of story elements. Support the analysis with evidence from the text(s).

I can give a meaning other than the denotative meaning (connotative) to the term theme.

I can identify theme within a text and discuss how the theme is being developed by the author.

	I can identify the theme, analyze the theme, and create an analysis about how the author used theme in the text.			
<b>Meaning</b>	<p><b>Understandings/Big Ideas</b></p> <p><i>Students will understand that ...</i></p> <ul style="list-style-type: none"> <li>• Theme is developed in short story through story elements</li> <li>• Story elements include plot, setting, character, conflict, symbolism, mood, and tone</li> <li>• Stories often reflect the culture and people of their writers/tellers</li> <li>• Writing an informative essay is a structured process</li> <li>• Analyzing text requires close reading and citing textual evidence</li> </ul>	<p><b>Essential Questions</b></p> <p><i>Students will keep considering ...</i></p> <ul style="list-style-type: none"> <li>• How do different cultures express meaning in the stories they tell?</li> <li>• How do authors develop themes in stories?</li> <li>• How do the elements of a story (characters, conflict, setting, plot, point of view, symbols) work together?</li> <li>• What does it mean to analyze a text? How do you do that?</li> </ul>		
<b>Acquisition</b>	<p><b>Know (Content)</b></p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• What story elements are</li> <li>• What theme is</li> <li>• How theme is developed in a story</li> <li>• How culture is depicted in stories</li> <li>• How to cite textual evidence to support their ideas</li> <li>• What a literary analysis should include</li> </ul> <p><b>Do (Skills)</b></p> <p><i>Students will be skilled at ...</i></p> <table border="1" data-bbox="436 1360 1385 1877"> <tr> <td data-bbox="436 1360 943 1877"> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Identifying theme and tracing theme development</li> <li>• Identifying story elements</li> <li>• Explaining how story elements interact</li> <li>• Explaining how story elements contribute to theme</li> <li>• Identifying difference in mood, tone, theme</li> </ul> </td> <td data-bbox="943 1360 1385 1877"> <p><b>Writing Skills</b>  <i>[Should include reference to LDC task type—e.g., argumentative, cause-effect, etc.]</i></p> <ul style="list-style-type: none"> <li>• Write a literary analysis</li> <li>• Cite textual evidence to support analysis</li> <li>• Select relevant and logical evidence to support analysis</li> <li>• Organize ideas in logical sequence using clear transitions</li> <li>• Make choices appropriate to purpose and audience (tone, word choice, style)</li> </ul> </td> </tr> </table>		<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Identifying theme and tracing theme development</li> <li>• Identifying story elements</li> <li>• Explaining how story elements interact</li> <li>• Explaining how story elements contribute to theme</li> <li>• Identifying difference in mood, tone, theme</li> </ul>	<p><b>Writing Skills</b>  <i>[Should include reference to LDC task type—e.g., argumentative, cause-effect, etc.]</i></p> <ul style="list-style-type: none"> <li>• Write a literary analysis</li> <li>• Cite textual evidence to support analysis</li> <li>• Select relevant and logical evidence to support analysis</li> <li>• Organize ideas in logical sequence using clear transitions</li> <li>• Make choices appropriate to purpose and audience (tone, word choice, style)</li> </ul>
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## Stage 2—Determine Acceptable Evidence

### Assessments

*[Key performance tasks, tests, etc., including LDC task]*

- Pre-Assessment - Extended response question identifying theme and explaining how story elements relate to theme
- Mid-Assessment - On-Demand 90-minute passage based prompt
- Summative - LDC task
- Extension Summative Options:
  - Write and publish own narrative (myth, legend, story based on culture)
    - publish as digital story, comic book, picture book, drama, presentation, speech
  - Cultural show-case based on chosen culture and culture's stories

### Evaluative Criteria

*[Rubrics, including LDC rubric]*

LDC Analysis Rubric

### Supports/Scaffolding

*[How will learning and assessment tasks be scaffolded/supported for all students (ELL, special ed, low performing, etc.)?]*

- Different levels of texts for varying reading levels
- Model the process with think aloud
- Model and practice the process with Art/Music lyrics/video shorts
- Allow partner/group practice and share out/feedback
- Graphic organizer(s) and/or thinking maps for Identification of elements/theme/essay development
- Choice in texts/Cultures
- Vocabulary support for ELL/SPED

## Stage 3—Plan Learning Experiences and Instruction

### Unit Texts and Materials

- Myths
- Legends
- Fables
- Short Stories
- Folktales
- Pourquoi Tales

### Assessment Tasks

*[Measurable mile markers of student growth (tasks that will get evaluated)]*

#### Formative pre-assessment(s)

- ERQ: A. Identify a theme from the story.
  - B. Explain how the author develops the theme through one or more of the following literary elements: setting, character, plot, conflict, symbolism, mood, or tone.

#### Formative mid-assessment(s)

- Timed Writing (Essay)

- Task: After reading “ “ write an essay in which you analyze how one or more of the story elements helps to develop the theme in the story.

### Summative/unit assessment

- LDC Task: After **reading various stories from diverse cultures**, write **a literary analysis** in which you analyze **how an author develops the theme through the use of story elements**. Support your discussion with evidence from the text/s.

### Extension Activity:

- Students will create their own myth/folktale

## Learning Tasks

*[The instructional ladder (sequence of learning activities to prompt and guide student growth). Add pages accordingly.] Full documents found on Google Drive folder <https://goo.gl/xxow5Z>*

### Characterization:

- STEAL organizer to help students find evidence to support character traits and change

### Plot:

- Plot rap - Flocabulary

### Mood/Tone:

- Vivaldi: Play a short portion of Spring and Winter movement. Ask students to free write - how does the music feel? (Ask student musicians to help with words that describe tone.) Use Roethke's "The Root Cellar" for discussion of how authors use words to create mood and its impact on theme.
- LTF lesson "Fall of Icarus" - art paired with discussion of mood moving towards theme
- Art work: What is the mood of the art work and what "textual" evidence supports that?

### Symbolism:

- ReadWorks Lesson (could be used with any story or novel). <http://www.readworks.org/lessons/grade6/home-brave/lesson-4>
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### Theme:

- Kickoff activity with universal concepts into themes with gallery walk
- Using elements of art/music lyrics/video shorts to illustrate story elements (to support theme development)
- Thinking maps - use to show connections between story elements and theme
- Rally Coach (Kagan) - coach partner through identification of the themes and evidence to support

### Conflict

- Conflict circle - paper plate
- Conflict matching game
- Conflict foldable

