

Exploring Cultures through Folktales



Learning Objectives

Students will:

1. **Know** that folktales are based on a tradition of storytelling where the stories are orally shared and passed down through the generations.
2. **Understand** the common themes and elements of the Folktale *Little Red Riding Hood* and how the story is molded by the culture it has emerged from.
3. **Be able to** compare three different versions of *Little Red Riding Hood* from different cultures using a digital Venn Diagram.
4. **Be able to** create a multimedia presentation sharing a *Little Red Riding Hood* inspired story based on the student's own culture.

Background/Context

Folktales are stories that have been shared orally from generation to generation. The Brothers' Grimm were the first to put some of these folktales down on paper. There are many versions of the classic story *Little Red Riding Hood* that have been shared through the years. *Lon Po Po* (Chinese), *Pretty Salma* (African), *The Tale Of Jemima Puddle-Duck* (Beatrix Potter) are a few examples, as well as other traditional re-tellings. This lesson encourages students to work collaboratively in small groups, compare three re-tellings of *Little Red Riding Hood*, and create a version of *Little Red Riding Hood* based on their own culture, on their own neighborhood.

Materials and Resources:

Student Devices:

Tablet, Laptop, 2 in 1, or Chromebook* with Internet connectivity and video camera

Apps:

- Venn Diagram Free or other Venn Diagram App
- Video animation app

Web Sites:

- <https://www.lucidchart.com/pages/examples/venn-diagram-template>
- <http://wideo.co>
- <http://www.culturestreet.org.uk>

Subjects: Language Arts, Social Studies, World Cultures

Grades: K-5

Lesson Duration: Two 45 minute classes

Inquiry Process

Before students are ready to write they first need to talk. Group discussions around reflection questions and giving them the opportunity to hear and consider the ideas of their peers will challenge them to think differently and deepen their personal reflections.

Both the recording of student's ideas on the presentations and the individual reflections and story creations gives students more voice and choice on how to demonstrate their own learning.

Copies of at least three adaptations of *Little Red Riding Hood*.

Suggested Adaptations of *Little Red Riding Hood* include:

- *The Tale of Jemima Puddle-Duck* by Beatrix Potter
- *Lon Po Po: A Red Riding Hood Tale from China* by Ed Young
- *Petite Rouge: A Cajun Red Riding Hood* by Mike Artell
- *Pretty Salma: A Little Red Riding Story from Africa* by Niki Daily
- *Little Red Riding Hood – A Newfangled Prairie Tale* by Lisa Campbell Ernst
- *Little Red Riding Hood Retold* by Trina Schart Hyman
- *Flossie and the Fox* by Patricia McKissack

Activity

1. Establish Background Knowledge

- What do students know about Folktales?
- Ask students to retell the story of *Little Red Riding Hood*.
- What elements were present in the story?
- Have students heard any other versions of this story? If so, share them.
- List the characters in a traditional re-telling of *Little Red Riding Hood*.

2. Compare Three Versions of *Little Red Riding Hood*

Have students interact with three different versions of *Little Red Riding Hood*. Compare the common elements of each story.

- What story elements are different? What about these settings are the same? Different? Which characters are common in each version? Which characters are different?
- Students should create a Venn Diagram using an online tool such as <https://www.lucidchart.com/pages/examples/venn-diagram-template> to compare the story elements, settings, or characters.

3. Acquire Additional Background Information

- How has the culture of the setting impacted the re-telling of each of the versions of the story?
- Working in their small groups have students research one of the cultures and share what they have learned.

4. Establish Story Criteria

- Write a *Little Red Riding Hood* story based on your culture, on your neighborhood or city.
- What characters would you include and why?
- Where would *Little Red Riding Hood* be traveling and why?
- Who or what would take the place of the wolf character in a story based on your neighborhood or city?

Technology Benefits

The use of technology engages students in a way that paper and pencil never did. Students are more precise in their actions and speech, especially when they are recording themselves. In this project students will be creating a final project that can be shared digitally with their class, their family, and the world. Creating for an authentic audience gives the students a higher purpose and encourages them to produce a more polished and higher quality product to illustrate learning.

5. Design and Creation of Project

- Students work in small groups to write an original version of *Little Red Riding Hood* based in their neighborhood or city, with elements from their culture. Students will need to decide on characters, setting, plot, conflict, and outcome.
- Students will create the characters for their story using an animation solution such as [Wideo](#), [Culture Street](#), etc. Students may use pictures of their neighborhood for the background images, or create images by drawing them using a computer or paper and crayons. Paper created images can also be captured and uploaded using the camera on the mobile computing device.
- Students will assign roles (narrator, actors, etc.) and practice re-telling their story, recording it using the chosen web-based solution.

6. Presentation of Projects

- Completed student *Little Red Riding Hood* stories will be uploaded to Youtube and added to the class web site, wiki, or blog. Stories will be played for the class and also available for the students to view on their own at school or at home, with the ability for viewers to leave comments.

Assessment

- Assessment will be ongoing and informal throughout the project. Group interactions, cooperation, compromise, and problem solving skills will be observed.
- A Project Rubric will be used for students to self-assess their work and assess the other members of their group. Students will also use a rubric to give feedback to the other group projects.
- Students will reflect on their project and share things they have learned and things they would change if they did the project again.

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