

Lesson Title**• Palestinian Pearls: Folktales & Storytelling****Time Allotment**

- Approximately one hour

Specific Outcomes

- Outcomes from Grade 3 Alberta Program of Study in Social Studies and Language Arts
- 3.1.2 What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
- 3.1.1 Students will demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)
- 3.S.8 Students will organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
- 3.4.3 speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas

Learning Objectives

- Students will explain what is meant by oral tradition and how it is deeply rooted in Palestinian culture
- Students will narrate a Palestinian folktale to their classmates

Materials

- "Juha and the Donkey" folktale
- Library and Internet access to acquire a collection of Palestinian Folktales such as "Ghaddar and the Goul" by Hannah Shaw, "Speak Bird, Speak again: Palestinian Arab Folktales" by Ibrahim Muhawi and Sharif Kanaana, "Tunjur, Tunjur, Tunjur: A Palestinian Folktale" by Margaret Read MacDonald
- Note: Teacher needs to look through the books and make copies of the child friendly folktales to be used in class.

Learning Activities

- Discussion: How does storytelling play a role in your culture? i.e. Kokum telling aboriginal stories, campfire stories at night (5 mins)
- Teacher will tell students that storytelling is an old tradition in Palestine in which stories have been passed from one generation to the next. (1 min)
- Students will listen to an oral story of "Juha and his Donkey". (2 mins)
- Students will discuss the significance of folktales and the oral traditions in the Palestinian Culture. (8 mins)
- Students will then select a Palestinian folktale to orally retell to a classroom peer and reflect upon the experience of being a storyteller. Challenge students to use the same elements of the story and to add personal experiences/ideas. (35 mins)

Assessment

- Peer assessment: Each student will fill out a form regarding their partner's storytelling. Form will include questions such as:
 - "What was the story about? Was there a lesson/moral that can be learned?"
 - Comment on your partner's storytelling skills: Was his/her voice clear? Did s/he capture your attention? Did s/he use hand gestures? Did s/he convey proper emotions?
 - What suggestions can you give to your partner to improve as a storyteller?