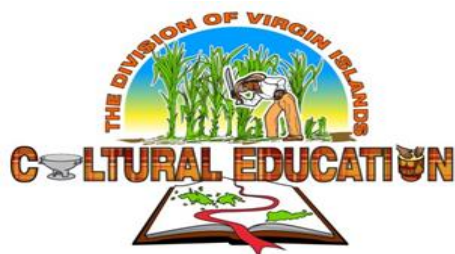


# The Story telling Curriculum

*"When you tell a story, the words come alive and an immediate connection is made."*



Developed by Yohance Henley

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## Introduction

Storytelling has traveled, survived and thrived through all expectations. One of the first tools to teaching that many parts of the world still use today for many purposes. However, stories in the western Caribbean came directly from Africa in the times of slavery. These stories traveled on the tongues of the slaves through the middle passage across the Atlantic Ocean right here to our island. Preserved on the sugar cane plantations the stories of Anansi, the spider which came directly from the Ashanti people of Ghana. The stories passed down from the Ashanti people still to this day is embedded in the culture of the Virgin Islands.

The three genres of folktales in the U.S Virgin Islands are the Bru Nansi, The Jumbi Stories and Legends. They may be placed under taxonomic classification of gnostic-narrative since most of the stories offer a pithy or aphorism that advises or guides.

In the old days, the storytellers announced themselves and the end of the story was declared with opening and closing response formulas respectively. The introductory announcement was sung or spoken as follows:

Teller: "Children! Children! Children! Children!"

Audience- "Daylight gone, Pepe Kwab (the storyteller's name)."

Teller- "Tim! Tim!"

Audience- "Pepe Kwab, come."

Teller- "Tim! Tim!"

Audience- "Pepe Kwab, come."

Teller- "Tim! Tim!"

Audience: "Pepe Kwab, come." Tell we a story about long time. Donkey chew tobacco and he spit white lime. Tell we a story about long time. Donkey chew tobacco and he spit white lime.

At this point the audience would settle down in their favorite seats or spots on the ground around the teller, under a favorite tree used for such gatherings. In the Islands, the tamarind, Baobab or Guinea Bread, Mango, genip trees were favored because of their gigantic size and sprawl. This helped to maintain a deep sense of social connectivity in each neighborhood and allowed the generations and age groups to interact positively. The values of society were maintained through the stories and served to groom everyone to be the most socially acceptable persons they could be. Those were the good old days, the Children of the VI still deserve to have.

Stories today are told in English Creole (as opposed to Dutch or English Creole in use until the 1930's) which goes beyond a brogue or pidgin form of English language. Let it be noted that there are at least three distinct dialects between the U.S and British Virgin Islands and dozens more throughout the English speaking Caribbean.

The English Creole allows the local speaker to be comfortable with the narration. It also enables the teller to use his or her interpretive skills in order to be fresh and imaginative with eager, but uncertain audiences. This then ushers in spontaneous elements of creativity that includes rhyme, descriptive features, humor and new twist and turns in the plot to keep the interest and attention of the audience. This holds true in any genre. The Bru' Nansi type stories are a surviving Africanism in the Virgin Islands and wider Caribbean. According to researcher Dr. Lezmore E. Emanuel, the stories were passed down by oral tradition through the generations from Ashanti captives brought to the Islands during the Danish Slave Trade.

The stories involve a folk trickster who is a part spider and part human. His name is Anansi, but in most of the Caribbean the first syllable was dropped and he is referred to as Nansi. He has a wife, Aso, and many children including Ntikuma. In

the Caribbean storytelling tradition, Ntikuma would become Tukuma or Tig transitioning from son to brother or “bru.” Aside from bru, his roles include neighbor, friend or adversary of Nansi.

Nansi is known for his guile, wile, avarice and brilliance. He finds a way out of any situation where he is at a disadvantage. A trouble-maker at heart, he is able to make himself look pitiful when faced with calamity. He can be the most victimized, yet he is capable of bringing wrath on others. However, in the instances where he is caught “red-handed,” Bru Nansi runs and hides out of shame.

In some stories, Quelbe, the native music is used. Songs become an important part of storytelling, because it allows for audience participation and helps preserve the life of the story.

Legends are also an important part of the local folk tradition. They tend to give superhuman qualities to persons who were known to be strong, fast or have some other admired or feared physical quality. Cyril “Tampo” Thomas was known for his strength and was said to have killed a donkey with a slap. On another occasion, he was said to have been in a boxing match and when he swung, just the wind knocked out his opponent. Poems have been written about him. Olaf Stephens was very short and was stretching one day and grew to about ten feet tall. Even after he died he could be seen certain nights walking through tall trees crushing them down as he stepped.

The storytelling tradition of the Virgin Islands has its heroes who have almost faded into obscurity such as the late Nathaniel “Natty” Smith, Charles “Pepe Charlie” Douglas, Sister Curtis, Geraldine Boynes, Henry Samuel and Gentleman Jim. With the cultural reinvigoration inspired by Dr. Lezmore E. Emanuel, many of Roebuck, Sr., Delta Dorsch, Eulalie Rivera, Leona Brady Watson, Alvin “Fungi” James, Phyllis Briggs-Emanuel, Elmo D. Roebuck and his son, Elmo, Jr. have attempt to keep the Art alive.”

Active storytellers in the Islands today include Mrs. Janice “Aunty Janice” Pemberton Tutein, Dr. Gilbert Sprauve, Dr. Lois Habteyes, Mrs. Elaine Jacobs, Master Shabaka Charles and the students, Glen “Kwabeena” Davis and alumni of Eudora Kean High School in St. Thomas.

These are just some of the people who continue to delight audiences of a variety of ages and backgrounds in the Virgin Islands.

## The storytelling Initiative in the school community

This framework will encompass an array of activities that will enhance students' knowledge of traditional African, and Virgin Islands storytelling. Students will recognize the distinctive elements of a folktale by completing story/plot maps, character charts, graphic organizers and retelling a tale. The students will use oral language for different purposes by retelling African and Virgin Islands folktales and participating in dramatic activities. Students will recall, interpret, and summarize information presented orally by engaging in the daily storytelling sessions. The objective includes students learning stories about trickster characters and relating those stories to others. The literary focus for this unit will be animal trickster tales, since they are the most popular among the folktales. The trickster tales include an animal trickster with human habits, beliefs, and weaknesses.

## **Introduction to Curriculum Guide**

**Content Area:** Introduction to Creative Learning – **Grade:** Kindergarten – 12<sup>th</sup> Grade

**Instructor:** By choice

- I. **Vision Statement:** To bestow a living experience, upon the whole learner, that unlocks preparedness and indispensability for field opportunities in productivity, mastery, and creativity in the discipline of Storytelling.
- II. **Mission Statement:** The mission of this Storytelling course is to prepare, engage, and inspire: a learner's inherent desire and ability to create, perform, analyze, and master the art and discipline of Storytelling; and a learner's speaking skills, competencies, interests, and imagination.
- III. **Belief Statements:**

### **Students:**

1. We believe that all students are uniquely intelligent, talented, and competent; can learn when provided the accurate environment; possess an inherent desire to learn; are whole individuals that will primarily know themselves; and are responsible one for another.

### **Learning:**

2. We believe in living in learner centered environments where all learners can create, discover, or accentuate learning environments.
3. We believe that: learning is a free choice with boundless dimensions; learning is an art; VI history is important to learn.

### **Teaching:**

4. We believe that instructors guide, provide, support, and learn; that instructors are accountable individuals rather than authority figures; all instructors must know themselves; that all instructors, as a whole individual, must accept constructive, personal, and professional assessments, evaluations, enhancements, edifications, enlightenments, and revitalizations as provided and/or recommended.

### **Discipline:**

5. We believe that discipline is a psychological art; that the application of disciplinary action is as unique as the learner; that reflection must follow discipline; that accepting discipline is a form of accountability.

### **Grouping:**

6. We believe that grouping is significant to instruction; that grouping supports the learner's role of accountability; that grouping prepares the learner for living and playing a role on a team.

### **The Educational Program:**

7. We believe that our programs should be tailored to the overall wellbeing of the student; that all programs are created to nurture the learner's innate desire to learn; that our creative programs should be aligned with Common Core Standards and cross-curricular implementations.



## Curriculum Development Course at a Glance

### Planning for kindergarten – 2<sup>nd</sup> Grade, Storytelling

Content Area	Storytelling	Grade Level	Kindergarten – 2 <sup>nd</sup> Grade
Course Name/Course Code	Speaking and Listening/Writing/Reading		
Objectives	Expectations	CCSS Code	
1. Motivate Engaging Communication	1. Students will engage in purposeful speaking in the classroom.	CCSS.ELA-LITERACY.SL.K-2.1	
	2. Students will become interactive in the classroom. Also, students will be motivated to share important ideas and thoughts in the classroom.	CCSS.ELA-LITERACY.SL.K-2.3	
	3. Students will gain public speaking skills.	CCSS.ELA-LITERACY.SL.K-2.6	
2. Enhances Attentive Listening Skills	1. Students will learn how to listen with respect.	CCSS.ELA-LITERACY.SL.K-2.1.A	
	2. Students will learn how to listen to one another and respect one another views.	CCSS.ELA-LITERACY.SL.K-2.1.A	
	3. Students will increase the process of interpretation and comprehension skills.	CCSS.ELA-LITERACY.SL.K-2.3	
3. Encourages Creative Writing	1. Students will create their stories and tell them out loud.	CCSS.ELA-LITERACY.SL.K-2.4	
	2. Students will be encouraged to act and display facial expressions.	CCSS.ELA-LITERACY.SL.K-2.5	
	3. Students will increase enthusiasm to learn more.	CCSS.ELA-LITERACY.RF.K-2.1.B	
4. Increase Knowledge in Culture	1. Students will learn the foundation of African history and the birth of the storytelling art.	CA4 and CA2	
	2. Students will learn information about the Virgin Islands history and the role storytelling plays in society.	CA1, CA2, CB2, CB3, and CB4	
	3. Students will learn old traditional norms, folklores, and ideologies into the lesson plans of the day.	CA1, CA2, CB2, CB3, and CB4	



1. Research- and evidence-based
2. Clear, understandable, and consistent
3. Aligned with college and career expectations
4. Based on rigorous content and application of knowledge through higher-order thinking skills
5. Built upon the strengths and lessons of current state standards
6. Informed by other top performing countries in order to prepare all students for success in our global economy and society



The Common Core is informed by the highest, most effective standards from states across the United States and countries around the world. The standards define the knowledge and skills students should gain throughout their K-12 education in order to graduate high school prepared to succeed in entry-level careers, introductory academic college courses, and workforce training programs.

Generalizations My students will <b>Understand</b> that...	Guiding Questions		
	Factual	Conceptual	
Recognizing characters, settings, types, genres, and morals of stories. (CCSS.ELA-LITERACY.SL.K-2.4) and (CCSS.ELA-LITERACY.SL.K-2.2) and (CCSS.ELA-LITERACY.SL.K-2.3) and (CCSS.ELA-LITERACY.SL.K-2.6)	Who is the main character and who are the supporting characters?	How did the story make you feel? What would have done if you were the main character?	
Identify historical places and people. (CA1) and (CA4) and (CB4) and (CCSS.ELA-LITERACY.SL.K-2.4)	What is the name of the Governor? What is the name of the 4 islands that make the Virgin Islands?	If you could change one thing about the Virgin Islands to make it better, what would it be?	
How to listen respectfully and retell a story they were told. (CCSS.ELA-LITERACY.SL.K-2.1.A) and (CCSS.ELA-LITERACY.SL.K-2.6)	What to do when someone is speaking in the front of the class?	If this was your story how would you change the story to your liking?	
Subject Titles		Length of Unit/Contact Hours	Unit Number/Sequence
Speaking		Instructor Choice	Instructor Choice
Listening		Instructor Choice	Instructor Choice

Unit Title	Speaking and listening		Length of Unit	Quarter/Semester/Year
Focusing Lens(es)	Culture/public speaking	Standards and Grade Level Expectations Addressed in this Unit	CCSS.ELA-LITERACY.SL.K-2.1, CCSS.ELA-LITERACY.SL.K-2.3, CA1, CB3 CCSS.ELA-LITERACY.SL.K-2.1.A, CCSS.ELA-LITERACY.SL.K-2.4, CA2, CB4 CCSS.ELA-LITERACY.SL.K-2.1.B, CCSS.ELA-LITERACY.SL.K-2.5, CA4 CCSS.ELA-LITERACY.SL.K-2.2, CCSS.ELA-LITERACY.SL.K-2.6, CB2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"><li>Why culture is important?? (CCSS.ELA-LITERACY.SL.K-2.1) and (CCSS.ELA-LITERACY.SL.K-2.3) and (CCSS.ELA-LITERACY.SL.K-2.6) and (CA2)</li><li>What stories do you have to share with the world?</li><li>What stories do you know about your history? Can you tell those stories?</li></ul>			
Unit Strands	Literacy/Comprehension/Collaboration/Culture/Presentation			
Concepts	Speaking and Listening: Demonstrate independence, Respond to the various demands of audience, task, purpose, and discipline; Build strong content knowledge, Comprehend as well as critic, they value evidence, Come to understand other perspectives and cultures,			



<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• How to listen when a presenter is presenting. (CCSS.ELA-LITERACY.SL.K-2.1) and (CCSS.ELA-LITERACY.SL.K-2.1.A)</li> <li>• The different type of stories that could be told. (CCSS.ELA-LITERACY.SL.K-2.2)</li> <li>• The name of very main stream historical places and people. (CCSS.ELA-LITERACY.SL.K-2.4) and (CA4)</li> <li>• How to express themselves with words. (CCSS.ELA-LITERACY.SL.K-2.6)</li> <li>• How important facial expressions and different voices are to a story. (CCSS.ELA-LITERACY.SL.K-2.6) and (CCSS.ELA-LITERACY.SL.K-2.5)</li> <li>• Geographically where they live and the names of neighboring islands. (CCSS.ELA-LITERACY.SL.K-2.4)</li> <li>• How important it is to listen and ask questions. (CCSS.ELA-LITERACY.SL.K-2.3)</li> <li>• The name of their grandparents and what they did for a living. (CCSS.ELA-LITERACY.SL.K-2.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the difference between the protagonist and antagonist. (CCSS.ELA-LITERACY.SL.K-2.3)</li> <li>• Retell a story to the best of their ability. (CCSS.ELA-LITERACY.SL.K-2.6)</li> <li>• Listen to their peers and authority figures respectively. (CCSS.ELA-LITERACY.SL.K-2.1.A)</li> <li>• Identify the difference between Fort Christian and Fort Frederick. (CCSS.ELA-LITERACY.SL.K-2.4)</li> <li>• Describe how a story made them feel and what they thought about the story. (CCSS.ELA-LITERACY.SL.K-2.6)</li> </ul>

# STORYTELLING LESSON GUIDE

Grade Level: Kindergarten – 2<sup>nd</sup> Grade

Date: August 2016

I. COURSE TITLE: Storytelling, Introduction to Creative Learning

II. COURSE DESCRIPTION:

This course is aligned with the Common Core Standards as well as the Virgin Islands Cultural Standards to suit the betterment of the students of the Virgin Islands and be in proper protocol with the Virgin Islands Department of Education. This course will enhance the student's enthusiasm, public speaking, cultural knowledge, and creative mind for learning at a very young age. Nurturing these cultivating minds with the experience of listening to a story and telling a story will impact the next generation very positively. Students will explore myths, historical accounts, folktales, and fairytales along the course time. Storytelling at this age will include many activities that will include pictures, books, games and the creative mind. This course will increase the appreciation for culture and the great accomplishment of telling a story.

III. CENTRAL INTELLECTUAL PURPOSE

Touching the surface of becoming an adequate learner, students will listen to stories, comprehend the stories, and give their best attempt telling the stories.

## Speaking

Oral self-Expressions

Reflective Group Discussions

Retelling a story

Remembering your Personal Story

Asking and Answering Questions

## Writing/Drawing

Draw a Story

Trace a Story

Color a Story

Picture a story

## Critical Thinking/Problem Solving

What if?? Questionnaire

Answering Story Related Questions

Who? What? When? Where? Why?

What Makes a Story Great?

Identifying Characters, Settings, and Story Plots

## Ethics

Learning about Morals

Learning about Manners  
Learning about Culture  
Identifying who we are

#### Technology

Listening to stories via radio  
Watching storyteller tell stories via computer or television  
Follow stories on a PowerPoint (book)

#### IV. CONTENT/TIMELINE/PERFORMANCE STANDARDS

##### Literature

Instructor's choice: Select exciting short stories to tell or to read. *Remember the children must be able to mimic your story, so the shorter the better.*

There are many books to choose but to open your options a little you can try the literatures named below:

*Aesops Fables*  
*Anansi stories*

Also, for a good twist on culture use Children's Coloring, Learning & Activity Book United States Virgin Islands ( USVI ) St. Thomas, St. Croix and St. John (can be bought on Amazon)

##### Grammar

- Integrate the cultural dialect in stories to increase enthusiasm
- Answer questions in appropriate English

##### Writing/Drawing

- Draw your story and tell the story in the front of the class
- Trace the names of characters, Governors, and historic places in the Virgin Islands
- (Teacher cut out a lot of pictures from various magazines) students will arrange the pictures in to a story and tell the story to the class.

##### Listening and Speaking

- Retell your favorite story and try your best.
- Speak in front of the class and tell the class you favorite part of the story.
- Talk about the story as a class and Go through a Questionnaire with the class.
- Ask and Answer questions in the front of the class
- Tell the class what you would have done if you were the main character.

##### Use of Technology

- Utilize computer to gain access to the stories.
- Watch stories on a television or computer.
- Follow story on a PowerPoint displayed on a promethean board in the classroom.

#### **Standards and Grade Level Expectations Addressed in this Unit**

- *CCSS.ELA-LITERACY.SL.K-2.1, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.K-2.3, , (Common Core Standards)*
- *CA1, (Virgin Islands Cultural Standards)*
- *CB3 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.K-2.1.A, , (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.K-2.4, , (Common Core Standards)*
- *CA2, (Virgin Islands Cultural Standards)*
- *CB4 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.K-2.1.B, , (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.K-2.5, , (Common Core Standards)*
- *CA4 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.K-2.2, , (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.K-2.6, , (Common Core Standards)*
- *CB2 (Virgin Islands Cultural Standards)*

## **FIRST SEMESTER**

### **FIRST SIX WEEKS**

Unit 1: Stories make the world go around.

#### **ACTIVITIES**

##### **Listening and Speaking**

Read or tell the class a story, students will engage in the story and afterwards reflect on the story with who, what, when, and where Questionnaire. Ask students to listen carefully to the story so that afterwards they can answer easy, factual, none conceptual questions.

Have students discuss their sense of the underlying meanings or messages in the story (moral)? Have students imagine themselves as a character in the tale. Would they have made the same choices? Why or why not?

Have students generously retell the folktale in dramatic style with character dialogue, Have students differentiate between the characters by creating distinctive voice qualities and gestures for each character in the tale. CCSS.ELA-LITERACY.SL.K-2.1.A, CCSS.ELA-LITERACY.SL.K-2.2, AND CCSS.ELA-LITERACY.SL.K-2.6

##### **Writing/Drawing**

Students will Draw their story and tell the class about the drawing and the story. CCSS.ELA-LITERACY.SL.K-2.5 AND CCSS.ELA-LITERACY.SL.K-2.6

### **SECOND SIX WEEKS**

Unit2: Stories are important.

#### **ACTIVITIES**

##### **Listening and Speaking**

Ask students to develop a list of attributes of a good listener. Discuss the list. Listen to each other's comments on the art of listening!

Ask students to offer encouragement to a speaker by showing in non-verbal terms with their eyes, facial expression, and body stance that they are listening. This social courtesy creates an atmosphere where speakers will generously speak. Ask students to assess their own listening skills. Do they always pay complete mental attention to speakers or do they observe their mind straying to other irrelevant thoughts. Only the student can assess his or her own concentration patterns.

Have students speak to each other about experiences in their lives that resemble incidents in a folk or fairytale.

Have students create funny voices to match character such as a monster, a princess, a King, a warrior, and etc.

Have students become sensitized to whenever a speaker is interrupted by others before a communication has been completed. A long pause during a speaker's statement does not constitute an opportunity for another student to cut in and speak. CCSS.ELA-LITERACY.SL.K-2.1, CCSS.ELA-LITERACY.SL.K-2.1.A, AND CCSS.ELA-LITERACY.SL.K-2.1.B

### Unit3: The fun and joy of storytelling

#### ACTIVITIES

##### Critical Thinking

Practice using a mock telephone in front of the class:  
Would the speaker of the following calls speak differently? How?

- Call and ask to talk to a friend.
- Call a business and ask for information.
- Call an emergency number or police for medical help.

Discuss the social courtesies expected in answering a phone:

- At home.
- As if student worked as a receptionist at a business.

Have two students engage in a mock phone call. Without looking at each other, have students practice listening and speaking, attentively waiting for an appropriate pause to hold up their end of the conversation. Do we listen more attentively to tone of voice, if we cannot see the facial expressions of our conversation partner? CCSS.ELA-LITERACY.SL.K-2.4, CCSS.ELA-LITERACY.SL.K-2.6, CCSS.ELA-LITERACY.SL.K-2.1.A, CCSS.ELA-LITERACY.SL.K-2.1.B, AND CCSS.ELA-LITERACY.SL.K-2.3

##### Listening and Speaking

Have student's interview elders in their family to explore collecting family stories. CCSS.ELA-LITERACY.SL.K-2.3, CCSS.ELA-LITERACY.SL.K-2.4, AND CCSS.ELA-LITERACY.SL.K-2.6

## THIRD SIX WEEKS

### Unit 4: tell your story

#### Listening and Speaking

Have students practice telling the story to one person at a time. Keep changing partners. As confidence builds have them tell to small groups. When well-rehearsed, students can tell to the class.

To give practice a focus arrange a: Storytelling Festival Day in the class

The primary goal of a student festival is to help students feel confident speaking publicly and to encourage considerate group listening skills to support each teller. CCSS.ELA-LITERACY.SL.K-2.6, CCSS.ELA-LITERACY.SL.K-2.4, CCSS.ELA-LITERACY.SL.K-2.5, AND CCSS.ELA-LITERACY.SL.K-2.1.A

#### Critical Thinking

Pass a stone around a circle of students. Each student must say one word describing the stone without repeating what has been said. See how many times the stone can go around the circle without repeating words. Adjectives such as hard, smooth etc., are a start, but any word that comes to mind is acceptable as long as it is inspired by the stone. For example, a smooth, round, white, oval stone could suggest "egg."

Get students to create a personal story from a picture of any historical site, person or day. Encourage them to repeat the names of the site, person, or day in their stories often so they can remember. Also, a picture is very important. CCSS.ELA-LITERACY.SL.K-2.6, CCSS.ELA-LITERACY.SL.K-2.5, AND CCSS.ELA-LITERACY.SL.K-2.4

## **SECOND SEMESTER**

## FIRST SIX WEEKS

### Unit 5: Stories of the Past

#### Listening and Speaking

Have students work with a conversation buddy during class time to discuss, one-on-one, a particular issue raised in class. Have students become aware of their ability to take turns speaking and listening.

Have students speak to each other about experiences in their lives that resemble incidents in a folk or fairytale.

Share a story on history or a historical figure, to get a great deal of attention about it share a story about an international hero such as Martin Luther King Jr and a story of a local hero such as General Buddhoe. The stories told in this unit should be inspirational and exciting. CCSS.ELA-LITERACY.SL.K-2.6, CCSS.ELA-LITERACY.SL.K-2.4, CCSS.ELA-LITERACY.SL.K-2.5, CCSS.ELA-LITERACY.SL.K-2.1.A, CA1, CA2, CB2, CB3, AND CB4

#### Critical Thinking

Facilitate “What happened stories?” Give the students a setting and call them in front of the class and asked them what happened at a specific place that they went to any time in their past. For example: “Billy have you ever went to the beach? What happened the day you went to the beach?” CCSS.ELA-LITERACY.SL.K-2.6, CCSS.ELA-LITERACY.SL.K-2.5, AND CCSS.ELA-LITERACY.SL.K-2.4

## SECOND SIX WEEKS

### Unit 6: Rhyming and singing stories

#### Listening and Speaking

Find and learn songs which tell a story. Folk ballads to contemporary songs often suggest a larger tale. Listen to records and then have students retell the story in the song in their own words. Or have a "storysong" concert.

Have students create funny voices to match character such as a monster, a princess, a King, a warrior, and etc. CCSS.ELA-LITERACY.SL.K-2.6, CCSS.ELA-LITERACY.SL.K-2.4, CCSS.ELA-LITERACY.SL.K-2.5, AND CCSS.ELA-LITERACY.SL.K-2.1.A

#### Critical Thinking

One person begins a tale and stops after a few sentences. The next person picks up the story thread and continues it, then stops. Next person adds to it and so on until the tale comes to a resolution. The story could begin with a pre-selected title or subject to guide the improvisation. Try recording the story circle on a tape recorder for later listening. CCSS.ELA-LITERACY.SL.K-2.6, CCSS.ELA-LITERACY.SL.K-2.5, AND CCSS.ELA-LITERACY.SL.K-2.4

#### Writing/Drawing

Cut out a lot of pictures out of a magazine, put the students in small groups. Ask each student to choose 4 pictures and put them together to make a story. When the story has been composed they will have the opportunity to tell their story in the front of the class. CCSS.ELA-LITERACY.SL.K-2.5 AND CCSS.ELA-LITERACY.SL.K-2.6

## THIRD SIX WEEKS

### Unit 7: Story time!

#### Listening and Speaking

Invite a professional storyteller to your class and have the class experience what they have been working all semester.

Set up a storytelling festival evening, invite all of the parents to be present for a performance and have the students retell their favorite story they heard this semester.

Enter your best storytellers of the semester to tell a story in the spring concert for an onstage performance. (Principals would love this) CCSS.ELA-LITERACY.SL.K-2.6, CCSS.ELA-LITERACY.SL.K-2.4, CCSS.ELA-LITERACY.SL.K-2.5, AND CCSS.ELA-LITERACY.SL.K-2.1.A

#### Writing/Drawing

Showcase the Drawings from the semester and let the students retell the story they drew weeks ago. Invite staff, students and parents to this life like art expo in your class. CCSS.ELA-LITERACY.SL.K-2.5 AND CCSS.ELA-LITERACY.SL.K-2.6

V. STUDENT ASSESSMENT


- Teacher
- Performances
- Drawings
- Participation
- Confidence



## Curriculum Development Course at a Glance

### Planning for 3<sup>rd</sup> – 5<sup>th</sup> Grade, Storytelling

Content Area	Storytelling	Grade Level	3 <sup>rd</sup> – 5 <sup>th</sup> Grade
Course Name/Course Code	Speaking and Listening/Writing/Reading		
Objectives	Expectations	CCSS Code	
1. Motivate Engaging Communication	1. Students will engage in purposeful speaking in the classroom.	UDENTS WILL ENGAGE	
	2. Students will become interactive, also students will share important ideas and thoughts in the classroom.	CCSS.ELA-LITERACY.SL.3-5.3	
	3. Students will be encouraged public speaking.	CCSS.ELA-LITERACY.SL.3-5.6	
2. Enhances Attentive Listening Skills	1. Students will listen with respect.	CCSS.ELA-LITERACY.SL.3-5.1.B	
	2. Students will listen to one another and respect one another views.	CCSS.ELA-LITERACY.SL.3-5.1.B	
	3. Students will increase their interpretation and comprehension skills	CCSS.ELA-LITERACY.SL.3-5.3 AND CCSS.ELA-LITERACY.RF.3-5.4	
3. Encourages Creative Writing	1. Students will be motivated to write their stories.	CCSS.ELA-LITERACY.W.3-5.1	
	2. Students will be encouraged to gravitate towards acting and displaying expressions.	CCSS.ELA-LITERACY.SL.3-5.4 AND CCSS.ELA-LITERACY.SL.3-5.5	
	3. Students will increase enthusiasm to read more.	CCSS.ELA-LITERACY.RF.3-5.4	
4. Increase Knowledge in Culture	1. Students will learn the foundation of African history and the birth of the storytelling art.	CA4 and CA2	
	2. Students will learn information about the Virgin Islands history and the role storytelling plays in society..	CA1, CA2, CB2, CB3, and CB4	
	3. Students will learn old traditional norms, folklores, and ideologies into the lesson plans of the day.	CA1, CA2, CB2, CB3, and CB4	



**COMMON CORE**  
STATE STANDARDS

Writing

Speaking and Listening

Language

Reading

Thinking

College & Career Readiness  
Common Core Anchor Standards

**The Common Core** is informed by the highest, most effective standards from states across the United States and countries around the world. The standards define the knowledge and skills students should gain throughout their K-12 education in order to graduate high school prepared to succeed in entry-level careers, introductory academic college courses, and workforce training programs.

Subject Titles	Length of Unit/Contact Hours	Unit Number/Sequence
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Speaking/ Writing	Instructor Choice	Instructor Choice
Listening/ Reading	Instructor Choice	Instructor Choice

Unit Title	Speaking and listening		Length of Unit	Quarter/Semester/Year
Focusing Lens(es)	Culture/public speaking/Writing/Reading	Standards and Grade Level Expectations Addressed in this Unit	CCSS.ELA-LITERACY.SL.3-5.1, CCSS.ELA-LITERACY.SL.3-5.1.D, CCSS.ELA-LITERACY.SL.3-5.5, CA1, CB3 CCSS.ELA-LITERACY.SL.3-5.1.A, CCSS.ELA-LITERACY.SL.3-5.2, CCSS.ELA-LITERACY.SL.3-5.6, CA2, CB4 CCSS.ELA-LITERACY.SL.3-5.1.B, CCSS.ELA-LITERACY.SL.3-5.3, CCSS.ELA-LITERACY.W.3-5.1, CA4 CCSS.ELA-LITERACY.SL.3-5.1.C, CCSS.ELA-LITERACY.SL.3-5.4, CCSS.ELA-LITERACY.RF.3-5.4, CB2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"><li>Why culture is important? What do you like the most about your culture? (CCSS.ELA-LITERACY.SL.3-5.1) and (CCSS.ELA-LITERACY.SL.3-5.3) and (CCSS.ELA-LITERACY.SL.3-5.6) and (CA2)</li><li>Have you written any stories before or told stories before? (CCSS.ELA-LITERACY.SL.3-5.1) and (CCSS.ELA-LITERACY.SL.3-5.3) and (CCSS.ELA-LITERACY.SL.3-5.6), (CCSS.ELA-LITERACY.W.3-5.1) and (CA2)</li><li>What stories have you read before? Can you tell those stories? (CCSS.ELA-LITERACY.SL.3-5.1.A) and (CCSS.ELA-LITERACY.RF.3-5.4)</li></ul>			
Unit Strands	Literacy/Comprehension/Collaboration/Culture/Presentation/Writing/Reading			
Concepts	Speaking and Listening: Demonstrate independence, Respond to the various demands of audience, task, purpose, and discipline; Build strong content knowledge, Comprehend as well as critic, they value evidence, Come to understand other perspectives and cultures. Reading: Phonics and word recognition, Comprehension and fluency. Writing: Text and types, range of writing, and research to build and present knowledge.			

Generalizations My students will <b>Understand</b> that...	Guiding Questions	
	Factual	Conceptual
Reading and telling stories are very important. (CCSS.ELA-LITERACY.SL.3-5.4) and (CCSS.ELA-LITERACY.SL.3-5.2) and (CCSS.ELA-LITERACY.SL.3-5.3) (CCSS.ELA-LITERACY.RF.3-5.4) and (CCSS.ELA-LITERACY.SL.3-5.6)	What was the moral of the story?	What did you learn from the story? What would you change about the story?
VI History is important. (CA1) and (CA4) and (CB4) and (CCSS.ELA-LITERACY.SL.3-5.4)	What is Emancipation day? What part of the world are we located in?	If you were the Governor for a week what would you do?

<p>Listening is essential to becoming a good storyteller. (CCSS.ELA-LITERACY.SL.3-5.1.B) and (CCSS.ELA-LITERACY.SL.3-5.1.C)</p>	<p>What to do when someone is speaking in the front of the class?</p>	<p>What would you do if you were presenting and someone was talking while you was talking? How would you feel?</p>
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• How to summarize a story through written or oral skills. (CCSS.ELA-LITERACY.SL.3-5.4) and (CCSS.ELA-LITERACY.W.3-5.1)</li> <li>• The do's and don'ts of telling stories. (CCSS.ELA-LITERACY.SL.3-5.1.B)</li> <li>• The names of historical people and what they did. (CCSS.ELA-LITERACY.SL.3-5.4) and (CA4)</li> <li>• How to express themselves through writing and through conversation. (CCSS.ELA-LITERACY.SL.3-5.6) and (CCSS.ELA-LITERACY.W.3-5.1)</li> <li>• How important facial expressions and different voices are to a story. (CCSS.ELA-LITERACY.SL.3-5.6) and (CCSS.ELA-LITERACY.SL.3-5.5)</li> <li>• Geographically where they live and the names of neighboring islands. (CCSS.ELA-LITERACY.SL.3-5.4) and (CA4)</li> <li>• How important it is to listen and ask questions. (CCSS.ELA-LITERACY.SL.3-5.3)</li> <li>• The name of their grandparents and what they did for a living. (CCSS.ELA-LITERACY.SL.3-5.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the difference between the protagonist and antagonist. (CCSS.ELA-LITERACY.SL.3-5.4) and (CCSS.ELA-LITERACY.SL.3-5.3)</li> <li>• Retell a story to the best of their ability. (CCSS.ELA-LITERACY.SL.3-5.6)</li> <li>• Listen to their peers and authority figures respectively. (CCSS.ELA-LITERACY.SL.3-5.1.B)</li> <li>• Share short descriptions on a few historical sites in the Virgin Islands via writing and oral presentation. (CCSS.ELA-LITERACY.SL.3-5.4) and (CCSS.ELA-LITERACY.W.3-5.1)</li> <li>• Write their stories and tell their stories that they created to the class. (CCSS.ELA-LITERACY.SL.3-5.4) and (CCSS.ELA-LITERACY.W.3-5.1)</li> </ul>

# STORYTELLING LESSON GUIDE

Grade Level: 3rd – 5th Grade

Date: August 2016

VI. COURSE TITLE: Storytelling, Opening Doors to Literature

VII. COURSE DESCRIPTION:

This course is aligned with the Common Core Standards as well as the Virgin Islands Cultural Standards to suit the betterment of the students of the Virgin Islands and be in proper protocol with the Virgin Islands Department of Education. This course will enhance the student's enthusiasm, public speaking skills, cultural knowledge, creative writing, and love for reading stories. Nurturing these cultivating minds with the experience of listening to a story and telling a story will impact the next generation very positively. Students will explore myths, historical accounts, folktales, and fairytales along the course time. Storytelling at this age will include many activities that will include writing, reading, books, games and creative activities. This course will increase the appreciation for culture and the great accomplishment of telling a story.

VIII. CENTRAL INTELLECTUAL PURPOSE

Maintaining the basics of an adequate learner the students will listen to stories, write their stories, read short stories, comprehend the stories, and give their best attempt telling the stories.

## Speaking

Oral self-Expressions

Reflective Group Discussions

Retelling a story

Remembering your Personal Story

Asking and Answering Questions

## Writing/Drawing

Writing a Story

Drawing a Story

Summarizing a Story

Picture a story

## Critical Thinking/Problem Solving

What if?? Questionnaire

Answering Story Related Questions

Who? What? When? Where? Why? And How?

How to tell a Great Story?

Creating Characters, Settings, and Story Plots

### Ethics

Learning about Morals  
Learning about Manners  
Learning about Culture  
Identifying who we are

### Technology

Listening to stories via radio  
Watching storyteller tell stories via computer or television  
Follow stories on a PowerPoint (book)  
Use the Web to search for stories

## IX. CONTENT/TIMELINE/PERFORMANCE STANDARDS

### Literature

Instructor's choice: Select exciting short stories to tell or to read. *Remember the students must be able to mimic your story, so the shorter the better.*

There are many books to choose but to open your options a little you can try the literatures named below:

*Aesops Fables*

*Anansi stories*

*Books from the library*

Also, for a good twist on culture use Children's Coloring, Learning & Activity Book United States Virgin Islands ( USVI ) St. Thomas, St. Croix and St. John (can be bought on Amazon)

### Grammar

- Integrate the cultural dialect in stories to increase enthusiasm
- Answer questions in appropriate English
- Use complete sentences
- Use descriptive language

### Vocabulary

- Develop word banks
- Learn root words

### Writing/Drawing

- Draw your story and tell the story in the front of the class
- Write the names of characters, Governors, and historic places in the Virgin Islands
- Create your stories and store them in your story book.

### Listening and Speaking

- Retell your favorite story and try your best.
- Speak in front of the class and tell the class what you learned. Also, how can it be applied to everyday life situations?
- Talk about the story as a class and go through a Questionnaire with the class.
- Ask and Answer questions in the front of the class

- Tell the class what you would have changed about the story.

#### Use of Technology

- Utilize computer to gain access to the stories.
- Watch stories on a television or computer.
- Follow story on a PowerPoint displayed on a promethean board in the classroom.

### **Standards and Grade Level Expectations Addressed in this Unit**

- *CCSS.ELA-LITERACY.SL.3-5.1, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.3-5.1.A, (Common Core Standards)*
- *CA1, (Virgin Islands Cultural Standards)*
- *CB3 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.3-5.1.B, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.3-5.1.C, (Common Core Standards)*
- *CA2, (Virgin Islands Cultural Standards)*
- *CB4 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.3-5.1.D, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.3-5.2, (Common Core Standards)*
- *CA4 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.3-5.3, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.3-5.4, (Common Core Standards)*
- *CB2 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.3-5.5, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.3-5.6, (Common Core Standards)*
- *CCSS.ELA-LITERACY.W.3-5.1, (Common Core Standards)*
- *CCSS.ELA-LITERACY.RF.3-5.4 (Common Core Standards)*

## **FIRST SEMESTER**

### **FIRST SIX WEEKS**

Unit 1: Stories make the world go around.

### **ACTIVITIES**

#### **Listening and Speaking**

Read or tell the class a story, students will engage in the story and afterwards reflect on the story with who, what, when, where and why Questionnaire. Ask students to listen carefully to the story so that afterwards they can answer easy, factual, none conceptual questions.

Have students imagine themselves as a character in the tale. Would they have made the same choices? Why or why not?

Have students read a story of their choice and generously retell the folktale in dramatic style with character dialogue. Have students differentiate between the characters by creating distinctive voice qualities and gestures for each character in the tale. CCSS.ELA-LITERACY.SL.3-5.1, CCSS.ELA-LITERACY.SL.3-5.1.B, CCSS.ELA-LITERACY.SL.3-5.4, CCSS.ELA-LITERACY.SL.3-5.5, CCSS.ELA-LITERACY.RF.3-5.4, and CCSS.ELA-LITERACY.SL.3-5.6

### Writing/Drawing

Have students write a summary of the story they read and a paragraph expressing what they thought about the story.

Have the students create their first story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.3-5.1

## SECOND SIX WEEKS

Unit2: Stories are important.

### ACTIVITIES

#### Listening and Speaking

Ask students to write a list of attributes of a good listener. Discuss the list with the class. Listen to each other's comments on the art of listening!

A class selects a classical painting. Looking at the painting for inspiration, the class constructs the first few sentences of a tale through group discussion and suggestion. The paragraph is then sent on to another group which reads the first paragraph and adds on another. The process is repeated including as many groups as possible until the tale seems finished. The classes then gather to hear the result of their group effort read out loud and to see the painting, which inspired the story.

Have students speak to each other about experiences in their lives that resemble incidents in a folk or fairytale.

Have students create funny voices to match character such as a monster, a princess, a King, a warrior, and etc.

Have students become sensitized to whenever a speaker is interrupted by others before a communication has been completed. A long pause during a speaker's statement does not constitute an opportunity for another student to cut in and speak. CCSS.ELA-LITERACY.SL.3-5.1, CCSS.ELA-LITERACY.SL.3-5.1.B, CCSS.ELA-LITERACY.SL.3-5.4, CCSS.ELA-LITERACY.SL.3-5.5, CCSS.ELA-LITERACY.RF.3-5.4, and CCSS.ELA-LITERACY.SL.3-5.6

### Writing/Drawing

Have the students create their second story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.3-5.1



### Critical Thinking

Teams of two students orally construct the first sentence of an invented story. To orally make the sentence, each says one word, trusting their ears to recognize conventional grammar, until a long sentence evolves. Shape the improv by setting the tone of the sentence. Make the first sentence of:

a ghost story

pirate story

love story

mystery

any story, etc.

Beginnings:

This exercise can be used to generate the first sentence of a Chain Story where each participant adds a section to a tale.

Endings:

The chain sentence exercise could generate a "last sentence." This sentence is written on a piece of paper and placed in the middle of the story circle. The game is over when the story has woven around to the point where someone can say the "last sentence." CCSS.ELA-LITERACY.SL.3-5.1, CCSS.ELA-LITERACY.SL.3-5.1.B, CCSS.ELA-LITERACY.SL.3-5.4, CCSS.ELA-LITERACY.SL.3-5.5, and CCSS.ELA-LITERACY.SL.3-5.6

Unit3: The fun and joy of storytelling

### ACTIVITIES

#### Critical Thinking

Practice using a mock telephone in front of the class:  
Would the speaker of the following calls speak differently? How?

- Call and ask to talk to a friend.
- Call a business and ask for information.
- Call an emergency number or police for medical help.

Discuss the social courtesies expected in answering a phone:

- At home.
- As if student worked as a receptionist at a business.

Have two students engage in a mock phone call. Without looking at each other, have students practice listening and speaking, attentively waiting for an appropriate pause to hold up their end of the conversation. Do we listen more attentively to tone of voice, if we cannot see the facial expressions of our conversation partner? CCSS.ELA-LITERACY.SL.3-5.1, CCSS.ELA-LITERACY.SL.3-5.1.B,

CCSS.ELA-LITERACY.SL.3-5.4, CCSS.ELA-LITERACY.SL.3-5.5, and CCSS.ELA-LITERACY.SL.3-5.6

### Writing/Drawing

Have the students create their third story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.3-5.1

### Listening and Speaking

Have students collect true tales about the "old days" by interviewing older relatives. Have students find out about the history of their families as far back as anyone can tell them. See Collecting Family Stories for an assortment of effective interview questions to gain stories from older family members. CCSS.ELA-LITERACY.SL.3-5.5, CCSS.ELA-LITERACY.SL.3-5.1.B, CCSS.ELA-LITERACY.SL.3-5.1.D, CCSS.ELA-LITERACY.SL.3-5.3, CCSS.ELA-LITERACY.SL.3-5.4, and CCSS.ELA-LITERACY.SL.3-5.6

## THIRD SIX WEEKS

Unit 4: tell your story

### Listening and Speaking

Have students practice telling the story to one person at a time. Keep changing partners. As confidence builds have them tell to small groups. When well-rehearsed, students can tell to the class.

To give practice a focus arrange a: Storytelling performance for one of the younger grade levels.

The primary goal of a student performance is to help students feel confident speaking publicly and to encourage considerate group listening skills to support each teller. CCSS.ELA-LITERACY.SL.3-5.5, CCSS.ELA-LITERACY.SL.3-5.1.B, CCSS.ELA-LITERACY.SL.3-5.1.D, CCSS.ELA-LITERACY.SL.3-5.3, CCSS.ELA-LITERACY.SL.3-5.4, and CCSS.ELA-LITERACY.SL.3-5.6

### Reading

Have students read a book of their choice or your choice. CCSS.ELA-LITERACY.RF.3-5.4

### Writing/Drawing

Have students write a summary of the story they read and a paragraph expressing what they thought about the story.

Have the students create their fourth story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.3-5.1

### Critical Thinking

Pass a stone around a circle of students. Each student must say one word describing the stone without repeating what has been said. See how many times the stone can go around the circle without repeating words. Adjectives such as hard, smooth etc., are a start, but any word that comes to mind is acceptable as long as it is inspired by the stone. For example, a smooth, round, white, oval stone could suggest "egg."

Get students to create a personal story from a picture of any historical site, person or day. Encourage them to repeat the names of the site, person, or day in their stories often so they can remember. Also, a picture is very important. CCSS.ELA-LITERACY.SL.3-5.1, CCSS.ELA-LITERACY.SL.3-5.1.B, CCSS.ELA-LITERACY.SL.3-5.4, CCSS.ELA-LITERACY.SL.3-5.5, and CCSS.ELA-LITERACY.SL.3-5.6

## **SECOND SEMESTER**

### FIRST SIX WEEKS

#### Unit 5: Stories of the Past

#### Listening and Speaking

Have students work with a conversation buddy during class time to discuss, one-on-one, a particular issue raised in class. Have students become aware of their ability to take turns speaking and listening.

Have students speak to each other about experiences in their lives that resemble incidents in a folk or fairytale.

Share a story on history or a historical figure, to get a great deal of attention about it share a story about an international hero such as Martin Luther King Jr and a story of a local hero such as General Buddhoe. The stories told in this unit should be inspirational and exciting. CCSS.ELA-LITERACY.SL.3-5.5, CCSS.ELA-LITERACY.SL.3-5.1.B, CCSS.ELA-LITERACY.SL.3-5.1.D, CCSS.ELA-LITERACY.SL.3-5.3, CCSS.ELA-LITERACY.SL.3-5.4, CCSS.ELA-LITERACY.SL.3-5.6, CA1, CA2, CB2, CB3, and CB4

#### Writing

Have the students create their fifth story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.3-5.1

#### Critical Thinking

Facilitate "What happened stories?" Give the students a setting and call them in front of the class and asked them what happened at a specific place that they went to any time in their past. For example: "Billy have you ever went to the beach? What happened the day you went to the beach?" CCSS.ELA-

LITERACY.SL.3-5.1, CCSS.ELA-LITERACY.SL.3-5.1.B, CCSS.ELA-LITERACY.SL.3-5.4, CCSS.ELA-LITERACY.SL.3-5.5, and CCSS.ELA-LITERACY.SL.3-5.6

## SECOND SIX WEEKS

### Unit 6: Rhyming and singing stories

#### Listening and Speaking

Find and learn songs which tell a story. Folk ballads to contemporary songs often suggest a larger tale. Listen to records and then have students retell the story in the song in their own words. Or have a "storysong" concert.

Have students create funny voices to match character such as a monster, a princess, a King, a warrior, and etc. CCSS.ELA-LITERACY.SL.3-5.5, CCSS.ELA-LITERACY.SL.3-5.1.B, CCSS.ELA-LITERACY.SL.3-5.1.D, CCSS.ELA-LITERACY.SL.3-5.3, CCSS.ELA-LITERACY.SL.3-5.4, and CCSS.ELA-LITERACY.SL.3-5.6

#### Critical Thinking

One person begins a tale and stops after a few sentences. The next person picks up the story thread and continues it, then stops. Next person adds to it and so on until the tale comes to a resolution. The story could begin with a pre-selected title or subject to guide the improvisation. Try recording the story circle on a tape recorder for later listening. CCSS.ELA-LITERACY.SL.3-5.1, CCSS.ELA-LITERACY.SL.3-5.1.B, CCSS.ELA-LITERACY.SL.3-5.4, CCSS.ELA-LITERACY.SL.3-5.5, CCSS.ELA-LITERACY.SL.3-5.5 and CCSS.ELA-LITERACY.SL.3-5.6

#### Reading

Have students read a book of their choice or your choice. CCSS.ELA-LITERACY.RF.3-5.4

#### Writing/Drawing

Have the students create their sixth story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title.

Have students write a summary of the story they read and a paragraph expressing what they thought about the story. CCSS.ELA-LITERACY.W.3-5.1

## THIRD SIX WEEKS

### Unit 7: Story time!

#### Listening and Speaking

Invite a professional storyteller to your class and have the class experience what they have been working all semester.

Set up a storytelling festival evening, invite all of the parents to be present for a performance and have the students retell their favorite story they heard this semester.

Enter your best storytellers of the semester to tell a story in the spring concert for an onstage performance. (Principals would love this)

Have students practice retelling folktales in their classroom. When students feel confident, teams of three or four students at a time can then take their tales to other classes for a storytelling concert. If older students are sent to the younger grades, ask the younger grades to thank the storytellers with drawings inspired by their stories. CCSS.ELA-LITERACY.SL.3-5.5, CCSS.ELA-LITERACY.SL.3-5.1.B, CCSS.ELA-LITERACY.SL.3-5.1.D, CCSS.ELA-LITERACY.SL.3-5.3, CCSS.ELA-LITERACY.SL.3-5.4, and CCSS.ELA-LITERACY.SL.3-5.6

### Writing/Drawing

Have the students create their seventh story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.3.1

### STUDENT ASSESSMENT

- Teacher
- Performances
- Participation
- Confidence
- Writing
- Grammar
- Reading Competency

**Curriculum Development Course at a Glance**  
**Planning for 6<sup>th</sup> – 8<sup>th</sup> Grade, Storytelling**

Content Area	Storytelling	Grade Level	6th – 8 <sup>th</sup> Grade
Course Name/Course Code	Speech/literature/Writing/Reading		
Objectives	Expectations	GLE Code	
1. Motivate Engaging <b>public speaking skills</b>	1. Students will utilize strong presentation skills to tell their stories.	CCSS.ELA-LITERACY.SL.6-8.1	
	2. Students will introduce interactive and dramatic presentations.	CCSS.ELA-LITERACY.SL.6-8.3	
	3. Students will display confidence in speaking and expressing information, ideas, and opinions clearly.	CCSS.ELA-LITERACY.SL.6-8.4	
2. Enhances <b>Comprehension skills</b>	1. Students will listen and understanding different perspectives.	CCSS.ELA-LITERACY.SL.6.2	
	2. Students will read to understand and read to remember.	CCSS.ELA-LITERACY.RL.6-8.10 AND CCSS.ELA-LITERACY.RL.6-8.7	
	3. Students will be encouraged to read more.	CCSS.ELA-LITERACY.RL.6-8.10	
3. Encourages <b>Creative Writing</b>	1. Students will write their stories and tell them.	CCSS.ELA-LITERACY.W.6-8.3	
	2. Students will gravitate towards acting and displaying expressions.	CCSS.ELA-LITERACY.SL.6-8.4 AND CCSS.ELA-LITERACY.SL.6-8.6	
	3. Students will display knowledge in literature.	CCSS.ELA-LITERACY.W.6-8.3	
4. Increase Knowledge in <b>Culture</b>	1. Students will learn the foundation of African history and the birth of the storytelling art.	CA4 and CA2	
	2. Students will learn information about the Virgin Islands history and the role storytelling plays in society.	CA1, CA2, CB2, CB3, and CB4	
	3. Students will learn old traditional norms, folklores, and ideologies into the lesson plans of the day.	CA1, CA2, CB2, CB3, and CB4	



1. Research- and evidence-based
2. Clear, understandable, and consistent
3. Aligned with college and career expectations
4. Based on rigorous content and application of knowledge through higher-order thinking skills
5. Built upon the strengths and lessons of current state standards
6. Informed by other top performing countries in order to prepare all students for success in our global economy and society



The Common Core is informed by the highest, most effective standards from states across the United States and countries around the world. The standards define the knowledge and skills students should gain throughout their K-12 education in order to graduate high school prepared to succeed in entry-level careers, introductory academic college courses, and workforce training programs.

Unit Title	Speech and Literature		Length of Unit	Quarter/Semester/Year
Focusing Lens(es)	Culture/public speaking/Writing/Reading	Standards and Grade Level Expectations Addressed in this Unit	CCSS.ELA-LITERACY.SL.6-8.1, CCSS.ELA-LITERACY.SL.6-8.1.A, CCSS.ELA-LITERACY.SL.6-8.1.B, CA1, CB3 CCSS.ELA-LITERACY.SL.6-8.1.C, CCSS.ELA-LITERACY.SL.6-8.1.D, CCSS.ELA-LITERACY.SL.6-8.2, CA2, CB4 CCSS.ELA-LITERACY.SL.6-8.3, CCSS.ELA-LITERACY.SL.6-8.4, CCSS.ELA-LITERACY.SL.6-8.5, CA4 CCSS.ELA-LITERACY.SL.6-8.6, CCSS.ELA-LITERACY.W.6-8.3, CCSS.ELA-LITERACY.RL.6-8.10, CB2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"><li>What aspects define you culture? What do you like the most about your culture? (CCSS.ELA-LITERACY.SL.6-8.1) and (CCSS.ELA-LITERACY.SL.6-8.3) and (CCSS.ELA-LITERACY.SL.6-8.6) and (CA2)</li><li>What genre of stories do you prefer to read folklore, fairytales, or historical stories? Why? (CCSS.ELA-LITERACY.SL.6-8.1) and (CCSS.ELA-LITERACY.SL.6-8.3) and (CCSS.ELA-LITERACY.SL.6-8.6), (CCSS.ELA-LITERACY.RL.6-8.10) and (CA2)</li><li>What is your favorite story that you have read? Can you write your version to that story? (CCSS.ELA-LITERACY.SL.6-8.1.A) and (CCSS.ELA-LITERACY.W.6-8.3)</li></ul>			
Unit Strands	Literacy/Comprehension/Collaboration/Culture/Presentation/Writing/Reading			
Concepts	Speaking and Listening: Demonstrate independence, Respond to the various demands of audience, task, purpose, and discipline; Build strong content knowledge, Comprehend as well as critic, they value evidence, Come to understand other perspectives and cultures. Reading: literature and vocabulary increase, Comprehension and fluency. Writing: summarizing thoughts, range of writing, and research to build and present knowledge.			

<b>Subject Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Literature/ Writing	Instructor Choice	Instructor Choice
Speech/ Reading	Instructor Choice	Instructor Choice

Generalizations My students will Understand that...	Guiding Questions	
	Conceptual	Factual
Reading and comprehension is essential to telling stories. (CCSS.ELA-LITERACY.SL.6-8.4) and (CCSS.ELA-LITERACY.SL.6-8.2) and (CCSS.ELA-LITERACY.SL.6-8.3) (CCSS.ELA-LITERACY.RF.6-8.4) and (CCSS.ELA-LITERACY.SL.6-8.6)	Can you name every character in the story?	Which character had the best role? What character would like to have been from the story?
VI History is important. (CA1) and (CA4) and (CB4) and (CCSS.ELA-LITERACY.SL.6-8.4)	Name 5 living Virgin Islanders that are doing something great in the world?	20 years from now what huge changes do you think will happen in the Virgin Islands?
Positive feedback and constructive criticism is needed. (CCSS.ELA-LITERACY.SL.6-8.1.B) and (CCSS.ELA-LITERACY.SL.6-8.1.C)	Can you identify all of the good and bad aspects of the presenter presentation or performance?	What would you have done to better the presentation or performance?

Critical Content: My students will <b>Know</b> ...	Key Skills: My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>How to summarize a story via writing and orally. (CCSS.ELA-LITERACY.SL.6-8.4) and (CCSS.ELA-LITERACY.W.6-8.1)</li> <li>The do's and don'ts of telling stories. (CCSS.ELA-LITERACY.SL.6-8.1.B)</li> <li>The names of historic cultural bearers and their craft. (CCSS.ELA-LITERACY.SL.6-8.4) and (CA4)</li> <li>How to express themselves through writing and through conversation. (CCSS.ELA-LITERACY.SL.6-8.6) and (CCSS.ELA-LITERACY.W.6-8.1)</li> <li>How important facial expressions and different voices are to a story. (CCSS.ELA-LITERACY.SL.6-8.6) and (CCSS.ELA-LITERACY.SL.6-8.5)</li> <li>Geographically where they live and the names of neighboring islands. (CCSS.ELA-LITERACY.SL.6-8.4) and (CA4)</li> <li>How important it is to listen and ask questions. (CCSS.ELA-LITERACY.SL.6-8.3)</li> <li>The name of their grandparents and what they did for a living. (CCSS.ELA-LITERACY.SL.6-8.4)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the difference between the protagonist and antagonist. (CCSS.ELA-LITERACY.SL.6-8.4) and (CCSS.ELA-LITERACY.SL.6-8.3)</li> <li>Retell a story to the best of their ability. (CCSS.ELA-LITERACY.SL.6-8.6)</li> <li>Listen to their peers and authority figures respectively. (CCSS.ELA-LITERACY.SL.6-8.1.B)</li> <li>Share short descriptions on a few historical sites in the Virgin Islands via writing and oral presentation. (CCSS.ELA-LITERACY.SL.6-8.4) and (CCSS.ELA-LITERACY.W.6-8.1)</li> <li>Write their stories and tell their stories that they created to the class. (CCSS.ELA-LITERACY.SL.6-8.4) and (CCSS.ELA-LITERACY.W.6-8.1)</li> </ul>



# STORYTELLING LESSON GUIDE

Grade Level: 6<sup>th</sup> – 8<sup>th</sup> Grade

Date: August 2016

X. COURSE TITLE: Storytelling, Cultivating a writer

XI. COURSE DESCRIPTION:

This course is aligned with the Common Core Standards as well as the Virgin Islands Cultural Standards to suit the betterment of the students of the Virgin Islands and be in proper protocol with the Virgin Islands Department of Education. This course will enhance the student's enthusiasm, public speaking skills, cultural knowledge, creative writing, and love for reading stories. Nurturing these cultivating minds with the experience of listening to a story and telling a story will impact the next generation very positively. Students will explore myths, historical accounts, folktales, and fairytales along the course time. Storytelling in a learner's daily life will include many activities that will include writing, reading books, researching literature and productive games. This course will increase the appreciation for culture and the great accomplishment of telling a story.

XII. CENTRAL INTELLECTUAL PURPOSE

Maintaining the basics of an adequate learner the students will listen to stories, write their stories, read stories, research literature, comprehend the stories, and give their best attempt telling the stories.

## Speaking

Oral self-Expressions

Reflective Group Discussions

Retelling a story

Performing your Personal Story

Asking and Answering Questions

## Writing/Drawing

Writing a Story

Researching Stories

Summarizing a Story

Picture a story

## Critical Thinking/Problem Solving

What if?? Questionnaire

Answering Story Relevant Questions

Who? What? When? Where? Why? And How?

How to tell a Great Story?

Creating Characters, Settings, and Story Plots

### Ethics

Learning about Morals  
Learning about Manners  
Learning about Culture  
Identifying who we are

### Technology

Listening to stories via computer  
Watching storyteller tell stories via computer or television  
Follow stories on a PowerPoint (book)  
Use the Web to search for stories  
Use the web to create stories

## XIII. CONTENT/TIMELINE/PERFORMANCE STANDARDS

### Literature

Instructor's choice: Select exciting short stories to tell or to read. *Remember the students must be able to perform the story, so the shorter the better.*

There are many books to choose but to open your options a little you can try the literatures named below:

*Aesops Fables*  
*Anansi stories*  
*Books from the library*

Also, for a good twist on culture use the Any VI history book of your choice.

### Grammar

- Integrate the cultural dialect in stories to increase enthusiasm
- Answer questions in appropriate English
- Use complete sentences
- Use descriptive language

### Vocabulary

- Develop word banks
- Learn root words
- Learn cultural words

### Writing

- Rewrite stories that were previously written
- Read historical accounts and rewrite history into a story that may be exciting
- Create your stories and store them in your story book.

### Listening and Speaking

- Retell a number of stories to practice the art of storytelling.
- Present in front of the class.
- Talk about the story as a class and go through a Questionnaire with the class.
- Ask and Answer questions in the front of the class

- Tell the class what you would have changed about the story.

#### Use of Technology

- Utilize computer to gain access to the stories.
- Watch stories on a television or computer.
- Follow story on a PowerPoint displayed on a promethean board in the classroom.
- Research information about myths, folktales, and fairytales.

#### **Standards and Grade Level Expectations Addressed in this Unit**

- *CCSS.ELA-LITERACY.SL.6-8.1, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.6-8.1.A, (Common Core Standards)*
- *CA1, (Virgin Islands Cultural Standards)*
- *CB3 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.6-8.1.B, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.6-8.1.C, (Common Core Standards)*
- *CA2, (Virgin Islands Cultural Standards)*
- *CB4 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.6-8.1.D, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.6-8.2, (Common Core Standards)*
- *CA4 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.6-8.3, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.6-8.4, (Common Core Standards)*
- *CB2 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.6-8.5, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.6-8.6, (Common Core Standards)*
- *CCSS.ELA-LITERACY.W.6-8.1, (Common Core Standards)*
- *CCSS.ELA-LITERACY.RF.6-8.4 (Common Core Standards)*

### **FIRST SEMESTER**

#### **FIRST SIX WEEKS**

Unit 1: The foundation of a story.

#### **ACTIVITIES**

##### **Story Content**

Introduce the list of content below define and set in stone the content for the students to utilize as a reference.

Types of Stories.

Elements of Stories.

Models of Stories (Formulas).  
Symbols in Stories.  
Story Structure.  
Story and Place.  
Story and Community.  
Story and the Past. Story and the Future.  
Story and Personality Development.

Have students read a story of their choice and generously retell the folktale in dramatic style with character dialogue. Have students differentiate between the characters by creating distinctive voice qualities and gestures for each character in the tale. CCSS.ELA-LITERACY.SL.6-8.1, CCSS.ELA-LITERACY.SL.6-8.1.B, CCSS.ELA-LITERACY.SL.6-8.4, CCSS.ELA-LITERACY.SL.6-8.5, CCSS.ELA-LITERACY.RF.6-8.4, and CCSS.ELA-LITERACY.SL.6-8.6

### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.6-8.4

### Writing

Have students research a historical event and rewrite that historical event as a story. The writer will substitute characters for animals and change names to provide a creative aspect but the plot will remain the same.

Have the students create their first story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.6-8.1

## SECOND SIX WEEKS

Unit2: Improving Performance skills.

### ACTIVITIES

#### Story Performance

Breathing/Singing/Moving and Storytelling.  
Styles of Speaking in Storytelling.  
Acting-out Characters (Role-playing).  
Audience-Participation in Storytelling.  
Group Enactment of Stories (Performing Skits).  
Singing-and-moving Stories.  
Story Drawing/Painting/Illustrating/Mapping.  
Storytelling accompanied by Illustrations, Puppets, Masks, and Props.  
Ways of Coaching Storytelling.

Have students speak to each other about experiences in their lives that resemble incidents in a folk or fairytale.

Have students create funny voices to match character such as a monster, a princess, a King, a warrior, and etc.

Have students become sensitized to whenever a speaker is interrupted by others before a communication has been completed. A long pause during a speaker's statement does not constitute an opportunity for another student to cut in and speak. CCSS.ELA-LITERACY.SL.6-8.1, CCSS.ELA-LITERACY.SL.6-8.1.B, CCSS.ELA-LITERACY.SL.6-8.4, CCSS.ELA-LITERACY.SL.6-8.5, CCSS.ELA-LITERACY.RF.6-8.4, and CCSS.ELA-LITERACY.SL.6-8.6

### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.6-8.4

### Writing

Have the students create their second story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.6-8.1

### Critical Thinking: Identifying Turning Points

We practice identifying the Turning Points of stories. Turning Points are also known as Moments of Decision, Moments of Truth, Pivotal Points, Crucial Scenes, Key Scenes, and Dramatic Moments. CCSS.ELA-LITERACY.SL.6-8.1, CCSS.ELA-LITERACY.SL.6-8.1.B, CCSS.ELA-LITERACY.SL.6-8.4, CCSS.ELA-LITERACY.SL.6-8.5, and CCSS.ELA-LITERACY.SL.6-8.6

Unit3: Stories across the world

## ACTIVITIES

### Critical Thinking

Research a number of countries and their short stories, myths, folktales, fairytales, and legends from different countries. Assign a country to each student and have the student provide either a presentation on the country's stories or tell the story from the country that they found.

CCSS.ELA-LITERACY.SL.6-8.1, CCSS.ELA-LITERACY.SL.6-8.1.B, CCSS.ELA-LITERACY.SL.6-8.4, CCSS.ELA-LITERACY.SL.6-8.5, and CCSS.ELA-LITERACY.SL.6-8.6

### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.6-8.4

### Writing

Have the students create their third story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.6-8.1

## Types of stories

- 1) **Traditional stories** (folktales, epics, legends, myths, etc);
- 2) **Experiences from everyday life** (and other true, historical stories); and
- 3) **Original creative stories.**

Have students collect true tales about the "old days" by interviewing older relatives. Have students find out about the history of their families as far back as anyone can tell them. See Collecting Family Stories for an assortment of effective interview questions to gain stories from older family members.

CCSS.ELA-LITERACY.SL.6-8.5, CCSS.ELA-LITERACY.SL.6-8.1.B, CCSS.ELA-LITERACY.SL.6-8.1.D, CCSS.ELA-LITERACY.SL.6-8.3, CCSS.ELA-LITERACY.SL.6-8.4, and CCSS.ELA-LITERACY.SL.6-8.6

## THIRD SIX WEEKS

### Unit 4: Forming your Storyteller

#### Listening and Speaking

Have students practice telling the story to one person at a time. Keep changing partners. As confidence builds have them tell to small groups. When well-rehearsed, students can tell to the class.

After telling stories, Participants practice leading conversations with listeners. Participants are encouraged to ask "open questions", such as,

"What do you remember about the story?"

"What did you think about the story?"

"How did you feel about the story?"

"What did you like about the story?"

"Might you have a favorite scene in the story?"

"How do you feel about the ways the characters behaved?"

"Do you feel the story shows any positive behaviors?" (that we should seek to imitate).

"Do you feel the story shows any negative behaviors?" (that we should seek to avoid).

"Might there be something about the story that you might like to change?"

"What messages, morals, and meanings do you get from the story?"

Encourage each listener to formulate and express his/her own answers.

CCSS.ELA-LITERACY.SL.6-8.5, CCSS.ELA-LITERACY.SL.6-8.1.B, CCSS.ELA-LITERACY.SL.6-8.1.D, CCSS.ELA-LITERACY.SL.6-8.3, CCSS.ELA-LITERACY.SL.6-8.4, and CCSS.ELA-LITERACY.SL.6-8.6

#### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.6-8.4

#### Writing

Have students write a summary of the story they read and a paragraph expressing what they thought about the story.

Have the students create their fourth story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.6-8.1

### Critical Thinking

Pass a stone around a circle of students. Each student must say one word describing the stone without repeating what has been said. See how many times the stone can go around the circle without repeating words. Adjectives such as hard, smooth etc., are a start, but any word that comes to mind is acceptable as long as it is inspired by the stone. For example, a smooth, round, white, oval stone could suggest "egg."

Get students to create a personal story from a picture of any historical site, person or day. Encourage them to repeat the names of the site, person, or day in their stories often so they can remember. Also, a picture is very important. CCSS.ELA-LITERACY.SL.6-8.1, CCSS.ELA-LITERACY.SL.6-8.1.B, CCSS.ELA-LITERACY.SL.6-8.4, CCSS.ELA-LITERACY.SL.6-8.5, and CCSS.ELA-LITERACY.SL.6-8.6

## **SECOND SEMESTER**

### FIRST SIX WEEKS

Unit 5: Experiencing the essence of stories

#### Situations

Regardless of whether a story's characters are humans, animals, divinities, aliens, etc -- all stories are about situations. Story listeners can project themselves into these characters, and imagine themselves in these situations. The listeners can consider if they might do things the same or differently from how the characters do things. This gives the listeners and readers practice for living.

Have students speak to each other about experiences in their lives that resemble incidents in a folk or fairytale.

Share a story on history or a historical figure, to get a great deal of attention about it share a story about an international African hero such as Martin Luther King Jr and a story of a local hero such as General Buddhoe. The stories told in this unit should be inspirational and exciting. CCSS.ELA-LITERACY.SL.6-8.5, CCSS.ELA-LITERACY.SL.6-8.1.B, CCSS.ELA-LITERACY.SL.6-8.1.D, CCSS.ELA-LITERACY.SL.6-8.3, CCSS.ELA-LITERACY.SL.6-8.4, CCSS.ELA-LITERACY.SL.6-8.6, CA1, CA2, CB2, CB3, and CB4

#### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.6-8.4

### Writing

Have the students create their fifth story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.6-8.1

### Critical Thinking

Facilitate “What happened stories?” Give the students a setting and call them in front of the class and asked them what happened at a specific place that they went to any time in their past. For example: “Billy have you ever went to the beach? What happened the day you went to the beach?” CCSS.ELA-LITERACY.SL.6-8.1, CCSS.ELA-LITERACY.SL.6-8.1.B, CCSS.ELA-LITERACY.SL.6-8.4, CCSS.ELA-LITERACY.SL.6-8.5, and CCSS.ELA-LITERACY.SL.6-8.6

### SECOND SIX WEEKS

Unit 6: Enhancing the storytellers performance level

#### Twelve Elements of Story

- 1) The **title** of the story.
  - 2) **Characters** (their histories, thoughts, decisions, abilities to follow-through on decisions, actions, etc).
  - 3) Characters' **ways of speaking**.
  - 4) Characters' **ways of moving**.
  - 5) **Place**.
  - 6) **Time** (continuous, or jumps, flashbacks?).
  - 7) The **storyline** (also known as, plot) -- in one sentence.
  - 8) **Objects** in the story.
  - 9) **Sensory Elements** in the story: Smells, Flavours, Colours, Textures, etc.
  - 10) **Emotions** in the story (for the characters, the teller, and the listeners).
  - 11) If the story is being told by a character in the story: **Who is the Narrator**, and what is his/her Point of View, Tone of Voice, Attitude, and Style?
  - 12) **Point** (theme, meaning, moral, message).
- Elements 1-11 combined produce element 12..

Have students read a story of their choice and generously retell the folktale in dramatic style with character dialogue, Have students differentiate between the characters by creating distinctive voice qualities and gestures for each character in the tale. CCSS.ELA-LITERACY.SL.6-8.5, CCSS.ELA-LITERACY.SL.6-8.1.B, CCSS.ELA-LITERACY.SL.6-8.1.D, CCSS.ELA-LITERACY.SL.6-8.3, CCSS.ELA-LITERACY.SL.6-8.4, and CCSS.ELA-LITERACY.SL.6-8.6

### Critical Thinking

One person begins a tale and stops after a few sentences. The next person picks up the story thread and continues it, then stops. Next person adds to it and so on until the tale comes to a resolution. The story could begin with a pre-selected title or subject to guide the improvisation. Try recording the story circle on a tape recorder for later listening. CCSS.ELA-LITERACY.SL.6-8.1, CCSS.ELA-LITERACY.SL.6-



8.1.B, CCSS.ELA-LITERACY.SL.6-8.4, CCSS.ELA-LITERACY.SL.6-8.5, CCSS.ELA-LITERACY.SL.6-8.5 and CCSS.ELA-LITERACY.SL.6-8.6

### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.6-8.4

### Writing/Drawing

Have the students create their sixth story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title.

Have students write a summary of the story they read and a paragraph expressing what they thought about the story. CCSS.ELA-LITERACY.W.6-8.1

## THIRD SIX WEEKS

### Unit 7: Story time!

#### Listening and Speaking

Invite a professional storyteller to your class and have the class experience what they have been working all semester.

Set up a storytelling festival evening, invite all of the parents to be present for a performance and have the students retell their favorite story they heard this semester.

Enter your best storytellers of the semester to tell a story in the spring concert for an onstage performance. (Principals would love this)

Have students practice retelling folktales in their classroom. When students feel confident, teams of three or four students at a time can then take their tales to other classes for a storytelling concert. If older students are sent to the younger grades, ask the younger grades to thank the storytellers with drawings inspired by their stories. CCSS.ELA-LITERACY.SL.6-8.5, CCSS.ELA-LITERACY.SL.6-8.1.B, CCSS.ELA-LITERACY.SL.6-8.1.D, CCSS.ELA-LITERACY.SL.6-8.3, CCSS.ELA-LITERACY.SL.6-8.4, and CCSS.ELA-LITERACY.SL.6-8.6

### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.6-8.4

### Writing

Have the students create their seventh story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.6-8.1

## STUDENT ASSESSMENT

- Teacher

- Performances
- Participation
- Confidence
- Writing
- Grammar
- Reading Competency

**Curriculum Development Course at a Glance**  
**Planning for 9<sup>th</sup> – 12<sup>th</sup> Grade, Storytelling**

Content Area	Storytelling	Grade Level	9th – 12 <sup>th</sup> Grade
Course Name/Course Code	Speech/literature/Writing/Reading		
Objectives	Expectations	GLE Code	
1. Motivate Engaging <b>public speaking skills</b>	1. Students will utilize strong presentation skills to tell their stories.	CCSS.ELA-LITERACY.SL.9-12.1	
	2. Students will introduce interactive and dramatic presentations.	CCSS.ELA-LITERACY.SL.9-12.3	
	3. Students will display confidence in speaking and expressing information, ideas, and opinions clearly.	CCSS.ELA-LITERACY.SL.9-12.4	
2. Enhances <b>Comprehension skills</b>	1. Students will listen and understanding different perspectives.	CCSS.ELA-LITERACY.SL.9-12.2	
	2. Students will read to understand and read to remember.	CCSS.ELA-LITERACY.RL.9-12.10 AND CCSS.ELA-LITERACY.RL.9-12.7	
	3. Students will be encouraged to read more.	CCSS.ELA-LITERACY.RL.9-12.10	
3. Encourages <b>Creative Writing</b>	1. Students will write their stories and tell them.	CCSS.ELA-LITERACY.W.9-12.3	
	2. Students will gravitate towards acting and displaying expressions.	CCSS.ELA-LITERACY.SL.9-12.4 AND CCSS.ELA-LITERACY.SL.9-12.6	
	3. Students will display knowledge in literature.	CCSS.ELA-LITERACY.W.9-12.3	
4. Increase Knowledge in <b>Culture</b>	1. Students will learn the foundation of African history and the birth of the storytelling art.	CA4 and CA2	
	2. Students will learn information about the Virgin Islands history and the role storytelling plays in society.	CA1, CA2, CB2, CB3, and CB4	
	3. Students will learn old traditional norms, folklores, and ideologies into the lesson plans of the day.	CA1, CA2, CB2, CB3, and CB4	



1. Research- and evidence-based
2. Clear, understandable, and consistent
3. Aligned with college and career expectations
4. Based on rigorous content and application of knowledge through higher-order thinking skills
5. Built upon the strengths and lessons of current state standards
6. Informed by other top performing countries in order to prepare all students for success in our global economy and society



The Common Core is informed by the highest, most effective standards from states across the United States and countries around the world. The standards define the knowledge and skills students should gain throughout their K-12 education in order to graduate high school prepared to succeed in entry-level careers, introductory academic college courses, and workforce training programs.

Subject Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Literature/ Writing	Instructor Choice	Instructor Choice
Speech/ Reading	Instructor Choice	Instructor Choice

Unit Title	Speech and Literature		Length of Unit	Quarter/Semester/Year
Focusing Lens(es)	Culture/public speaking/Writing/Reading	Standards and Grade Level Expectations Addressed in this Unit	CCSS.ELA-LITERACY.SL.9-12.1, CCSS.ELA-LITERACY.SL.9-12.1.A, CCSS.ELA-LITERACY.SL.9-12.1.B, CA1, CB3 CCSS.ELA-LITERACY.SL.9-12.1.C, CCSS.ELA-LITERACY.SL.9-12.1.D, CCSS.ELA-LITERACY.SL.9-12.2, CA2, CB4 CCSS.ELA-LITERACY.SL.9-12.3, CCSS.ELA-LITERACY.SL.9-12.4, CCSS.ELA-LITERACY.SL.9-12.5, CA4 CCSS.ELA-LITERACY.SL.9-12.6, CCSS.ELA-LITERACY.W.9-12.3, CCSS.ELA-LITERACY.RL.9-12.10, CB2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"><li>What aspects define you culture? What do you like the most about your culture? (CCSS.ELA-LITERACY.SL.9-12.1) and (CCSS.ELA-LITERACY.SL.9-12.3) and (CCSS.ELA-LITERACY.SL.9-12.6) and (CA2)</li><li>What genre of stories do you prefer to read folklore, fairytales, or historical accounts? Why? (CCSS.ELA-LITERACY.SL.9-12.1) and (CCSS.ELA-LITERACY.SL.9-12.3) and (CCSS.ELA-LITERACY.SL.9-12.6), (CCSS.ELA-LITERACY.RL.9-12.10) and (CA2)</li><li>What is your favorite story that you have read? Can you write your version to that story? (CCSS.ELA-LITERACY.SL.9-12.1.A) and (CCSS.ELA-LITERACY.W.9-12.3)</li></ul>			
Unit Strands	Literacy/Comprehension/Collaboration/Culture/Presentation/Writing/Reading			
Concepts	Speaking and Listening: Demonstrate independence, Respond to the various demands of audience, task, purpose, and discipline; Build strong content knowledge, Comprehend as well as critic, they value evidence, Come to understand other perspectives and cultures. Reading: literature and vocabulary increase, Comprehension and fluency. Writing: summarizing thoughts, range of writing, and research to build and present knowledge.			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Literature is essential to preserving and telling stories. (CCSS.ELA-LITERACY.SL.9-12.4) and (CCSS.ELA-LITERACY.SL.9-12.2) and (CCSS.ELA-LITERACY.SL.9-12.3) (CCSS.ELA-LITERACY.RF.9-12.4) and (CCSS.ELA-LITERACY.SL.9-12.6)	What ways can you preserve literature?	Compare/contrast American Literature and VI literature?
VI History is important. (CA1) and (CA4) and (CB4) and (CCSS.ELA-LITERACY.SL.9-12.4)	Name 5 Historical events that impact the Virgin Islands and its culture?	Do you think culture in the Virgin Islands will change again? What do you think we can expect from the future Virgin Islands culture?

Positive feedback and constructive criticism is needed. (CCSS.ELA-LITERACY.SL.9-12.1.B) and (CCSS.ELA-LITERACY.SL.9-12.1.C)	Can you identify all of the good and bad aspects of the presenter presentation or performance?	What would you have done to better the presentation or performance?
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• How to summarize a story via writing and orally. (CCSS.ELA-LITERACY.SL.9-12.4) and (CCSS.ELA-LITERACY.W.9-12.1)</li> <li>• The do's and don'ts of telling stories. (CCSS.ELA-LITERACY.SL.9-12.1.B)</li> <li>• The names of historic cultural bearers and their craft. (CCSS.ELA-LITERACY.SL.9-12.4) and (CA4)</li> <li>• How to express themselves through writing and through conversation. (CCSS.ELA-LITERACY.SL.9-12.6) and (CCSS.ELA-LITERACY.W.9-12.1)</li> <li>• How important facial expressions and different voices are to a story. (CCSS.ELA-LITERACY.SL.9-12.6) and (CCSS.ELA-LITERACY.SL.9-12.5)</li> <li>• What Organic Act is and what it means. (CCSS.ELA-LITERACY.SL.9-12.4) and (CA4)</li> <li>• How important it is to listen and ask questions. (CCSS.ELA-LITERACY.SL.9-12.3)</li> <li>• The name of their grandparents and what they did for a living. (CCSS.ELA-LITERACY.SL.9-12.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the difference between literature and history. (CCSS.ELA-LITERACY.SL.9-12.4) and (CCSS.ELA-LITERACY.SL.9-12.3)</li> <li>• Retell a story to the best of their ability. (CCSS.ELA-LITERACY.SL.9-12.6)</li> <li>• Listen to their peers and authority figures respectively. (CCSS.ELA-LITERACY.SL.9-12.1.B)</li> <li>• Share detailed descriptions on a few historical sites in the Virgin Islands via writing and oral presentation. (CCSS.ELA-LITERACY.SL.9-12.4) and (CCSS.ELA-LITERACY.W.9-12.1)</li> <li>• Write their stories and tell their stories that they created to the class. (CCSS.ELA-LITERACY.SL.9-12.4) and (CCSS.ELA-LITERACY.W.9-12.1)</li> </ul>

# STORYTELLING LESSON GUIDE

Grade Level: 9<sup>th</sup> – 12<sup>th</sup> Grade

Date: August 2016

XIV. COURSE TITLE: Storytelling, Cultivating a writer

XV. COURSE DESCRIPTION:

This course is aligned with the Common Core Standards as well as the Virgin Islands Cultural Standards to suit the betterment of the students of the Virgin Islands and be in proper protocol with the Virgin Islands Department of Education. This course will enhance the student's enthusiasm, public speaking skills, cultural knowledge, creative writing, and love for reading stories. Nurturing these cultivating minds with the experience of listening to a story and telling a story will impact the next generation very positively. Students will explore myths, historical accounts, folktales, and fairytales along the course time. Storytelling in a learner's daily life will include many activities that will include writing, reading books, researching literature and productive games. This course will increase the appreciation for culture and the great accomplishment of telling a story.

XVI. CENTRAL INTELLECTUAL PURPOSE

Maintaining the basics of an adequate learner the students will listen to stories, write their stories, read stories, research literature, comprehend the stories, and give their best attempt telling the stories.

## Speaking

Oral self-Expressions

Reflective Group Discussions

Retelling a story

Performing your Personal Story

Asking and Answering Questions

## Writing

Writing a Story

Researching Stories

Summarizing a Story

Picture a story

## Critical Thinking/Problem Solving

What if?? Questionnaire

Answering Story Relevant Questions

Who? What? When? Where? Why? And How?

How to tell a Great Story?  
Creating Characters, Settings, and Story Plots

### Ethics

Learning about Morals  
Learning about Manners  
Learning about Culture  
Identifying who we are

### Technology

Listening to stories via computer  
Watching storyteller tell stories via computer or television  
Follow stories on a PowerPoint (book)  
Use the Web to search for stories  
Use the web to create stories

## XVII. CONTENT/TIMELINE/PERFORMANCE STANDARDS

### Literature

Instructor's choice: Select exciting short stories to tell or to read. *Remember the students must be able to perform the story, so the shorter the better.*

There are many books to choose but to open your options a little you can try the literatures named below:

*Aesops Fables*  
*Anansi stories*  
*Books from the library*

Also, for a good twist on culture use the Any VI history book of your choice.  
*The Umbilical Cord* by: Harold W.L Willocks

### Grammar

- Integrate the cultural dialect in stories to increase enthusiasm
- Answer questions in appropriate English
- Use complete sentences
- Use descriptive language

### Vocabulary

- Develop word banks
- Learn root words
- Learn cultural words

### Writing

- Rewrite stories that were previously written
- Read historical accounts and rewrite history into a story that may be exciting

- Create your stories and store them in your story book.

### Listening and Speaking

- Retell a number of stories to practice the art of storytelling.
- Present in front of the class.
- Talk about the story as a class and go through a Questionnaire with the class.
- Ask and Answer questions in the front of the class
- Tell the class what you would have changed about the story.

### Use of Technology

- Utilize computer to gain access to the stories.
- Watch stories on a television or computer.
- Follow story on a PowerPoint displayed on a promethean board in the classroom.
- Research information about myths, folktales, and fairytales.

### **Standards and Grade Level Expectations Addressed in this Unit**

- *CCSS.ELA-LITERACY.SL.9-12.1, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.9-12.1.A, (Common Core Standards)*
- *CA1, (Virgin Islands Cultural Standards)*
- *CB3 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.9-12.1.B, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.9-12.1.C, (Common Core Standards)*
- *CA2, (Virgin Islands Cultural Standards)*
- *CB4 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.9-12.1.D, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.9-12.2, (Common Core Standards)*
- *CA4 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.9-12.3, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.9-12.4, (Common Core Standards)*
- *CB2 (Virgin Islands Cultural Standards)*
- *CCSS.ELA-LITERACY.SL.9-12.5, (Common Core Standards)*
- *CCSS.ELA-LITERACY.SL.9-12.6, (Common Core Standards)*
- *CCSS.ELA-LITERACY.W.9-12.1, (Common Core Standards)*
- *CCSS.ELA-LITERACY.RF.9-12.4 (Common Core Standards)*



## FIRST SIX WEEKS

Unit 1: The foundation of a story.

### ACTIVITIES

#### Story Content

Introduce the list of content below define and set in stone the content for the students to utilize as a reference.

Types of Stories.

Elements of Stories.

Models of Stories (Formulas).

Symbols in Stories.

Story Structure.

Story and Place.

Story and Community.

Story and the Past. Story and the Future.

Story and Personality Development.

Have students read a story of their choice and generously retell the folktale in dramatic style with character dialogue, Have students differentiate between the characters by creating distinctive voice qualities and gestures for each character in the tale. CCSS.ELA-LITERACY.SL.9-12.1, CCSS.ELA-LITERACY.SL.9-12.1.B, CCSS.ELA-LITERACY.SL.9-12.4, CCSS.ELA-LITERACY.SL.9-12.5, CCSS.ELA-LITERACY.RF.9-12.4, and CCSS.ELA-LITERACY.SL.9-12.6

#### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.9-12.4

#### Writing

Have students research a historical event and rewrite that historical event as a story. The writer will substitute characters for animals and change names to provide a creative aspect but the plot will remain the same.

Have the students create their first story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.9-12.1

## SECOND SIX WEEKS

Unit2: Improving Performance skills.

### ACTIVITIES

### Story Performance

Breathing/Singing/Moving and Storytelling.

Styles of Speaking in Storytelling.

Acting-out Characters (Role-playing).

Audience-Participation in Storytelling.

Group Enactment of Stories (Performing Skits).

Singing-and-moving Stories.

Story Drawing/Painting/Illustrating/Mapping.

Storytelling accompanied by Illustrations, Puppets, Masks, and Props.

Ways of Coaching Storytelling.

Have students speak to each other about experiences in their lives that resemble incidents in a folk or fairytale.

Have students create funny voices to match character such as a monster, a princess, a King, a warrior, and etc.

Have students become sensitized to whenever a speaker is interrupted by others before a communication has been completed. A long pause during a speaker's statement does not constitute an opportunity for another student to cut in and speak. CCSS.ELA-LITERACY.SL.9-12.1, CCSS.ELA-LITERACY.SL.9-12.1.B, CCSS.ELA-LITERACY.SL.9-12.4, CCSS.ELA-LITERACY.SL.9-12.5, CCSS.ELA-LITERACY.RF.9-12.4, and CCSS.ELA-LITERACY.SL.9-12.6

### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.9-12.4

### Writing

Have the students create their second story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.9-12.1

### Critical Thinking: Identifying Turning Points

We practice identifying the Turning Points of stories. Turning Points are also known as Moments of Decision, Moments of Truth, Pivotal Points, Crucial Scenes, Key Scenes, and Dramatic Moments. CCSS.ELA-LITERACY.SL.9-12.1, CCSS.ELA-LITERACY.SL.9-12.1.B, CCSS.ELA-LITERACY.SL.9-12.4, CCSS.ELA-LITERACY.SL.9-12.5, and CCSS.ELA-LITERACY.SL.9-12.6

Unit3: Stories across the world

### ACTIVITIES

### Critical Thinking

Research a number of countries and their short stories, myths, folktales, fairytales, and legends from different countries. Assign a country to each student and have the student provide either a presentation on the country's stories or tell the story from the country that they found.

CCSS.ELA-LITERACY.SL.9-12.1, CCSS.ELA-LITERACY.SL.9-12.1.B, CCSS.ELA-LITERACY.SL.9-12.4, CCSS.ELA-LITERACY.SL.9-12.5, and CCSS.ELA-LITERACY.SL.9-12.6

### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.9-12.4

### Writing

Have the students create their third story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.9-12.1

### Types of stories

- 1) **Traditional stories** (folktales, epics, legends, myths, etc);
- 2) **Experiences from everyday life** (and other true, historical stories); and
- 3) **Original creative stories.**

Have students collect true tales about the "old days" by interviewing older relatives. Have students find out about the history of their families as far back as anyone can tell them. See Collecting Family Stories for an assortment of effective interview questions to gain stories from older family members. CCSS.ELA-LITERACY.SL.9-12.5, CCSS.ELA-LITERACY.SL.9-12.1.B, CCSS.ELA-LITERACY.SL.9-12.1.D, CCSS.ELA-LITERACY.SL.9-12.3, CCSS.ELA-LITERACY.SL.9-12.4, and CCSS.ELA-LITERACY.SL.9-12.6

## THIRD SIX WEEKS

### Unit 4: Forming your Storyteller

#### Listening and Speaking

Have students practice telling the story to one person at a time. Keep changing partners. As confidence builds have them tell to small groups. When well-rehearsed, students can tell to the class.

After telling stories, Participants practice leading conversations with listeners. Participants are encouraged to ask "open questions", such as, "What do you remember about the story?"

"What did you think about the story?"

"How did you feel about the story?"

"What did you like about the story?"

"Might you have a favorite scene in the story?"

"How do you feel about the ways the characters behaved?"

"Do you feel the story shows any positive behaviors?" (that we should seek to imitate).

"Do you feel the story shows any negative behaviors?" (that we should seek to avoid).

"Might there be something about the story that you might like to change?"

"What messages, morals, and meanings do you get from the story?"

Encourage each listener to formulate and express his/her own answers.

CCSS.ELA-LITERACY.SL.9-12.5, CCSS.ELA-LITERACY.SL.9-12.1.B, CCSS.ELA-LITERACY.SL.9-12.1.D, CCSS.ELA-LITERACY.SL.9-12.3, CCSS.ELA-LITERACY.SL.9-12.4, and CCSS.ELA-LITERACY.SL.9-12.6

### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.9-12.4

### Writing

Have students write a summary of the story they read and a paragraph expressing what they thought about the story.

Have the students create their fourth story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.9-12.1

### Critical Thinking

Pass a stone around a circle of students. Each student must say one word describing the stone without repeating what has been said. See how many times the stone can go around the circle without repeating words. Adjectives such as hard, smooth etc., are a start, but any word that comes to mind is acceptable as long as it is inspired by the stone. For example, a smooth, round, white, oval stone could suggest "egg."

Have students research and compare the American literature versus the VI history. Compare/contrast stories from America versus stories from Africa. Define the time

period, place, the economic state, the world state, and any other comparable aspects when comparing the literature. Also, look closely at the writers and their writing styles.

Get students to create a personal story from a picture of any historical site, person or day. Encourage them to repeat the names of the site, person, or day in their stories often so they can remember. Also, a picture is very important. CCSS.ELA-LITERACY.SL.9-12.1, CCSS.ELA-LITERACY.SL.9-12.1.B, CCSS.ELA-LITERACY.SL.9-12.4, CCSS.ELA-LITERACY.SL.9-12.5, CCSS.ELA-LITERACY.SL.9-12.6 CA1, CA2, CB2, CB3, and CB4

## **SECOND SEMESTER**

### **FIRST SIX WEEKS**

Unit 5: Experiencing the essence of stories

#### **Situations**

Regardless of whether a story's characters are humans, animals, divinities, aliens, etc -- all stories are about situations. Story listeners can project themselves into these characters, and imagine themselves in these situations. The listeners can consider if they might do things the same or differently from how the characters do things. This gives the listeners and readers practice for living.

Have students speak to each other about experiences in their lives that resemble incidents in a folk or fairytale.

Share a story on history or a historical figure, to get a great deal of attention about it share a story about an international African hero such as Martin Luther King Jr and a story of a local hero such as General Buddhoe. The stories told in this unit should be inspirational and exciting. CCSS.ELA-LITERACY.SL.9-12.5, CCSS.ELA-LITERACY.SL.9-12.1.B, CCSS.ELA-LITERACY.SL.9-12.1.D, CCSS.ELA-LITERACY.SL.9-12.3, CCSS.ELA-LITERACY.SL.9-12.4, CCSS.ELA-LITERACY.SL.6-8.6, CA1, CA2, CB2, CB3, and CB4

#### **Reading**

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.9-12.4

#### **Writing**

Have the students create their fifth story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.9-12.1

### Critical Thinking

Facilitate “What happened stories?” Give the students a setting and call them in front of the class and asked them what happened at a specific place that they went to any time in their past. For example: “Billy have you ever went to the beach? What happened the day you went to the beach?” CCSS.ELA-LITERACY.SL.9-12.1, CCSS.ELA-LITERACY.SL.9-12.1.B, CCSS.ELA-LITERACY.SL.9-12.4, CCSS.ELA-LITERACY.SL.9-12.5, and CCSS.ELA-LITERACY.SL.9-12.6

### SECOND SIX WEEKS

#### Unit 6: Enhancing the storytellers performance level

##### Twelve Elements of Story

- 1) The **title** of the story.
  - 2) **Characters** (their histories, thoughts, decisions, abilities to follow-through on decisions, actions, etc).
  - 3) Characters' **ways of speaking**.
  - 4) Characters' **ways of moving**.
  - 5) **Place**.
  - 6) **Time** (continuous, or jumps, flashbacks?).
  - 7) The **storyline** (also known as, plot) -- in one sentence.
  - 8) **Objects** in the story.
  - 9) **Sensory Elements** in the story: Smells, Flavors, Colors, Textures, etc.
  - 10) **Emotions** in the story (for the characters, the teller, and the listeners).
  - 11) If the story is being told by a character in the story: **Who is the Narrator**, and what is his/her Point of View, Tone of Voice, Attitude, and Style?
  - 12) **Point** (theme, meaning, moral, message).
- Elements 1-11 combined produce element 12..

Have students read a story of their choice and generously retell the folktale in dramatic style with character dialogue, Have students differentiate between the characters by creating distinctive voice qualities and gestures for each character in the tale. CCSS.ELA-LITERACY.SL.9-12.5, CCSS.ELA-LITERACY.SL.9-12.1.B, CCSS.ELA-LITERACY.SL.9-12.1.D, CCSS.ELA-LITERACY.SL.9-12.3, CCSS.ELA-LITERACY.SL.9-12.4, and CCSS.ELA-LITERACY.SL.9-12.6

### Critical Thinking

One person begins a tale and stops after a few sentences. The next person picks up the story thread and continues it, then stops. Next person adds to it and so on until the tale comes to a resolution. The story could begin with a pre-selected title or subject to guide the improvisation. Try recording the story circle on a tape recorder for later listening.

CCSS.ELA-LITERACY.SL.9-12.1, CCSS.ELA-LITERACY.SL.9-12.1.B, CCSS.ELA-LITERACY.SL.9-12.4, CCSS.ELA-LITERACY.SL.9-12.5, CCSS.ELA-LITERACY.SL.9-12.5 and CCSS.ELA-LITERACY.SL.9-12.6

### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.9-12.4

### Writing/Drawing

Have the students create their sixth story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title.

Have students write a summary of the story they read and a paragraph expressing what they thought about the story. CCSS.ELA-LITERACY.W.9-12.1

### THIRD SIX WEEKS

#### Unit 7: Story time!

### Listening and Speaking

Invite a professional storyteller to your class and have the class experience what they have been working all semester.

Set up a storytelling festival evening, invite all of the parents to be present for a performance and have the students retell their favorite story they heard this semester.

Enter your best storytellers of the semester to tell a story in the spring concert for an onstage performance. (Principals would love this)

Have students practice retelling folktales in their classroom. When students feel confident, teams of three or four students at a time can then take their tales to other classes for a storytelling concert. If older students are sent to the younger grades, ask the younger grades to thank the storytellers with drawings inspired by their stories. CCSS.ELA-LITERACY.SL.9-12.5, CCSS.ELA-LITERACY.SL.9-12.1.B, CCSS.ELA-LITERACY.SL.9-12.1.D, CCSS.ELA-LITERACY.SL.9-12.3, CCSS.ELA-LITERACY.SL.9-12.4, and CCSS.ELA-LITERACY.SL.9-12.6

### Reading

Have students read daily for an hour (any book of their choice) each day after the hour of reading a student is assigned to explain what they read today. CCSS.ELA-LITERACY.RF.9-12.4

### Writing

Have the students create their seventh story in a special book that they will write only their stories in for the whole course. At the end of the course the students will create their very own story book and will give it a title. CCSS.ELA-LITERACY.W.9-12.1

#### STUDENT ASSESSMENT

- Teacher
- Performances
- Participation
- Confidence
- Writing
- Grammar
- Reading Competency



The Rubric below is readily made available for simple grading of performances. The rubric can be used for grading or to keep track of improvements in your student's performances.

## **Effective Storytelling Performance Skills**

Storytelling is an art that requires much talent but with the necessary skills, essential anybody can be a respected storyteller. The several skills are effective storytelling performance skills that will enhance the art of telling a story once followed and practiced thoroughly. Learning and applying these skills isn't the challenge, the audience is. However, once these skills are performed at high quality there are very few impediments in achieving a successful storyteller. These effective storytelling performance skills are as follows:

### **Voice Mechanics**

Speaks with an appropriate volume for the audience to hear. Employs clear enunciation. Uses non-monotonous, vocal expression to clarify the meaning of the text.

### **Face/Body/Gesture**

Expressively uses non-verbal communication to clarify the meaning of the text.

### **Focus**

Concentration is clear.

Eye contact with audience is engaging.

Maintains a charismatic presence in space (stage presence).

### **Characterization**

If dialogue is employed, characters are believable to listener. Storyteller's natural voice is differentiated from character voices.

### **Use of Space:**

	<b>Beginner</b>	<b>Intermediate</b>	<b>Proficient</b>	<b>Accomplished</b>
<b>Voice Mechanics</b>				
<b>Facial Expression</b>				
<b>Body Language &amp; Gesture</b>				
<b>Focus</b>				
<b>Characterization</b>				
<b>Use of Space</b>				
<b>Timing/Pacing</b>				

Storyteller seems comfortable, relaxed and confident in front of listeners. Storyteller maintains clear spatial relationships for characters and narrator.

**Pacing:**

The story is presented efficiently and keeps listeners' interest throughout.

**Performance Skills Rubric**

# Effective Storytelling Composition

## Basic Story Structure

Story has a clear and engaging opening.

Story's sequence of events is easy for the listener to follow.

Story's ending has a sense of closure.

## Words

Teller's choice of language is descriptive and articulate.

If dialogue is employed, the teller's character text is clearly differentiated from the narrator's text so that the listener understands who is talking.

## Innovation

Teller employs a unique or creative use of language, sound, or body language.

Teller creatively presents the sequence of events.

Teller's perception of the meaning of the story is artfully expressed or suggested through the telling.

## Storytelling Compositional Skills Rubric:

	Beginner	Intermediate	Proficient	Accomplished
Story Structure				
Words				
Innovation				

# Storytelling workshops

**There are 3 workshops offered by cultural education on the topic of storytelling, you can choose any workshop for your class, school, group, organization, or agency. The 3 workshops are:**

**Informative Workshop**- which provides information for the audience to take home along with a full PowerPoint presentation. The workshop is a full on lecture with an evaluation session at the end. (Demographic: Agencies, Departments, and Companies)

**Interactive Workshop**- this workshop provides full conversations, Q&A's, and small activities. The work shop is included with a short Power Point presentation and a story tell performance for analysis at the end. (Demographic: High School, College, Departments, and Agencies)

**Performance Workshop**- this workshop is a full on shadowing a storyteller workshop. The audience will participate in telling stories after an interactive tutorial on how to tell a story. They volunteers will perform their stories by the end of the workshop with the award experience of becoming a novice storyteller! (Demographic: All ages and groups)

## References

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