

**Exploring Peruvian Culture through Folktales**

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### **Introduction**

Through a Fulbright-Hays Seminars Abroad Program, teachers spent a month traveling and learning about Peruvian history and culture. During the seminar, participants traveled to different regions of Peru, visited schools, and participated in a variety of cultural traditions. Through these experiences, teachers gained knowledge as to how Peruvian culture impacts its people today. The purpose of this curriculum project is to integrate the ideas of Peruvian culture into instructional practice, exposing students to cultures outside the United States. This curriculum project is developed for the elementary level, and can be integrated when studying folktales. The following sections state the Common Core State Standards that are aligned with the unit, as well as a six-day lesson plan for implementation.

### **Established Goals**

Common Core and Maryland State Standards:

The following standards come from the Maryland State Standard and National Common Core Standards. Maryland has adopted the National Common Core as part of the school curriculum:

R.L.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text

R.L.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters

4.3.A.3: Write narratives in which they recount a well elaborated event of short sequence of events, include details that describe actions, thoughts, and feelings, use temporal words to signal the order of events, and provide a sense of closure

## Understanding

The learning goal by the end of the unit is for students to demonstrate proficient understanding of how traditional folktales are a way to share about culture. By reading multiple examples of Peruvian folktales, students become “experts” of this specific culture. Students learn that cultures have different folktales with lessons that represent what the people value. For example, through reading these Peruvian stories, students learn that the land is very important to the people; they use their land as a way of life.

Overarching Question-How do folktales help you understand the values and beliefs of a culture?

## Essential Questions

Questions asked to guide through the lessons:

- What is culture?
- How did the main character in the story respond to the challenge?
- How did the setting of the story affect the events that occurred?
- What parts of the story taught you about Peruvian culture?
- How does nature, or the land features play an important role in the story?
- What is the lesson of this story?
- How does the lesson of the story tell you about the beliefs of the Peruvians?
- What similarities do you notice among the stories?
- What differences do you notice among the stories?
- How does the Peruvian culture compare or contrast to your own culture?

## Learning Activities

The following section describes a lesson plan outline for implementing this curriculum unit. It is a six-day thematic unit in which students read a variety of Peruvian folktales and then complete a writing task to demonstrate their learning.

<b>Exploring Peruvian Culture Through Folktales</b>	<b>Day 1</b>
<b>Subject/Topic</b> Reading, Language Arts	

## Objectives

Students will be able to identify cultural elements of Peru

## Instructional Strategies:

*Warm up/activator:* The teacher will introduce the topic of culture to students. Teacher will discuss how culture differs all over the world. Students will participate in discussion to share a tradition, or a fact about their personal family's culture. The teacher will define cultures as, "the beliefs, social practices, and characteristics of a racial, religious, or social group"

(<http://www.wordcentral.com/cgi-bin/student?book=Student&va=Culture>)

The teacher will use a school as an example of a culture. For example: this school is made up of students from Kindergarten to fifth grade, students and teachers believe that reading, math, and the arts are important for students to learn, and the school believes that every student has the ability to learn and become smarter. All of these ideas are an example of how the school is a culture.

*Mini-Lesson:* The teacher will introduce the curriculum project and explain that students will learn about Peruvian culture through reading folktales. The teacher will review through a presentation that displays pictures of Peru. This presentation includes maps, photographs, people, food, animals, etc from Peru. The teacher will highlight the geography of Peru. Looking at a map, the teacher will show how there are three main types of regions in Peru- the coast, rainforest (Amazon), and the mountains (Andes). The National Geographic Kids site should be used to show this, as well as the map on the World Atlas site. The teacher will explain that the folktales they will read will show how geography can play an important role in the story.

*Closing:* While going through the presentation and website, the teacher will ask the students what they notice, and what could be similar or different from their own culture. Students will complete a 3-2-1 exit card to reflect on the information they learned.

## Additional materials:

- Promethean Board/Projector
- Background Information-  
<http://kids.nationalgeographic.com/explore/countries/peru/#peru-machu-picchu.jpg>
- <http://www.peru.travel/en-us/about-peru/location-geography-and-climate.aspx>
- <http://kids.nationalgeographic.com/explore/countries/peru/#peru-machu-picchu.jpg>
- <http://www.worldatlas.com/webimage/countrys/samerica/peru/peland.htm>
- Chart Paper
- Markers

- Reading Journals
- 3-2-1-Exit Card
- Sites for a teacher for specific background information:
  - <http://www.everyculture.com/No-Sa/Peru.html>
  - <http://www.everyculture.com/wc/Afghanistan-to-Bosnia-Herzegovina/Aymara.html>
  - <http://www.everyculture.com/wc/Norway-to-Russia/Quechua.html>

**Assessment:**

Students will complete a 3-2-1 exit card. They will write 3 new things they learned, 2 things they still want to know, and 1 question based on today's lesson.

<b>Exploring Peruvian Culture Through Folktales</b>	<b>Day 2</b>
<b>Subject/Topic</b> Reading Language Arts	
<b>Objectives</b> <ul style="list-style-type: none"> <li>● Students will identify the characteristics of a folktale in the story <u>Chancay and the Secret of Fire: A Peruvian Folktale</u> by Charles Donald</li> <li>● Students will identify elements of Peruvian culture</li> </ul>	
<p><b>Instructional Strategies:</b></p> <p><i>Warm up/activator:</i> The teacher will review the characteristics of a folktale. Students can discuss and share examples they know (animals talk, some form of magic is involved, there is an element of good vs bad, there is a moral/lesson)</p> <p><i>Mini-Lesson:</i> The teacher will read aloud the story for the day, <u>Chancay and the Secret of Fire: A Peruvian Folktale</u>. As the teacher reads through the story, the teacher will pause and chart the parts in the story that show a folktale element. On chart/poster paper, the teacher will create a running list of the folktale elements. Students will engage in a collaborative discussion after the story is read.</p> <p><i>Summarizer Questions to ask (during and after reading):</i></p> <ul style="list-style-type: none"> <li>● Who are the characters of the story?</li> <li>● How do the characters represent Peruvian culture?</li> <li>● What did you notice about the setting of the story?</li> <li>● What was Chancay's challenge?</li> <li>● How do you think the story would change if the setting was in a different place?</li> <li>● How were the sun and moon represented in story?</li> <li>● What lesson or moral did you learn from reading the story?</li> </ul>	

On a big poster paper, the teacher will create a grid with columns and rows. After reading each folktale, students will discuss and note the cultural elements that were shared in the story. See example:

Story Title	Setting (geography, land features, animals, climate)	Lesson	Details in the story that show Peruvian culture

*Student Activities:* After completing the chart for the first story, students will complete a story web that shows how this story is a folktale. They are allowed to discuss their ideas with a partner, however, each student must complete his or her own worksheet.

#### Additional materials

- Book
- Chart Paper
- Story Elements activity
- Pencils

#### Assessment

The teacher will use the story web to check for understanding of the story elements, and details that show students identified cultural elements. The teacher will check the story elements chart for accuracy/proficiency.

<b>Exploring Peruvian Culture Through Folktales</b>	<b>Day 3</b>
<b>Subject/Topic</b> Reading Language Arts	
<b>Objectives</b> <ul style="list-style-type: none"> <li>● Students will identify the characteristics of a folktale in the story <u>Moon Rope</u> by Lois Ehlert</li> <li>● Students will identify elements of Peruvian culture</li> </ul>	
<b>Instructional Strategies:</b>	

*Warm up/activator:* The teacher will review folktales, and the first story. Students can use the poster chart to help remember the first story. The teacher will introduce the second book, Moon Rope. Through a picture walk of Moon Rope, the teacher will point out the animals, colors, and illustrations in the book.

*Mini-Lesson:* The teacher will explain that they will read the story Moon Rope. While reading, students should think about how this story is a folktale, and how this folktale represents the Peruvian culture. Students can also share out what they notice in the book that was similar or different from the first story (such as this book is also in Spanish). As the teacher reads the story, students can pause and comment (when cued) to add on to the details on the poster chart.

*Summarizer Questions (During and after reading):*

- What do you notice about the characters and illustrations in this story?
- How is it similar or different from our last story?
- Who do you think is the main character in this story?
- What was his challenge?
- What did he learn from this story?
- Fox and Mole are eager to get to the moon. Why do you think the moon is important to the Peruvian people?
- How did the animals in the story represent Peruvian culture?

After reading the story, students will discuss the story elements, and help the teacher complete the t-chart poster, adding details for Moon Rope. As students share responses, the teacher will ask guiding questions such as how this story relates to Chancay and the Secret of Fire: A Peruvian Folktale.

*Student Activities:* After completing the chart for the second story, students will complete a story web that shows how this story is a folktale. They are allowed to discuss their ideas with a partner, however, each student must complete his or her own worksheet.

### **Materials**

- Book
- Chart Paper
- Story Elements activity
- Pencils

### **Assessment**

The teacher will use the story web to check for understanding of the story elements, and details that show students identified cultural elements. The teacher will check the story elements chart for accuracy/proficiency.

<b>Exploring Peruvian Culture Through Folktales</b>	<b>Day 4</b>
<b>Subject/Topic</b> Reading, Language Arts	
<b>Objectives</b> <ul style="list-style-type: none"> <li>● Students will identify the characteristics of a folktale in the story <u>The Llama's Secret</u> by Argentina Palacios</li> <li>● Students will identify elements of Peruvian culture</li> </ul>	
<p><b>Instructional Strategies:</b></p> <p><i>Warm up/activator:</i> The teacher will review folktales, and the first story. Students can use the poster chart to help remember the first story. The teacher will introduce the third book, <u>The Llama's Secret</u>. Through a picture walk of <u>The Llama's Secret</u>, the teacher will point out the animals, the setting, and illustrations in the book.</p> <p><i>Mini-Lesson:</i> The teacher will explain that they will read the story <u>The Llama's Secret</u>. While reading, the teacher should encourage students to think about how this story is a folktale, and how this folktale represents the Peruvian culture. Students can also share out what they notice in the book that was similar or different from the previous stories. As the teacher reads the story, students can pause and comment (when cued) to add on to the details in the poster chart.</p> <p>Summarizer Questions (<i>During and after reading</i>):</p> <ul style="list-style-type: none"> <li>● How is this story similar or different from our last story?</li> <li>● What was Llama's character trait?</li> <li>● How did Llama's choices impact the story?</li> <li>● What did the foxes learn from this story?</li> <li>● How did the high mountain save the animals and the family?</li> <li>● How did the animals in the story represent Peruvian culture?</li> <li>● Based on this story, how do you think Peruvians feel about llamas?</li> </ul> <p>After reading the story, students will discuss the story elements, and help the teacher complete the t-chart poster, adding details for <u>The Llamas Secret</u>. As students share responses, the teacher will ask guiding questions such as how this story relates to <u>Chancay and the Secret of Fire: A Peruvian Folktale</u> and <u>Moon Rope</u>.</p> <p><i>Student Activities:</i> After completing the chart for the third story, students will complete a story web that shows how this story is a folktale. They are allowed to discuss their ideas with a partner, however, each student must complete his or her own worksheet.</p>	
<b>Materials</b> <ul style="list-style-type: none"> <li>● Book</li> </ul>	



- Chart Paper
- Story Elements activity
- Pencils

### Assessment

The teacher will use the story web to check for understanding of the story elements, and details that show students identified cultural elements. The teacher will check the story elements chart for accuracy/proficiency.

<b>Exploring Peruvian Culture Through Folktales</b>	<b>Day 5</b>
<b>Subject/Topic</b> Writing, Language Arts	
<b>Objectives</b> <ul style="list-style-type: none"> <li>● Students will compare and contrast Peruvian folk tales</li> <li>● Students will compare and contrast Peruvian folk tales with traditional folktales they know</li> <li>● Students will brainstorm ideas for recreating a folktale</li> </ul>	
<b>Instructional Strategies:</b> <p><i>Warm up/activator:</i> The teacher will lead a discussion on the similarities/differences of the three stories. The poster chart should be used as a visual reminder during this discussion. As students share their ideas, the teacher will reinforce the elements of folktales, as well as the cultural aspects that appeared in the stories.</p> <p><i>Mini-Lesson:</i> The teacher will ask the students, “How would the story, <u>The Three Little Pigs</u> be different if it took place in Peru? (Note: students are familiar with this story, and have read this story earlier at the start of the folktale unit). Students can share out ideas, such as how the animals would be different, how the land is different, and how the lesson might change. As students share ideas, the teacher will record track of these ideas on a poster chart, or on the smartboard. The teacher will introduce the writing project to students. Students will recreate the story of <u>The Three Little Pigs</u> so that it takes place in Peru. The teacher will show the comparison worksheet activity so that students can see that this will be their brainstorming activity before writing their story.</p> <p><i>Student Activities:</i> Students will complete the comparison worksheet. They are allowed to work with a partner to complete the first section; writing about <u>The Three Little Pigs</u>. However, the teacher should encourage students to work independently when brainstorming their ideas for their own folktale. During the brainstorming</p>	

session, the teacher should monitor student work and ask students about how their stories reflect Peruvian culture. Also, for students who need significant support, the teacher should pull a small group together to help brainstorm and jot down ideas. After completing the comparison chart, students will also complete an exit card for reflection.

### Materials

- All three books should be available for reference
- Chart Paper
- Brainstorming Folktale Activity
- Pencils

### Assessment

The teacher will assess the comparison chart to ensure that there is a story correlation between the traditional story and the student story. The teacher will also check to make sure that students included elements of Peruvian culture into their own folktale. The teacher will also review students' day 5 exit card in order to assess student understanding of the unit.

<b>Exploring Peruvian Culture Through Folktales</b>	<b>Day 6</b>
<b>Subject/Topic</b> Writing, Language Arts	
<b>Objectives</b> <ul style="list-style-type: none"> <li>● Students will recreate a traditional folktale to have a Peruvian setting</li> </ul>	
<b>Instructional Strategies:</b>  <p><i>Warm up/activator:</i> The teacher will introduce the writing project to the students. The teacher will also show students the writing rubric of the project so that students know what is expected. Prior to the mini-lesson, the teacher will review the elements of a folktale.</p> <p><i>Mini-Lesson:</i> The teacher will model an example of writing the introduction of a story. Based on the ideas students came up with, the teacher will model an introduction to a folktale. For example. The teacher will model a story with examples such as:</p> <ul style="list-style-type: none"> <li>● “Once upon a time...”</li> <li>● Introducing characters with animals from Peru</li> <li>● example of how a character might have a personal challenge.</li> </ul> <p>After modeling the example, the teacher will explain the writing project to students. Student will begin drafting their own story based on their brainstorming organizer. The</p>	

teacher will also show the students the writing rubric for this assignment. This will be their checklist for their final draft.

*Student activities:* Students will start drafting their stories in their writing journals. Students will use the anchor chart to make sure that their drafts include elements of the folktale. While drafting, students need to keep their brainstorm sheet so that they can use those ideas in their drafts. As students write, the teacher will monitor the the class and provide students support when needed. As students complete their drafts, the teacher will conference with the students to edit/revise. This story does not need to be long, however, should have a beginning, middle, and end. It should also have at least three elements of a folktale, and details about Peruvian culture.

*Closing:* Once students conference with the teacher, they can write their story on the final publishing paper. This paper also includes space where students can draw an illustration of their story. At the end of the unit, students are able to share out their stories to the class in an "Author's Chair".

**Materials:**

- Anchor chart of Folktale Elements
- Comparison brainstorming sheet
- Journals for draft writing
- Final publishing paper
- Crayons/colored pencils

**Assessment**

Both students and teachers will assess their folktale writing. A rubric is used to grade student work and completeness.

**Day 1- 3-2-1 Exit Card**

3 new things I learned...

1.

2.

3.

2 things I still want to know...

1.

2.

1 question I still have...

1.

## Days 2-4 Folktale Story Web

Title\_\_\_\_\_

Characters:	Setting:	Problem:
Solution:	LeSSon/Moral:	
Folktale Elements (At least 3):  1.  2.  3.  4.	Picture of the most important part in the story:	

## Day 5 Exit Cart

1. What similarities did you notice in all three stories?
2. What differences did you notice in all three stories?
3. Think about one of the stories. How can you relate to the lesson of the story?
4. Why do you think these folktales are important to the people of Peru?

## Day 5- Brainstorming for Your Folktale

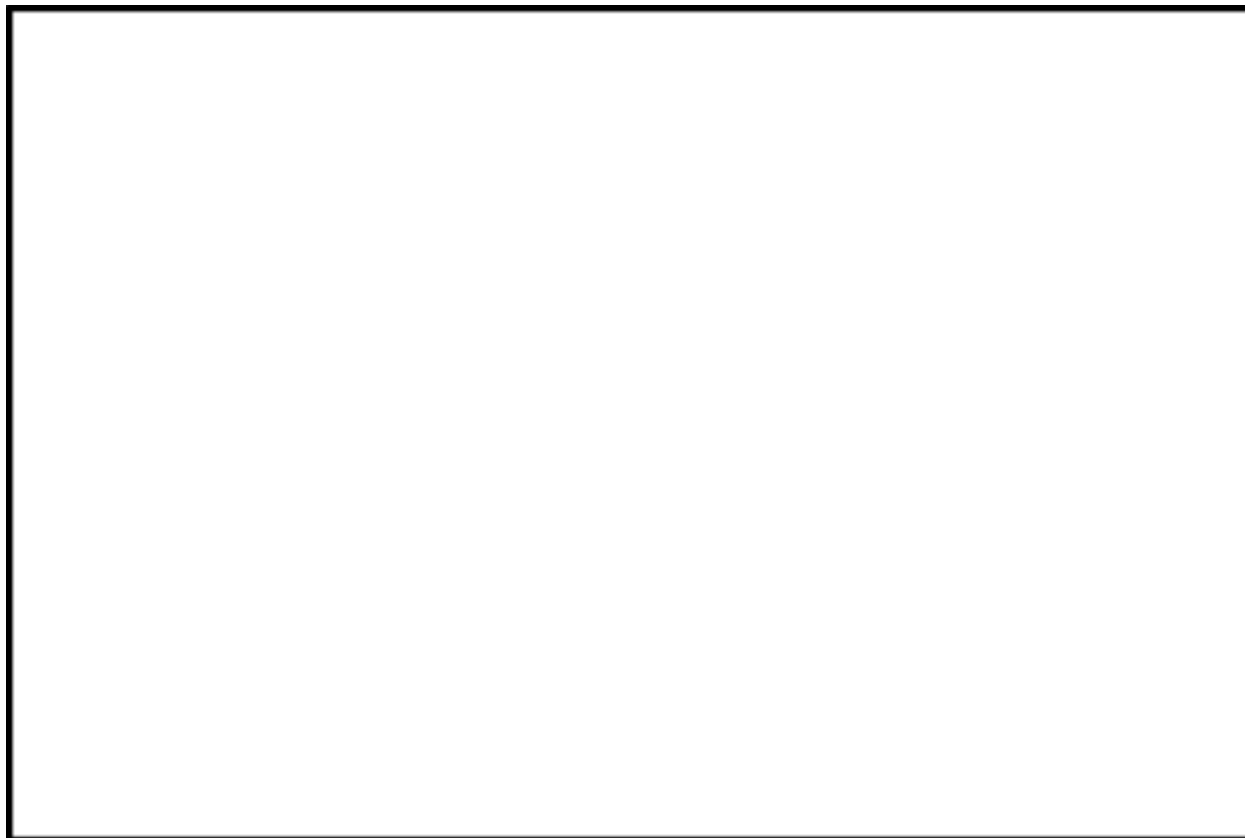
Directions- Think about the story, The Three Little Pigs. How would this story be different if the setting was in Peru?

	The Three Little Pigs Original Version	The Three Little Pigs Peruvian Version
Characters (Animals)		
Setting (What kinds of land features are in the setting?)		
Character's Challenge		
Solution		
Lesson		

# Day 6- Final Writing Piece

Title-----

By-----



Once upon a time,

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A series of horizontal dashed lines for writing, consisting of 25 lines spaced evenly down the page.

## Day 6 Folktale Rubric

Does my folktale...	Student	Teacher
Have at least 3 elements of a folktale? <ul style="list-style-type: none"> <li>● Starts with "Once upon a time"</li> <li>● Involves magic</li> <li>● Has a good vs evil</li> <li>● Animals that can talk</li> <li>● Has a lesson or moral</li> </ul>		
Have at least 3 details that show the Peruvian culture? <ul style="list-style-type: none"> <li>● Land</li> <li>● Animals</li> <li>● Nature/Weather</li> <li>● People</li> <li>● Way of life</li> </ul>		
Use correct spelling and grammar		
Use descriptive language to show details		

Comments: