

Teacher Notes



Cause and Effect Relationship Elements In Folk Tales

Activity 2 Collaborating on Using Cause and Effect to Create Folk Tales

Activity Overview

Students will work in groups of four to write folk tales. The samples used in Activity 1 can be used as a guide to structure and format their original folk tale. Students will consider characters and cause and effect relationships in their pre-writing stages, carefully choosing actions and behaviors that flow sequentially.

Tips

By working together, students will be able to discuss various options, and will encounter challenges to their ideas. By explaining and defending their ideas to one another, students will have to make the relationships between cause and effect clear as they brainstorm ideas as well as throughout the composition process. Considering cause and effect relationships will help students to create their folk tales, and it will help them to recognize the significance and impact that cause and effect has in driving plots.

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Reading Strategies/Literary Genres
- ◆ **Topic:** Analyzing Cause and Effect Relationships/Folk Tales
- ◆ **Grade Level:** 10 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ Voyage™ 200 Personal Learning Tool (PLT), TI-92 Plus, or TI-83 Plus
- ◆ **Cause and Effect Relationship Elements in Folk Tales** edc resource file: Instructions, Brainstorm
- ◆ TI-GRAPH LINK™ Cable, USB Cable, or TI-Navigator™
- ◆ TI External Keyboard (optional)
- ◆ Unit-to-unit Cables (optional)
- ◆ Student Handout: Using Cause and Effect Relationships to Create a Folk Tale (optional)

This activity relies on students' knowledge of folk tale elements and understanding of cause and effect relationships. You may choose to use the "Exploring Cause and Effect Relationships in Native American Folk Tales" prior to doing this activity, or you could use this activity within a folk tale unit of your own.

Directions

Before the Activity Begins

Review activity objectives with students. Explain that they will use cause and effect relationships as part of their pre-writing of a folk tale. Review some common elements of folk tales, such as

- ◆ describing how something began
- ◆ explaining a natural phenomenon
- ◆ the use of seemingly magical powers
- ◆ communication among creatures we don't necessarily think of as possessing the ability to speak

Explain to students that their folk tales will be shared with the class and may be assessed by the class as well. They should consider the class as part of their audience.

During the Activity

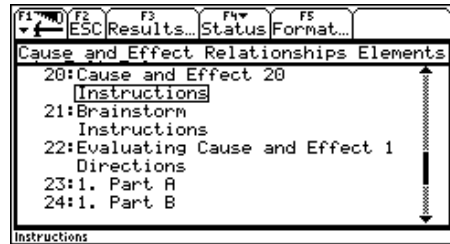
Students will work together in groups of four to brainstorm ideas for characters and basic plot. They will create the plot by considering cause and effect relationships, constantly questioning *why* their characters will behave in certain ways, and how their behaviors and actions will affect others' behaviors and actions.

The handout, **Using Cause and Effect Relationships to Create a Folk Tale**, can help students as they work through this process. One student acts as the recorder of the group's ideas and rough draft using the **Brainstorm** file. Another student uses the **Brainstorm** file on their device to write the final composition for the group. All group members help with the wording and make sure the cause and effect elements are well developed.

Use the following instructions to access and use the **Cause and Effect Relationship Elements in Folk Tales** files on devices. The action steps are the actions students need to perform to obtain the files and use the exercises on their devices. Additional information for the teacher appears in shaded boxes.

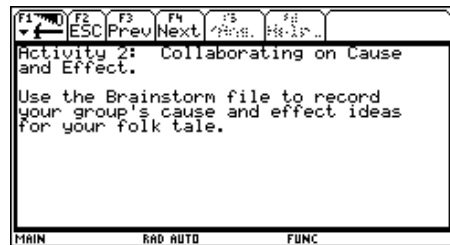
Voyage™ 200 PLT (or TI-92 Plus)

1. If necessary, exit the previous file by pressing **F2: ESC**. Use \downarrow to highlight the second **Instructions** file in the list.

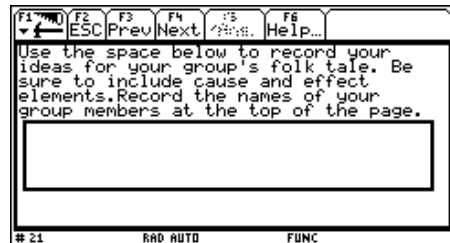


2. Press **ENTER**.

All students should read the instructions before starting the **Brainstorm** exercise.

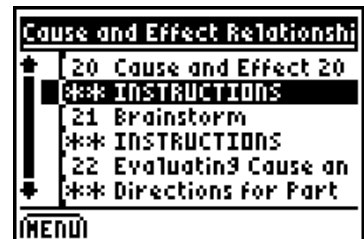


3. To access the **Brainstorm** file, the students who are recording ideas and writing the folk tale final draft should press **F4: NEXT**. To move the cursor into the box, press **ENTER**.



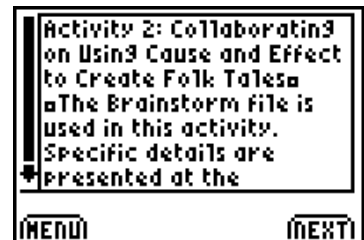
TI-83 Plus

1. To exit the previous section, press **MENU** (using the $\boxed{Y=}$ key) and then select 3:► Item List to redisplay the item listing. Use the \uparrow to highlight the second **Instructions** file.



2. Press **ENTER**.

All students should read the instructions before breaking into their small groups and starting the **Brainstorm** exercise.



3. To access the **Brainstorm** file, the students who are recording ideas and writing the folk tale final draft should press **NEXT** (the **[GRAPH]** key.) The students should use **[↓]** to scroll down the text to the text entry box. To move the cursor into the box, press **>ANS** (the **[WINDOW]** key).



After the Activity

Provide opportunities for sharing folk tales by devoting time to a circle reading. Ask that one member of each group share their group's folk tale with the class. The audience should respond, either orally or in writing, to the tales they hear, either offering suggestions for improvement if further drafts will be written, or simply by telling what they enjoyed about it and whether they understood the cause and effect relationships which should be central to each tale.

Alternative Assignment

Students could work in small groups to come up with basic plot and cause and effect ideas, but separate to write the actual tale individually. This would permit the brainstorming and collaborative nature present in many real-life working situations to coordinate with the necessity of working on one's own using ideas derived with a group, also a real-life situation. If this alternative is chosen, after the brainstorming session, have the recorder share the notes with other group members by using the unit-to-unit cables. Individual students then use the **Brainstorm** file to record their individual versions of the group folk tale.

Student Data Sheet

Name: _____

Using Cause and Effect Relationships to Create a Folk Tale

Date: _____

You and your group will work together to brainstorm ideas about characters and a basic plot for a folk tale. Before you write the actual tale, you will consider character motivation, carefully planning out the relationships between causes (of behavior, of events) and effects. Keep in mind the folk tales “The Origin of Fire” and “The Origin of Medicine,” as well as any other folk tales you have read.

Brainstorm

Begin by discussing possible characters and plot. Some options to consider:

- ◆ Do you want to use animals? People? Gods? All three, or some combination?
- ◆ Will you be explaining some natural phenomenon?
- ◆ Do you want to set your folk tale in modern times? For example, set your tale in your school to explain the use of bells.

Remember that your ideas can be as creative as you like, but the relationship between events and their causes, and the effects those events have on the characters, must be clear.

Organize

List possible causes and effects to use to drive your plot. Consider:

- ◆ Why do the characters act the way they do?
- ◆ How do their actions affect their desired results?
- ◆ What effect do various events or actions have on others?
- ◆ How have these events changed society or the world?
- ◆ What explanations are offered through this tale?

Write Your Tale

Once you have brainstormed and listed ideas for the basic plot, compose the tale. Remember that folk tales are traditionally passed down orally, and so are fairly short and straightforward. Your teacher may ask that you read your folk tale to the class or may ask your class to evaluate your tale; be sure to consider your audience.

Don't Forget a Title!

Folk tales often have straightforward titles, such as the examples “The Origin of Fire” or “The Origin of Medicine.” Your title should clearly identify the main theme of your folk tale.