

Lesson Plan for June 10, 2020

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| Class Description The class is six students within an Advanced Oral Communication course. They are primarily from China as well as Japan and Kazakhstan. They are studying this course in order to access university academic programming. | | |
| Terminal Objective <i>Students will be able to...</i> speak about both familiar and unfamiliar folktales and understand their role in society. | | |
| Enabling Objectives Students will learn about local Indigenous folktales related to Coyote the trickster. Students will discuss the role of folktales and become familiar with related vocabulary. Students will present folktales from their own culture using the vocabulary learned in the lesson. | | |
| Materials & Equipment PowerPoint presentation Video: Meet Coyote, an Aboriginal "Legend" https://youtu.be/PJ0_WEBnZgs | | |
| Procedures/Activity | What is the TEACHER doing? | What are the STUDENTS doing? |
| Greetings (2 minute) | Teacher greets the students, and then discusses the upcoming lesson (Troy) | Returning greetings, and listening |
| Video: (2:34) https://youtu.be/PJ0_WEBnZgs | Playing the video (Troy) | Watching the video |
| Comprehension check (2 minutes) | Teacher checks students' comprehension of the video (Troy) | Students are answering the teacher's questions |
| Explanation (3 minutes) | Teacher introduces discussion about the role of folktales in | Students are learning background knowledge and related vocabulary |

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| Individual presentations (20 minutes) | society, including vocabulary (Alex) | |
| Pair work (5 minutes) | Teacher asks students about folktales they know. Provide direction for a short presentation. (Alex) | Each student presents a folktale from their own culture. Students listen to the presentations. |
| Class Discussion (10 minutes) | Teacher poses questions. (Troy) Teacher puts students in pairs in breakout rooms. (Alex) | Students work in pairs to discuss the role of folklore in society. |
| Exit Ticket (5 minutes) | Teacher asks each pair to present their conclusions. Asks other students to agree or disagree (Troy) | Pairs present the results of their discussion. Listen to other pairs and responding |
| | Teacher asks each student one thing they learned about folklore. (Troy) | Students each turn on video and explain what they learned before exiting the class |
| Evaluation/Assessment In this evaluation, for the comprehension of the video about Coyote, it is more important the students understand the lessons of the story—Coyote’s role—rather than any particulars of the language. Evaluation will also take place in the class discussion activity and individual presentations. | | |
| Homework No homework, except for students to think about the role folklore and stories have played in their lives. | | |

Meet Coyote, an Aboriginal “Legend” activities

Coyote, as a Secwepemc symbol, is a trickster, and often has the ability to trick people through language.

Comprehension Check

1: How many stories and legends are there of Coyote?

Answer: Lots, many.

2: Where is Coyote?

Answer: He’s everywhere. Literally, he is nearly everywhere on the continent of North America.

3: What is Coyote known as?

Answer: He is a trickster. He is also a teacher, as his stories have lessons for people to learn.

4: What do Coyote Markers mark?

Answer: Territories, boundaries.

Pair Work

What is the role of folklore in society?

Is folklore becoming more or less important?

Is the changing importance of folklore a good or bad thing for society?

Individual Presentations

What stories, legends, and historical characters can you think of that resemble the stories of Coyote? Do any of you have a favorite story from your culture? Prepare your thoughts on a character that is important to your culture. You will provide a two minute presentation on that character and what it represents to the class.