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**MY STORYTELLING CURRICULUM I DEVELOPED FOR MY TEACHING:
(PLEASE CONTACT ME IF YOU CHOOSE TO PUBLISH THIS)**

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I. COURSE NAME: Storytelling, A Bridge to Understanding Language

Grade Level: 9-12

Prerequisite: None

Credit: Fine Arts or English Elective

Date: January 2003

II. COURSE DESCRIPTION

This course will examine the various uses and applications of the art and process of telling stories. It will not only enable students to understand the development of story, but using the entire telling and writing process. We will write, practice, and perform the genre of story to teach, educate, entertain, and persuade an audience. Through student reflection and development, we will critically analyze and study various types of stories and storytelling. We will explore the importance of myth, historical accounts, folk and fairy tales, journals, diaries, personal tales and tandem telling. We will show the importance of oral language and build a respect and understanding for students at tellers of history, culture, and stories. This process will bring a sense of accomplishment and appreciation for the art of storytelling.

III. CENTRAL INTELLECTUAL PURPOSE

From an in-depth study, both in writing and telling stories, students will emphasize the components of the Central Intellectual Purpose.

Reading

Comprehension as showed though discussion and writing about stories of vast genres including folktales, fairy tales, personal accounts, and fractured fairy tales.

Writing

Instruction/review/practice of writing and telling conventions

Expository writing including reflection and review

Interpretive writing

Writing of objective and subjective domains

Research project in tellable form as well as written

Speaking

Class/Group Presentations of written and oral selections

Oral Presentations of Information

Oral Interpretation of Selected Writing

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Critical Thinking/Problem Solving

These genres of literature are based on problem solving and creative thinking especially trickster tales and wisdom from elders in their cultures
Students are continuing testing mythology and their sense of rational thought
Students engage in questions of a critical nature to come to form original stories

Research

Students will continually be engaged in researching various forms of the same story from reading and outside Internet sources
Students will have full access to Internet and other print and non-print resources
Students will a great deal of questioning for understanding in their writing and oral expression.

Technology

Students will not only look at storytelling and story development websites but will do comparative work with writing sites.
Students will actually view storyteller's comments and insight on the storytelling process from the vast websites and links available on the subject.
Students will view their own work in web publishing or Power Point.

Ethics

Students will begin to understand the ethical reasoning of other cultures and from the development of story, especially when looking at Aesop fables.
From the reading and tellings in class, students will have their own ethics tested in deducing ideas from the stories.

IV. CONTENT/TIMELINE/PEFORMANCE STANDARDS

Literature

Selected readings by writers of storytelling will represent a cross section of classical ideas to modern stories.

Students will have as a primary text: Essential core literary selections

Homespun edited by Jimmy Neil Smith

Ready To Tell Tales edited by David Holt and Bill Mooney

Teacher Reference Text

The Storytellers Guide by Harlan Geiseler

Super Simple Storytelling by Kendall Haven

Students will also draw from the collection of stories provided by the classroom and the file of stories presented by the instructor.

Extended Reading Selection: Upon instructor approval, students will be encouraged to seek stories from public library and home.



Vocabulary

- Use context clues within literary text to discern the meaning of new words and applying the use of the thesaurus and the dictionary.
- Develop a sense of the unique language in the genre by having word banks from the selections.
- Learn the meaning of Greek and Latin roots and phrases.

Grammar

- Integrate contextual use of grammar tools in composition and when appropriate, oral practice.

Writing Applications

- Write an autobiographical story of “Your Story.” Other writing assignments based on recognition and recall of story genre.
- Write reflective compositions.
- Write comparison and analysis essays.
- Write reflective journals.
- Write character analysis and short story compositions as well as essays that are representative of story genre.
- Maintain an audio/video and/or written portfolio.

Listening and Speaking

- Organize and deliver continual presentations in the form of story.
- Share in dyads and small group presentations.
- Perform in at least one outside storytelling venue.
- Communicate and evaluate listening procedures.

Use of Technology

- Technology should be an integral component in the research and presentation of student work.
- Utilize computer software programs and even role-play games for research and placement.
- Access Internet web sites for information.
- Help to continue the Voices (Storytelling) web site

SPECIAL NOTE :

All BOLD standards are English language Arts CAHSEE standards. Visual Performing Arts standards(VPA) are indicated as well as ELA standards. These Drama Performance Standards reflect all public and classroom performances.

VPA 1.0 Artistic Perception

VPA 2.0 Creative Expression

VPA 3.0 Aesthetic Valuing

VPA 4.0 Connections, Relationships, Applications



FIRST SEMESTER

STANDARDS FOR ALL WRITING (these will not be repeated under every writing assignment)

- **W 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.**
- **W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.**
- **W 1.4 Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).**
- **W 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.**
- **W 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).**
- **W 1.8 Design and publish documents by using advanced publishing software and graphic programs.**
- **W 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the**

FIRST SIX WEEKS

Unit 1: Exploring the Definition of Story and Telling “Your Story” (1 week)

ACTIVITIES

Reading

Students will engage in reading and reflecting and writing self-awareness prompts related to story. Students will be presented with many models of story in order to examine their own story development.

Students will read genres of story.

Students will read “classical” story as opposed to modern storytelling from a current storyteller.

From initial questions students will be able to paraphrase and connect ideas relating to their prior knowledge of the genres.

- R 2.4 Synthesize content by paraphrasing and connecting ideas.
- R 2.8 Evaluate the power, validity, and credibility of an argument/defense.
- VPA 2.0 Processes of Analyzing and Responding to Sensory Information through the Language and skills unique to Drama
- VPA 1.0 Creating, Performing, and Participating in Drama

Students will read selections from short story selections and supplemental materials from each genre.

- R 3.9 explains how voice, persona, and the choice of a narrator affect the characterization and the tone, plot, and credibility of a text.

Writing

Students will write “their story” assignment

Students will relate cross sections of the same story.



Students will engage in a comprehensive study of the following telling genres.

SECOND SIX WEEKS (and continuous)

Unit 2: Showcase of Telling and The Importance of Myth

Students will see professional storytellers in action via guest and/or video and audio reproductions. Students will explore the concept of myth and even the hero's journey as outlined by storytellers such as Joseph Campbell. They will explore the definition of cultural myths and multicultural telling. We will also explore myth in relation to "concrete" science. Lastly we will explore telling of the myths and "original" myths.

ACTIVITIES:

Reading

Students will read myths and cross sectional myths in multicultural settings.

Students will generate and tell myths.

Students will seek outside sources, including headline news, to determine fact vs. myth.

Students will read other storyteller "beginning" story.

R3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism and explain their appeal.

R3.9 Explain how voice, persona, and the choice of a narrator affect the characterization and the tone, plot, and credibility of a text.

VPA 1.0 Artistic Perception :Processing, analyzing, and responding to Sensory Information

2.0 Creating, performing, and participating in drama

4.0 Responding to Analyzing, and Critiquing drama experiences

Unit 3: Legend and Tall Tale Study

Students will discuss tall tale characterization such as John Henry, Johnny Appleseed, Billy the Kid, Paul Bunyan, etc.. They will discuss the importance of legend and tall tales in relation to history. Then they will find and explore tall tales and create their own legend's They may even generate a "Tall Tale Contest Or Liar's Contest"

ACTIVITIES:

Reading

Students will read selections from Tall Tales and examine how they relate and if they have significance today.

- R3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism and explain their appeal.
- R3.9 Explain how voice, persona, and the choice of a narrator affect the characterization and the tone, plot, and credibility of a text.

• VPA 3.0 A Historical and Cultural Context—understanding historical and cultural dimensions

• VPA 1.0 Responding to, Analyzing and critiquing drama experiences

• VPA 2.0 Creative Expression, creating, performing, and participating in drama

THIRD SIX WEEKS

Unit 4: Personal Narration, the Importance of Personal Tales (2 weeks)

Students will discuss the relevance of personal stories and how the story of their lives is worth telling. Students will examine perspectives from various points of



view and look at personal narration.

- R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism and explain their appeal.
- R 3.9 Explain how voice, persona, and the choice of a narrator affect the characterization and the tone, plot, and the credibility of a text.

Writing

Students will be able to compose sample of their own personal narratives. When appropriate they will refer to works in other personal narratives.

- W 1.1 establishes and maintains a clear thesis.
- W1.2 use precise language and the active voice to make meaning clear.
- W1.6 Integrate quotes and citations into writing.
- W 1.3, w 1.7 Use appropriate research methods and systematic strategies to organize and record information.
- W 2.3 Create and support a thesis
- W2.3 Use technical terms and notations.
- VPA 1.0 Artistic Perception, processing, analyzing, and responding to sensory information thought language and skills new unique to drama

SECOND SEMESTER

FIRST SIX WEEKS

Unit 5: Group Telling and Historical Narrative

Students will assemble in-group performance and work on stories that relate to history and vantage points of history. Students will also find stories from their “elders.” The study of history would include American as well as World Perspective.

Reading

Students will read and hear stories from history. Will generate translations of original composition and work from various perspectives in a group style performance format. Students will be involved in research at the library.

- R2.4 Synthesize content by paraphrasing and connecting ideas.
- R2.0 Generate relevant research questions on the topics presented.
- VPA 2.0 Creating, performing, and practicing in Drama
- VPA understanding historical contributions and cultural dimensions

Writing

Students will compose original group presentations.

- W1.1 Establish and maintain clear thesis
- W 1.9 Revise writing to improve logic and coherence in conveying meaning.

SECOND SIX WEEKS

Unit 6 : Tandem Telling with Folk and Fairy Tales Students will read and perform cross sections of each genre. Students will examine Tandem Telling (Two Person Telling) the importance of world telling, fairy tales vs. folktales, and on-going performance of popular and classical tradition in story. Heavy concentration on coaching and working with voice and movement with the story.

ACTIVITIES



Writing

Students will place themselves in a land of the time being study, which include imaginary times and forgotten landscapes.

Students will generate a two-person narrative on a fairy or folk tale.

Students will create dyadic tales with vocal narration that illuminates the chief point of view.

- W 2.3 writes reflective composition
 - a. Explain the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (narration, description, exposition, persuasion)
- VPA 4.0 Responding to, analyzing and critiquing drama experiences
- VPA 5.0 connections and applying drama to other means of subjects

THIRD SIX WEEKS

Unit Seven: Journal Diaries, Audio Video Telling, Traditional Telling, and Problem Telling: Storytelling in Business, Storytelling and Health, Storytelling and Counseling.

ACTIVITIES

Reading

Students will engage in personal reflection of their own storytelling progress.

Students will read various samples of traditional telling and focus on how storytelling is pervasive in other fields of study (health, science, business....)

- R 3.7 Recognize and understand the significance of various literary devices, including figurative language, allegory, and symbolism and explain their appeal.

Teacher will engage in small group discussion on story development.

Speaking

Round Table discussions are conducted about styles of storytelling and personal reflection

Students will be evaluated on listening and giving praise.

- W/0 1.3 demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax.

Students will be expected to perform in the out of class assignment venue given once per semester or year.

Writing

Students will keep an active log and reflection journal of their work in storytelling.

- VPA 1.0 Processing, analyzing, and responding to sensory information through the language and skills unique to drama
- VPA 2.0 Creative Expression: Creating, performing, and practicing in Drama

Students will compose an audio/visual final of their storytelling progress.

Students will be expected to keep a notebook that could include: class discussion notes and reference materials.

- W1.1 establish and maintain a clear thesis
- W 1.2 Use precise language and the active voice to make meaning clear.
- W 1.3 W. 1.7 Use appropriate research methods and systematic strategies to organize and record information.
- VPA 5.0 Connections, relationships, and applications cross media



- VPA 4.0 Aesthetic valuing, responding to, analyzing and critiquing theatrical experiences
- VPA 2.0 Artistic perception, processing, analyzing, and responding to sensory information through the language and skills unique to theater

V. STUDENT ASSESSMENT

- Teacher/Publisher generated activities, projects, writing,
- Public performance
- Classroom performance
- Telling Partners
- Conferences
- Portfolios
- Rubrics

VI. INSTRUCTIONAL TECHNOLOGIES AND MATERIALS / SOFTWARE

The textbooks, materials, and technologies meet the state standards for this content

Area.

- A. Primary Text: *Homespun: Tales from America's Favorite Storytellers* by Jimmy Neil Smith
Ready To Tale Tales edited by David Holt and Bill Mooney Vol. I and II
The Storyteller's Guild edited by David Holt and Bill Mooney
Super Simple Storytelling by Kendall Haven

B. Supplementary Text

Raising Voices: Student Storytelling Groups and Troupes by Kevin Cordi and Judy Sima
The Storyteller's Start Up Book by Margaret Read MacDonald
Storytelling File
Storytelling Professionally by Harlynn Geisler
Telling Family Stories by Donald Davis
Storytelling World and *Storytelling Magazine*
Yellow Moon Productions
All NSN and August House Publications

D. Videos of Storytelling from

E. Teacher/Student Resources

Daily Language Skill Builders (McDougal Litell) that accompany the grade level texts

Recommended Literature (Ca Department of Education)

Computer software in the areas of writing, grammar, storytelling, and vocabulary

- Classroom Connect: Teaching Language Arts with the Internet (Integrating the Internet into the Curriculum) <http://www.classroom.net>
- ERIC Clearinghouse on Reading, English, and Communication
http://www.indiana.edu/~enc_rec
- Kairos: A Journal for Teachers of Writing in Webbed Environments

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<http://english.ttu.edu/kairos>

- Language Arts Resources in the Classroom (TEAMS Distance Learning)
<http://teams.lacoe.edu>
- Online Innovation Institute (OII): Projects to use in the classroom that utilize technology in the Four Directions for Lifelong Learning <http://www.oii.org>
- Subject Matter Resources: Kings County Office of Education
<http://www.kings.k12.ca.us/kcoe/curric./lang.arts.html>
- TeachNet (Teacher-designed projects and activities by subject)
<http://www.teachnet.org/docs.cfm>

VII. TEACHING ACTIVITIES & METHODS TO FACILITATE INSTRUCTION OF ENGLISH-LANGUAGE ARTS STANDARDS FOR ALL LEARNING STYLES

Student activities suggested below are derived from Gardner's Seven Levels of Intelligence (learning styles) and correspond with lessons in the primary text.

LINGUISTIC LEARNER

creative writing
oral reports
essays
dramatic readings/performances
debates and speeches
storytelling

LOGICAL/MATHEMATICAL LEARNER

graphic organizers
timeline
prediction exercises
coded messages
models
computer project
science experiments

SPATIAL LEARNER

drawings and paintings
comic strips
maps and flow charts
dioramas, displays, and murals
collages
photography activities

MUSICAL LEARNER

interpretive dances
musical plays and compositions
rap songs, jingles, and melodies
playing musical instruments

BODILY-KINESTHETIC LEARNER

demonstration speeches
experiments
impersonations, role playing
using gestures, facial expressions,
and pantomime

INTERPERSONAL LEARNER

discussions
cooperative and collaborative
projects
peer coaching
conducting interviews
simulation activities

INTRAPERSONAL LEARNER

response journals /learning logs
observations
photo essays
autobiographical stories