

## Fantasy Folklore

**WebQuest Description:** The goal of this WebQuest is to familiarize students with the various types of folklore. By the end of this WebQuest students will be able to distinguish between the different types of folklore.

**Grade Level:** 6-8

**Curriculum:** English / Language Arts

**Keywords:** folklore, fable, fairy tale, myth, tall tale, legend

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**WebQuest URL:** <http://zunal.com/webquest.php?w=22807>

### Introduction

You work for a publishing company and have been asked to research the different types of folklore for a new book to help teachers teach the different types of folklore children. Using the information you find through the websites provided, you will fill out the Folklore Identification Chart and find out the differences between the different types of folklore. For instance, how are fables different from fairy tales? How are legends different from tall tales? Throughout this unit you will work to answer the following ESSENTIAL QUESTIONS: Why is folklore important? Why are stories passed down from generation to generation? How are folktales more than just stories?

### Tasks

You and a partner will visit all of the websites provided and work to find the definitions and characteristics of all the different types of folklore and record them on the Folklore Identification Chart. You will also read examples and watch short video clips of the different types of folklore. You will be focusing on the following types of folklore: Fables, Fairy tales, Myths, Tall tales, Legends

### Process

1. Obtain a copy of the Folklore Identification Chart. A printable version is attached below.  
 2. Click on all the WebQuest tabs and read all directions before beginning.  
 3. Visit websites under the heading "Folklore Information and Examples" below and find definitions for all the different types of folklore.  
 4. Fill in Folklore Identification Chart definitions.  
 5. Visit websites below and read or watch examples of all the different types of folklore and fill in the Folklore Identification Chart examples.  
 6. Make sure to document each folktale you read or watch on the Folklore Identification Chart!  
 Technology Resources: Folklore Information and Examples:  
<http://www.pitt.edu/~dash/folktexts.html>  
<http://home.freeuk.net/elloughton13/theatre.htm>  
<http://www.americanfolklore.blogspot.com/2005/05/folklore-definitions-myths-legends.html>  
<http://www.bsu.edu/web/lmteuschler/eng213/types.htm>  
<http://www.americanfolklore.net/>  
[http://kidcrosswords.com/kidreader/aesops\\_fables/aesops\\_fables\\_table.htm](http://kidcrosswords.com/kidreader/aesops_fables/aesops_fables_table.htm)  
<http://www.ask.com/reference/dictionary/ahdict/55193/folklore>  
<http://www.pitara.com/talespin/folktales.asp>  
<http://www.folkart.com/folktale/>  
<http://teacher.scholastic.com/writewit/mff/uskligh.com/aesop/http://www.aesopfables.com/aesopsel.html>  
<http://urbanlegends.about.com/od/glossary/g/folklore.htm>  
<http://www.dunklight.com/aesop/http://www.animatedtalltales.com/>  
<http://www.umass.edu/aesop/fables.php>  
<http://www.planetozkids.com/oban/legends.htm>  
<http://www.fables.co.uk/stories.htm>  
<http://www.ivyjoy.com/fables/index.shtml>  
 Fable Videos:  
<http://us.penguinroup.com/static/packages/us/yreaders/aesop/index.html>  
 How to Write a Fable:  
<http://www.ivyjoy.com/fables/index.shtml>

### Evaluation

Category and Score	Beginning 3	Developing 6	Very Good 9	Exemplary 12	Score
Completion of Folklore Identification Chart	Folklore Identification Chart is not filled out with appropriate definitions and does not include examples of folklore read.	Folklore Identification Chart has very few appropriate definitions and very few examples of folklore read.	Folklore Identification Chart is somewhat filled out with appropriate definitions and some examples of folklore read.	Folklore Identification Chart is completely filled out with appropriate definitions and many examples of folklore read.	%50

Category and Score	Beginning 3	Developing 6	Very Good 9	Exemplary 12	Score
Partner Work	Student did not work well with partner and had many problems.	Student worked okay with partner and had problems.	Student worked good with partner and had very little problems.	Student worked great with partner and had no problems.	%50
				Total Score	24

## Conclusion

Think about what you have learned by researching and reading examples of different types of folklore. Consider the following essential questions: Why is folklore important? Why are stories passed down from generation to generation? How are folktales more than just stories?

## Teacher Page

Content Standards CA2: reading and evaluating fiction, poetry and drama CA4: writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) Performance Standards 2.5: perform and produce works in the fine and practical arts 2.7: use technological tools to exchange information and ideas GLEs Apply post reading skills to comprehend and interpret text Compare, contrast analyze and evaluate connections between information and relationships on various fiction and nonfiction works Read and follow multistep directions to complete a task. Enduring Understandings The students will understand that: differences exist between the various types of folklore (fairy tale, tall tale, fable, myth, legend). cultural values are embedded within folklore. Folktales are passed down from generation to generation for moral purposes. Essential Questions Why is folklore important? Why are stories passed down from generation to generation? How are folktales more than just stories? Key Knowledge and Skills Students have the basic understanding of how to navigate a WebQuest. Students will have understanding of the following basic vocabulary words: Folklore Fable Fairy tale Myth Tall tale Legend

### Standards

### Credits

### Other