

## African Folktales

*Please share this guide with other teachers from your school who will be joining you on this trip. Thanks!*

**Program Description:** In this program students will hear fables that have been passed down from generation to generation through the art of story telling. Students will learn about how the characters of the stories changed as people moved from one land to another.

**Learning Goals:** At the end of the program students should be able to have an understanding of the following:

1. Stories are created to explain things in nature.
2. Stories are told to teach a lesson.
3. People and stories adapt to new situations.

### **Pre-Visit Activities**

1. Locate Africa and North America on a world map.
2. Read fables as a class, discuss characters and the lesson of the story.
3. Research spiders, donkeys, rabbits, owls; make a list of the characteristics that are usually attributed to these animals.

### **Post-Visit Activities**

1. Draw a picture of one scene from a story that you heard at MOSH.
2. Read other African folktales and illustrate your favorite part of the story.
3. Write your own folktale using the animals that live around you as characters.

### **Vocabulary**

**Folktale:** A story that is told within a culture and is passed down from generation to generation.

**Fable:** A story where animals with human characteristics are the main characters.

**Moral:** The lesson that is learned by a character in a folktale or fable.

**Traits:** Characteristics that are given to an animal in a story.

**Africa:** A continent to the west of the United States. Many Africans were brought to North America as slaves.

**Migration:** The movement of people from one place to another.

**Adaptation:** The ability to change to new surroundings.

**Benchmarks**

SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.3.G.2.6	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.
SS.3.G.4.1	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
SS.3.G.4.2	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
SS.3.G.4.3	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
SS.3.G.4.4	Identify contributions from various ethnic groups to the United States.
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
SS.6.G.4.1	Explain how family and ethnic relationships influenced ancient cultures.

**Background Information**

In this program students will hear several folktales. Students will be asked to act out the stories by playing the roles of the animals; we will also discuss the lessons learned by the characters in the folktales. We will locate Africa and North America on a world map. Story telling in Africa is a very ancient practice. Stories were passed down orally from generation to generation. Stories were used to teach young people lessons that they would need later in life. African folktales were transplanted to other continents, with the forced migration of many Africans as they were enslaved by other cultures. As a result, stories from Africa are common in the United States and other countries around the world. Students will hear the stories about why the spider has a thin middle, why the mosquito buzzes in peoples ears, and why the rabbit has a short tail. The moral of a folktale is the lesson the characters learn because of the mischief they act out. Students will gain an understanding of how folktales were adapted during the time of slavery and the native animals the characters of these stories represent.

**Recommended Reading**

Nelson Mandela's Favorite African Folktales by Nelson Mandela

A Pride of African Tales by Donna L. Washington and James Ransome

The Hunterman and the Crocodile: A West African Folktale by Baba Wagué Diakité

We All Went On Safari by Laurie Krebs and Julia Cairns

Why Mosquitoes Buzz in People's Ears by Verna Aardema

**Recommended Websites**

<http://www.afro.com/children/myths/myths.html>

<http://pbskids.org/africa/tale/index.html>

<http://exploringafrica.matrix.msu.edu/students/curriculum/m11/activity2.php>

<http://ccs.clarityconnect.com/NRiggs/AfricanFolktales.html>

<http://www.allfolktales.com/>

<http://www.teachervision.fen.com/folk-tales/resource/3716.html>



MUSEUM OF SCIENCE & HISTORY

African Folktales Word Search

Word Bank

Folktale  
Fable  
Moral  
Trait

Africa  
Migration  
Adaptation  
Anansi

Mosquito  
Monkey  
Rabbit  
Owl

B	F	O	L	K	T	A	L	E	A
F	A	A	R	B	T	M	T	A	A
T	B	M	O	A	L	R	M	N	O
F	L	A	R	O	M	E	A	T	M
T	E	F	A	M	O	N	K	E	Y
M	A	R	B	L	S	W	M	N	B
I	T	I	B	I	Q	W	L	M	O
G	R	C	I	E	U	B	L	K	E
R	T	A	T	K	I	R	F	C	A
A	A	B	T	L	T	E	M	C	O
T	O	F	I	B	O	T	I	K	N
I	T	A	A	M	O	R	B	L	E
O	Y	R	R	K	F	F	L	D	R
N	O	I	T	A	T	P	A	D	A
M	N	K	Y	Q	U	S	I	M	B

Match the Swahili animal name to the English

Duma



Monkey

Kima



Spider

Nyoka



Owl

Sunguru



Snake

Mdudu



Rabbit

Ndege



Cheetah

## Retell a Folktale

Illustrate the beginning, middle, and end of a folktale. Use illustrations to help tell the story.

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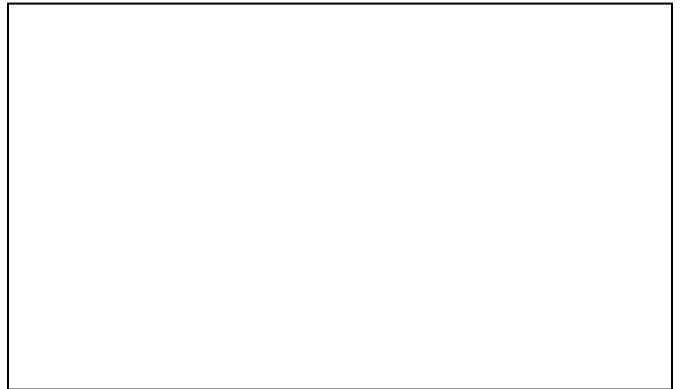
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## African Folktales Word Search - Answers

### Word Bank

Folktale  
Fable  
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Africa  
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F	L	A	R	O	M	E	A	T	M
T	E	F	A	M	O	N	K	E	Y
M	A	R	B	L	S	W	M	N	B
I	T	I	B	I	Q	W	L	M	O
G	R	C	I	E	U	B	L	K	E
R	T	A	T	K	I	R	F	C	A
A	A	B	T	L	T	E	M	C	O
T	O	F	I	B	O	T	I	K	N
I	T	A	A	M	O	R	B	L	E
O	Y	R	R	K	F	F	L	D	R
N	O	I	T	A	T	P	A	D	A
M	N	K	Y	Q	U	S	I	M	B

Match the Swahili animal name to the English  
Answer Key

