

Cajun Folktales Unit Resources

Student Resource	Location
Section 1: Lessons 1 – 3	
Text: “The Cajun Experience” from Jacob Gavin	Digital Access
Text: <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> by Sharon Arms Doucet	Purchased text
Text: <i>The Classic Tales of Brer Rabbit</i> by Don Daily and Joel Chandler Harris	Purchased text
Lesson handouts	Pages 2 – 6
Section 2: Lessons 4 – 10	
Text: <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> by Sharon Arms Doucet	Purchased text
Lesson handouts	Pages 7 – 9
Section 3: Lessons 11 – 15	
Text: <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> by Sharon Arms Doucet	Purchased text
Social studies textbook	Use current resources
Lesson handouts	Pages 10 – 11
Section 4: Lessons 16 – 19	
Text: <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> by Sharon Arms Doucet	Purchased text
Lesson handouts	Pages 12 – 14
Section 5: Lessons 20 – 25	
Text: “ <i>The Tale of Peter Rabbit</i> ” by Beatrix Potter	Pages 15 – 18
Text: <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> by Sharon Arms Doucet	Purchased text
Text: <i>Dear Peter Rabbit</i> by Alma Flor Ada	Purchased text
Lesson handouts	Pages 15 – 23
Section 6: Lessons 26 – 27	
Text: <i>Tops and Bottoms</i> by Janet Stevens	Purchased text
Text: <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> by Sharon Arms Doucet	Purchased text
Section 7: Lessons 28 – 29	
Text: <i>The Classic Tales of Brer Rabbit</i> by Don Daily and Joel Chandler Harris	Purchased text
Lesson handouts	Page 24
Section 8: Lessons 30 – 31	
Lesson handouts	Page 25
Section 9: Lessons 32 – 33	
Section 10: Lessons 34 – 37 (Culminating Writing Task)	
Lesson handouts	Pages 26 – 30
Section 11: Lessons 38 – 39 (Cold-Read Task)	
Section 12: Lessons 40 – 44 (Extension Task)	
Lesson handouts	Pages 31 – 35

Cajun Expressions Notes

Keywords/Quotations	Notes

Tricky Vocabulary

Fill in the chart with words you gather from the texts we read in the unit.

1. Words and/or phrases with multiple meanings
2. Words and/or phrases that make the story seem more like spoken English than formal, written English
3. Unknown words that stand out or have strong effects on readers

Word/Phrase	Your Definition	Clues to Meaning	Type of Word/Phrase

Lapin Traits Chart

Complete the following chart using traits of Lapin and evidence to support those traits.

Trait	Evidence from Text

Rabbit Character Comparison Chart

Complete the following chart by adding rabbit behaviors from various folktales

Rabbit	Behaviors

Conversation Stems¹

Clarifying

- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

Paraphrasing

- Put another way, you're saying...
- I hear you saying that...

Agreeing

- I agree with ___ because...
- ___'s point about ___ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

Disagreeing

- I see it differently because...
- I agree that ___, but we also have to consider that...
- We see ___ differently.

Elaborating

- ___ mentioned that...
- Adding to what you said,...
- I agree, and I want to add that...

Summarizing

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...

¹ Adapted from te@chthought at <http://www.teachthought.com/learning/sentence-stems-higher-level-conversation-classroom/>

Story Elements Comparison Chart

Fill out the following chart throughout this unit in order to compare the settings, plot, and themes of each story with similar characters.

1. Main Character	2. Setting Details	3. Main Events/ Summary	4. Conflicts	5. Central Lesson

Guided Notes: Cotton Counts

Conduct research on cotton using the following website to answer the following questions. You may include any additional information about cotton on this sheet as well.

Website: <http://www.cotton.org/pubs/cottoncounts/story/index.cfm>

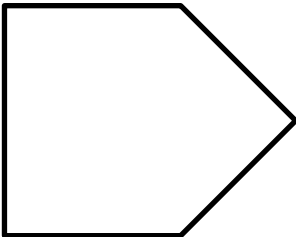
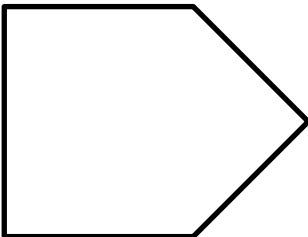
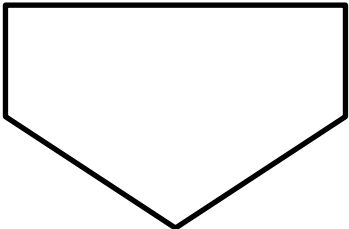
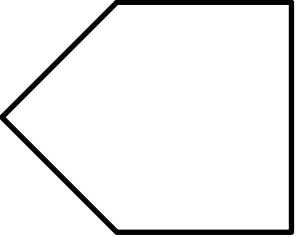
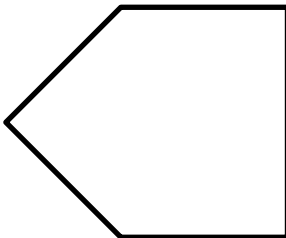
Question	Answer
What is the leading cash crop in United States?	
How is cotton used?	
Name four cotton-producing states.	
What type of weather does cotton grow in?	
What does cotton look like when it is ready to be picked?	
How is cotton picked today?	

Informative paragraph about Cotton:

Name _____ Date _____



Sequence of Events Chart

1st major event:		2nd major event:		3rd major event:
				
6th major event:		5th major event:		4th major event:

SWBST Chart

Fill in the following chart using the events in the text “Lapin Plays Possum”.

Somebody	Wanted	But	So	Then (optional)
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?

Prewriting Reasons Chart

Writing Prompt: At the end of the story “Lapin Plays Possum,” Lapin tells Bouki he is “just being neighborly.”
 Do you think Lapin’s actions show him being a good neighbor?

Opinion Statement: _____

Use the following chart to document your reasons.

Reason 1	
Reason 2	
Reason 3	

Name _____ Date _____

At the end of the story “Lapin Plays Possum,” Lapin tells Bouki he is “just being neighborly.” Do you think Lapin’s actions show him being a good neighbor?





“The Tale of Peter Rabbit”

Beatrix Potter

Once upon a time there were four little Rabbits,
and their names were—

Flopsy,

Mopsy,

Cotton-tail,

and Peter.



They lived with their Mother in a sand-bank,
underneath the root of a very big fir-tree.

“Now, my dears,” said old Mrs. Rabbit one morning, “you may go into the fields or down the lane, but don’t go into Mr. McGregor’s garden: your Father had an accident there; he was put in a pie by Mrs. McGregor.”

“Now run along, and don’t get into mischief. I am going out.”

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker’s. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries;

But Peter, who was very naughty, ran straight away to Mr. McGregor’s garden, and squeezed under the gate!

First he ate some lettuces and some French beans; and then he ate some radishes;

And then, feeling rather sick, he went to look for some parsley.

But round the end of a cucumber frame, whom should he meet but Mr. McGregor!



Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief."

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate.

He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes.

After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.

Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself.

Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him.

And rushed into the toolshed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.

Mr. McGregor was quite sure that Peter was somewhere in the toolshed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each.

Presently Peter sneezed— "Kertyschoo!" Mr. McGregor was after him in no time,

And tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.



Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can.

After a time he began to wander about, going lippity—lippity—not very fast, and looking all around.

He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath.

An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry.

Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some goldfish; she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he has heard about cats from his cousin, little Benjamin Bunny.

He went back towards the toolshed, but suddenly, quite close to him, he heard the noise of a hoe—scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow, and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!



Peter got down very quietly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some black-currant bushes.

Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden.



Mr. McGregor hung up the little jacket and the shoes for a scarecrow to frighten the blackbirds.

Peter never stopped running or looked behind him till he got home to the big fir-tree.

He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole, and shut his eyes. His mother was busy cooking; she wondered what he had done

with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight!

I am sorry to say that Peter was not very well during the evening.

His mother put him to bed, and made some camomile tea; and she gave a dose of it to Peter!

“One table-spoonful to be taken at bedtime.”

But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

This text is in the public domain.

Rabbit Character Comparison Chart









Complete the following chart by adding rabbit behaviors from various folktales

Rabbit	Behaviors
<p>Peter Rabbit</p> <p>“Tale of Peter Rabbit” and “Dear Peter Rabbit”</p>	
<p>Hare</p> <p>“Tops and Bottoms”</p>	
<p>Brer Rabbit</p> <p>“The Great Race” and “Brer Fox, Brer Rabbit and the Tar-Baby”</p>	









Fluency Tracker

My name: _____ My partner's name: _____

Self-Assessment

Accuracy - I read all of the words correctly.		
Rate - I read at a good speed, like when I talk		
Expression - I made my reading sound interesting, like when I tell a story.		
Phrasing and Punctuation - I read the punctuation.		

Partner Assessment

Accuracy - I read all of the words correctly.		
Rate - I read at a good speed, like when I talk		
Expression - I made my reading sound interesting, like when I tell a story.		
Phrasing and Punctuation - I read the punctuation.		

Peter's visit to Mr. McGregor's garden
(Point of View)

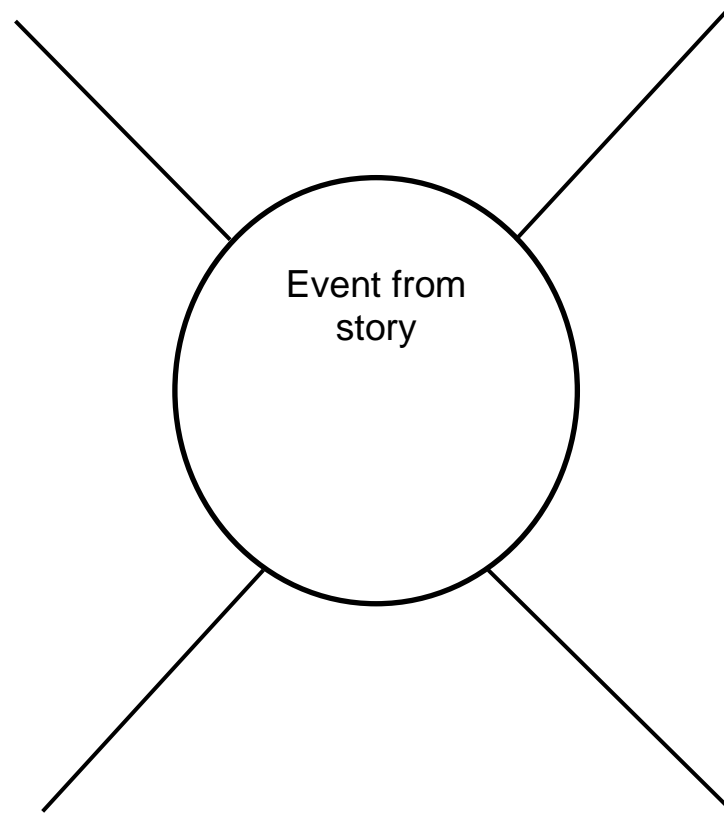
Mr. McGregor	Goldilocks	Peter Rabbit

Excerpts from the text “Dear Peter Rabbit” by Alma Flor Ada.

Dear Baby Bear, From Goldilocks - March 23	Dear Cousin Fer, From Wolfy - April 4
<p><i>“You were so right! Your mother’s chocolate cake was delicious. IT was a lot of fun to see you. And your father sure knows how to tell stories. I especially like it when he pretends to be a wolf.</i></p> <p><i>Speaking of wolves, I saw the strangest thing when I was coming home from your house. There was a little girl in the forest, all dressed in red, and she was talking to a wolf! He seemed like he was a very nice wolf, not a mean or a scary one. I wanted to talk to him too, but he left before I had a chance...”</i></p>	<p><i>“It was very disturbing to hear of your misadventures, and I join you in grieving for your tail.</i></p> <p><i>My own terrible experience after my encounter with that little girl in red has led me to think that perhaps we would do well to change our diet. It is not a pleasant prospect, but it may be in our own best interests to avoid both young girls and pigs from now on...”</i></p>
<p>Circle the similar events in the excerpts.</p> <p>How do the excerpts from the letters connect to and build on the next letter?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Dear Lapin... Brainstorming Activity

What would Bouki want to say to Lapin in a letter? Think about how Bouki might feel about the event.



“The Great Race”

Discussion Questions

1. In what way does Brer Turtle think he is faster than Brer Rabbit?

2. What does the phrase “each one the spitting image of his father” mean?

3. Why was Brer Rabbit “too confused to speak” when he saw Brer Turtle?

4. The author writes “Brer Rabbit couldn’t speak. He had been beaten, in more ways than one.” In what ways was Brer Rabbit beaten?

5. How do the actions of Brer Rabbit contribute to the sequence of events in the story?

Rabbit Research

Use the following websites to complete your research:

1. <http://www.buzzle.com/articles/rabbits-as-pets-pros-and-cons.html>
2. <http://www.verlannahill.com/BunnyFacts2.htm#who>
3. http://www.onekind.org/education/animals_a_z/rabbit/
4. http://www.hopperhome.com/rabbit_fact_sheet.htm

Guiding Questions	Notes	Source (website #)
What are the physical characteristics of rabbits?		
Where do rabbits usually live?		
What do rabbits generally eat?		
What are some interesting facts about rabbits?		

Culminating Writing Task Directions

Is a rabbit a good animal to play the role of a trickster?

Write an essay stating your opinion in answer to the question. Support your opinion with reasons. Use linking words like *because*, *since*, and *for example* to connect your opinions and reasons. Include an example from the stories and your research on rabbits. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

Culminating Writing Task Rubric

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no reasoning is demonstrated with little or no textual evidence
Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and clearly introduces and states an opinion or topic Response is organized and developed with reasons, facts, definitions, or details Words and phrases link ideas and consistently demonstrate awareness of purpose 	<ul style="list-style-type: none"> Addresses the prompt and states an opinion or topic Response is organized and has some development with reasons, facts, definitions, or details Words and phrases links ideas and demonstrate awareness of purpose 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Response has minimal organization and development Response has limited coherence and/or cohesion Words and phrases demonstrate limited awareness of purpose 	<ul style="list-style-type: none"> Does not address the prompt Response lacks organization and is undeveloped Words and phrases demonstrate no awareness of purpose
Language Conventions	<ul style="list-style-type: none"> Full command of conventions indicated by grade-level standards Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> Some command of conventions indicated by grade-level standards May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> Limited command of conventions indicated by grade-level standards Errors often interfere with meaning 	<ul style="list-style-type: none"> No command of conventions indicated by grade-level standards Frequent and varied errors interfere with meaning

Prewriting Graphic Organizer

Writing Prompt: Is a rabbit a good animal to play the role of a trickster?

Opinion Statement: _____

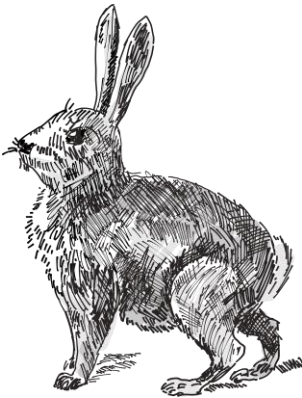
Use the following chart to document your reasons.

Reason 1	
Reason 2	
Reason 3	

Concluding Statement:

Name _____ Date _____

Is a rabbit a good animal to play the role of a trickster?





Extension Task Directions

Write your own trickster tale that includes different aspects of Louisiana geography and culture. Make sure to clearly convey the elements of a trickster tale. For example, one character should trick another character and the results must teach a lesson.

Use the texts we've read in the unit and the *Writer's Toolbox: Learn How to Write Letters, Fairy Tales, Scary Stories, Journals, Poems, and Reports* by Nancy Loewen to support your writing. Establish a clear setting, characters, and problem/solution, include dialogue and provide a conclusion that teaches a lesson or moral.

Extension Task Writing Rubric

	3	2	1	0
Written Expression	<ul style="list-style-type: none"> ● Clearly establishes a situation and introduces a narrator and/or characters ● Effectively organizes and develops an event sequence with narrative elements² and sense of closure ● Uses grade-level language, including temporal words to signal event order 	<ul style="list-style-type: none"> ● Establishes a situation and introduces a narrator and/or characters ● Organizes and develops a mostly coherent event sequence with some narrative elements and sense of closure ● Uses grade-level language and sensory details 	<ul style="list-style-type: none"> ● Establishes a situation, narrator, and/or characters ● Organizes and minimally develops an event sequence with few narrative elements ● Uses some grade-level language and sensory details 	<ul style="list-style-type: none"> ● Introduces a narrator and/or characters ● Lacks an organized and developed event sequence ● Language is below grade level
Language Conventions	<ul style="list-style-type: none"> ● Full command of the conventions indicated by grade-level standards ● Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> ● Some command of the conventions indicated by grade-level standards ● May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> ● Limited command of the conventions indicated by grade-level standards ● Errors often interfere with meaning 	<ul style="list-style-type: none"> ● No command of the conventions indicated by grade-level standards ● Frequent and varied errors interfere with meaning

² Narrative elements include dialogue and description of actions, thoughts, and feelings to develop events and show how characters respond to situations.

Story Elements and Sequence of Events- Trickster Tale

Using the organizer below, identify the elements that you need to include and map out your story elements and sequence.

Characters:

Setting with Louisiana elements:

Problem/Solution:

Trick:

The Lesson Learned:

Writer's Name _____ Reviewer's Name _____

Trickster Tale Writing Checklist

Place a check or write a note for each element found in your trickster folk tale.

Folktale Element	Reviewer Notes	Writer Notes
Clear Louisiana setting		
Animal characters		
Problem and solution		
One character tricks another		
Conclusion teaches a lesson		
Dialogue		

Sequence of Events:

	→		→		→	
	←		←		←	

Conclusion:
