Lesson Rationale and Context: We have previously discussed folklore from China and the United States. I will now introduce an African tale, *Anansi the Spider, a tale from the Ashanti*.

Goal Statement: To read and discuss *Anansi the Spider* and create their own spiders.

Objectives:

* Students will be able to count the number of shapes in their spider.
* Students will create their own spider with special power.
* Students will analyze Anansi’s decision.

CCCS:

Social Studies: 6.1 U.S. History: America in the world: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities. Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. 6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.

English Language Arts Standards: Speaking and Listening: Kindergarten: Comprehension and collaboration: 2. Confirm understanding of a text read aloud of information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Materials:

Teacher: Book: *Anansi the Spider, a tale from the Ashanti*, by Gerald McDermott, NY 1972., Various size shapes cut from scrap paper, Large precut triangle shapes, Glue, Construction paper, Small wiggly eyes(if available), Stapler, Hole puncher, String, Scissors

Students: All materials when craft begins

Anticipatory Set: Greet the children in African ("Jambo" means hello) and relate it to the book. Show the students where Ghana is located on our map.

Lesson Procedure: **Modeling/demonstration –** Read the book *Anansi the Spider* to the children.

**Joint participation –** Ask students to notice the shapes on the spiders. Bring to their attention that the shapes in the center of the body of each of the 6 sons represent the special talent each has. As you read the book, ask questions as to how can each son use their special talent to help their father (problem solving). Also ask questions on how the father is feeling when he gets lost (scared), how can you tell? Also ask what would happen if they were to fight over who will help the father (no one would be able to help). Also briefly talk about the fairness of the father's decision regarding the mysterious shining object.

**Guided practice /Independent practice –** Now transition the children to small group activity (perhaps walking like spiders). Provide them with the material needed and make the book available for reference. Have them trace and cut the large triangle for the body. Using the shapes, children make a spider of their choice. For the legs, show them how to make an accordion pattern with a 1-inch strip of paper they have cut (fold, over, fold, over...).

Closure: What special talent does your spider have? How can it be used to help someone?

Assessment: Children can be asked to count how many triangles (or any other shape) they chose to use for their spiders. Teacher should be recording number and shape knowledge and language skills and originality (initiative) as well as small motor difficulties.

0: Did not complete the assignment

1: Made the spider and counted the shapes

2: Made the spider, counted the shapes, and created a power.

3: Made the spider and counted the shapes, created a power which is clearly explained, and participated in class discussion of the story.

Adaptations: We will create motions throughout the story so kinesthetic learners stay involved. During the craft there will be various levels of support available. Some students will be given pre cut materials to choose from

Evaluation: If 22/24 students receive a 3 on my assessment scale I will consider this lesson successful.