

TITLE

MARSHALLESE FOLKLORE

GRADE LEVEL: ELEMENTARY - 2ND GRADE

DISCIPLINE: English Language Arts

TOPIC: The Marshall Islands' Folklore & Culture

STANDARDS: CCSS.ELA-LITERACY.RL.2.1 | CCSS.ELA-LITERACY.RL.2.2 | CCSS.ELA-LITERACY.RL.2.3 | CCSS.ELA-LITERACY.RL.2.7 | CCSS.ELA-LITERACY.SL.2.2 | CCSS.ELA-LITERACY.SL.2.5 | CCSS.ELA-LITERACY.SL.2.5

OBJECTIVES:

- Accurately recount at least 2 main plot points of an auditory story in a verbal response;
- Verbally identify at least 1 potential moral to a Marshallese folktale or story;
- Demonstrate comprehension by depicting at least 4 major plot points of a Marshallese story in a drawing.

ESSENTIAL QUESTIONS:

- What defines a culture? Tradition, customs, location? How is it formed and passed on through generations?
- What do we have in common with people from the Marshall Islands?; How does where we live impact our culture?
- How do visual cues like tone and expression convey feelings in Marshallese storytelling?
- What can Marshallese stories teach us about the Marshallese people's belief systems about the creation of the world and how we should live our lives?

MATERIALS NEEDED:

Introduction Slideshow
3 Marshallese Stories
3 Discussion Guides
Paper & Drawing Utensils or Drawing Technology

KIT INCLUDES:

- Slideshow Introduction
- 2 Written Stories from Marshallese Folklore
- 1 Video Storytelling of a Marshallese Folk
- Story 3 Story Discussion Guides
- Alternative Quiz Assessment
- Vocabulary Guide & Activity
- Glossary of Terms

CLASSROOM HOURS NEEDED:

70 minutes to 150 minutes

FINAL ASSESSMENT TYPE:

Drawing Activity or Alternative Quizziz

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INTRODUCTION

[Introduction Slideshow](#)

["The Creation Myth" Reading](#)

["The Ogress & the Sweet Taro Man" Reading](#)

["The Octopus & the Two Ladies" Reading](#)

["The Octopus & the Two Ladies" Video Storytelling](#)

["The Ogress & the Sweet Taro Man" Discussion Guide](#)

["The Creation Myth" Discussion Guide](#)

["The Octopus and the Two Ladies" Discussion Guide](#)

[Drawing Activity Instructions](#)

[Alternative Quiz Assessment](#)

[Vocabulary Activity](#)

[Glossary of Terms & Pronunciation Guide](#)

INTRODUCTION & BACKGROUND:

The Marshall Islands, composed of 29 small coral atolls and 5 islands, make up the northeastern part of Micronesia, about 200 miles southwest of Hawaii. They are broken up into Ratak, the east chain, and Ralik, a parallel west chain. These atolls gained recognition when the US began military operations and atom bomb testing, leaving behind deadly radiation that has caused intergenerational cancers and diseases, as well as significantly damaged the climate and the environment. Aside from its tragedy, the Marshall Islands are less recognized for their culture. Folklore and mythology are an integral part of Marshallese culture. The Marshallese folklore is diverse, as each island or clan has its own versions of traditional myths, passed down orally by trained myth tellers, often elders. In this lesson, 2nd graders will explore the different types of stories in the rich Marshallese culture, from explanatory tales (Bwebwenato) to fairy tales (Inon), while building reading comprehension and analytical skills.

ACTIVITY 1: (20-40 MINUTES)

- Read or listen to a read aloud of "The Creation Myth" or "The Ogress and the Sweet Taro Man"
- Students can pick which story they want. They are all different types of Marshallese stories. Depending on time, teacher can also use both stories. Additionally, at teacher's discretion, students can read the entirety of the story or an excerpt.
- Use the provided Discussion Guides for each story to guide students through comprehension and story progression
- Pause throughout and ask students to recount what just happened.
- Have students identify characters, actions, and potential morals/lessons in the story.



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ACTIVITY 2:
(20-30
MINUTES)

- Students listen to "The Octopus and the Two Ladies" in Marshallese (either in full or in part) using the provided video link.
 - Exposes a new language - has students rely on tone and body language to determine meaning and feeling.
 - Pause the video to prompt students to consider how the speaker may be feeling or what they may be saying.
- The same story should then be read aloud in English using the provided text translation.
- Use the provided Discussion Guides for each story to guide students through comprehension and story progression
 - Pause throughout and ask students to recount what just happened.
 - Have students identify characters, actions, and potential morals in the story.

ACTIVITY 3:
(30-40
MINUTES)

- Have students get in groups and divide the story into as many parts as students in the groups (i.e. 6 students in a group = 6 parts etc.)
- Students will be assigned a section and will need to draw a picture or pictures of that section. In other words, testing their comprehension of the story and helping them visualize characters, motifs, setting, etc in pictures.
Can be done digitally or physically depending on what works best in your classroom.
- The teacher should model one small part to demonstrate expectations.
- The students should work together, but each student should be in charge of a section.
- This can serve as an assessment
It demonstrates the students' ability to comprehend the characters, actions, and morals of the story in another format.
- Students can present their mini-story books to the class or to another group.
Optional: Make this a class-wide activity and use [StudentTreasures Publishing](#) to get a hardcover version for free.
- Teachers may also use the attached quiz on "The Ogress and the Sweet-Taro Man" for a more standard assessment or create one of their own.

ACTIVITY 4:
(20-30
MINUTES OR
TAKE HOME)

Students should complete the vocabulary activity reflecting on the Marshallese Folklore they read and listened to and the new words that were throughout the stories or referenced in Marshallese culture.



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