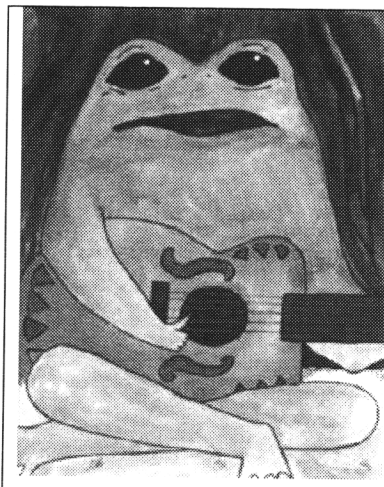
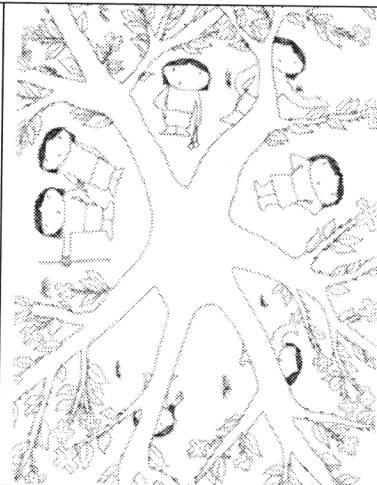


Forest Folklore

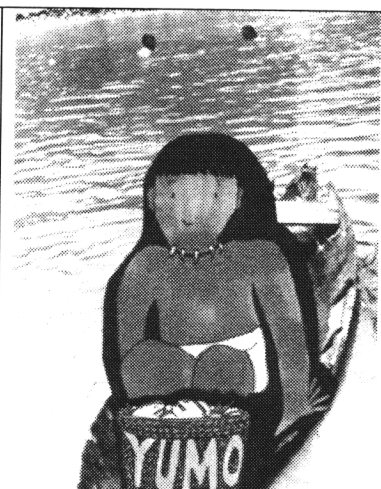
**A literature-based curriculum unit
with Internet connections**



Ranito



Eternal Love



Yumo

This unit includes:

- Black-and-white copy masters for creating your own picturebooks
- Sites with hyper-linked picture dictionaries and full-color illustrations
 - Geographical and cultural connections with realia
 - Pre-reading, reading and post-reading activities
 - Culminating project ideas and suggestions

by Lori Langer de Ramirez, Ed.D.

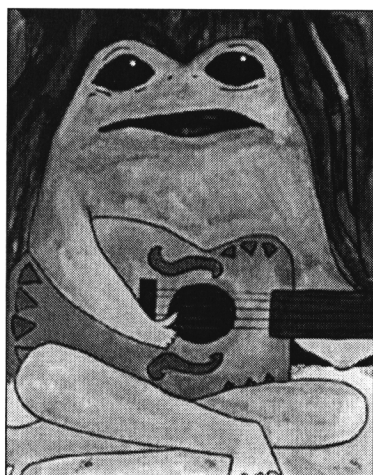
Forest Folklore

Curriculum Suggestions

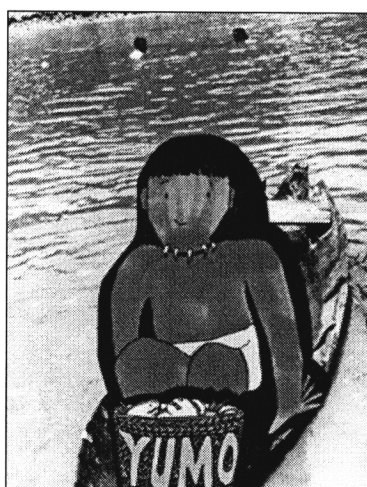


Introduction

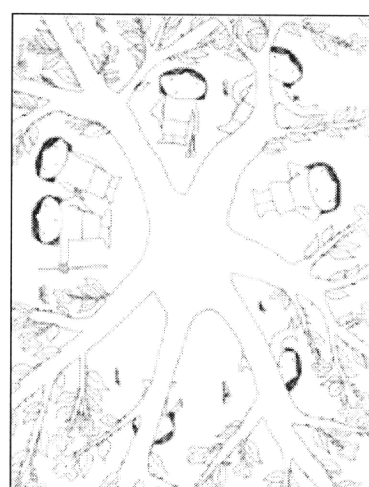
The stories in this unit are tales of the forest (the Amazon rainforest in Colombia and wooded areas in Argentina). They also refer to indigenous and environmental issues. The main themes that might be explored in a curriculum unit linked to these tales are: ecosystems, the importance of preserving the rainforest, rites of passage, and the indigenous peoples of Argentina and Colombia.



"Ranito" is an original tale based on actual events around Leticia –in the Colombian Amazon). In the story, the main character loses his home after it is destroyed to make way for construction. He is befriended by a river dolphin who cheers him up.



In **"Yumo"** (Colombia), a young boy watches the tribal chief cross the Amazon River and dreams of being able walk on the bottom like the chief. Once the river is low, the chief shows Yumo how it is possible for even a small boy to cross the mighty Amazon.



In **"Eternal Love"** (Argentina), we read the story of a beautiful Toba girl and the man she loves. Due to the jealousy of the townsfolk, the two are chased away and we learn the origins of the *palo borracho* (a tree common to that region of South America).

Story #1: “Ranito”



Vocabulary:

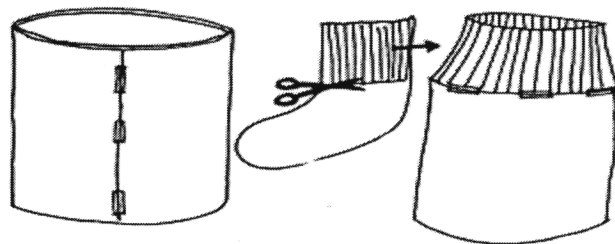
1. Copy the vocabulary cards onto card stock and cut each one out. Have students (or pairs of students) illustrate each vocabulary word in the space provided (Note: there are blank vocabulary cards available for you to add vocabulary words to the list if needed).

- alone: on your own
- bubble (a/the): a round space filled with air
- destroy (to): spoil; to ruin
- edge (an/the): the side
- invite (to): ask someone to join you
- knock down (to): to push over
- next to: on the side of something
- rainforest (a/the): a large forest where rain is heavy
- several: some, a few
- spirits (the): mood; state of mind
- together: not alone; with someone else
- whole: complete; full; entire

2. Pre-teach the vocabulary by using a magic box*.
 - Place the vocabulary cards into the magic box.
 - Ask for volunteers to pull the cards from the magic box.
 - As each card is pulled from the box, ask students to act out the vocabulary word.

***How to make a magic**

box: Cover an oatmeal container or other cylindrical container with colored or contact paper. Attach the top part of a large sock or leg warmer to the top portion of the container. Decorate as you like.





Pre-reading activities:

1. Have students read the introduction and discuss the origin of the story.



Weblink: *You can have students read the introduction on the website:*

www.miscositas.com/ranitoeng.html


2. Divide the students into small groups. Have the students predict the story by arranging the black-and-white illustrations into the correct order. Ask one member of each group to tell their version of the story to the class. Vote on whose version of the story might be right.



Reading:

Copy the story text and illustrations for your students. You might want to create a booklet with the pages by photocopying the story back-to-back.



Weblink: *You can have students read the story on the website: www.miscositas.com/ranitoeng1.html*
(click  through the story)

RANITO Story text:

- 1) In the rainforest, there once lived a frog named Ranito. One sad day some men came to the forest and cut down the tree where Ranito lived. Ranito got away without being hurt, but he was lost and alone.
- 2) All alone he would sit at the edge of the river. Sometimes he would sing to keep his spirits up. Sometimes he would cry: "cro-cro... cro-cro". He thought about his family and friends. Where could they be?
- 3) All the while a dolphin was listening to Ranito's singing and crying. He finally asked Ranito: "What's wrong? Why are you so sad?" and Ranito told him the whole story.

- 4) The dolphin didn't want to see Ranito sad so he invited him to come live with him in the river.
- 5) Ranito looked and looked. He liked the river a lot. He liked the fish, the plants and especially the bubbles. But it just wasn't his home.
- 6) Ranito made a new home next to the river. After several days passed, he found his friends and family. Everyone was happy to be together again.
- 7) Now the two friends spend all their time playing and singing beautiful songs together. They're happy...
- 8) ...but the other day the men who destroyed Ranito's home came back. They were looking at the river and talking about knocking down more trees. What will happen to Ranito if those men come back?

? Post-reading activities:

1. Check for understanding by asking comprehension questions:
 - Why was Ranito crying by the side of the river? *[because he lost his home and family]*
 - What did the dolphin do to try to help Ranito? *[he showed him the river, where he lives]*
 - What are the dolphin and Ranito afraid of at the end of the story? *[they are worried that the men who destroyed Ranito's home will come back and do more damage]*
2. Discuss the story with students by asking their opinions about the events:
 - Have you ever had to move from one home to another? How did you feel?
 - Have you ever tried to help a friend who was sad? Explain what you did to cheer your friend up.
 - What do you know about the tropical rainforest? Why do you think that people are cutting down trees in the rainforest?

Story #2: “Yumo”



Vocabulary:

1. Copy the vocabulary cards onto card stock and cut each one out. Have students (or pairs of students) illustrate each vocabulary word in the space provided (Note: there are blank vocabulary cards available for you to add vocabulary words to the list if needed).

- amazement: great surprise
- appear (to): to be seen
- bottom (a/the): the lowest part
- cover (to): to hide
- fish (to): to catch fish
- full: complete; whole
- knee (a/the): the place where your legs bend
- piranha (a/the): a fish with sharp teeth
- place (to): to put
- season (a/the): time of year
- shout (to): to yell
- someday: one day in the future
- stone (a/the): a small rock
- towards: in the direction of

2. Pre-teach the vocabulary by using the cards as flash cards.



Pre-reading activities:

1. Have students read the introduction and discuss the origin of the story.



Weblink: You can have students read the introduction on the website:
www.miscositas.com/yumoeng.html


2. Divide students into pair groups. Provide each group with the illustrations from the story and one text page. Ask each group cut out the drawings and paste them into the box at the top of their text page to create a scene. Have each team describe their scene to the class.



Reading:

Copy the story text and illustrations for your students. As a class, decide which illustrations go with each page of text.



Weblink: *You can have students read the story on the website: www.miscositas.com/yumoeng1.html (click  through the story)*

YUMO Story text:

- 1) Yumo, a Yagua Indian, lived next to the great Amazon River. Every day he would fish for piranhas with his brothers and sisters.
- 2) One day in the rainy season, Yumo saw the Chief walking towards the river with a big stone on each shoulder.
- 3) With the two stones on his shoulders, the Chief walked to the river. The water covered his waist, and then his chest, and finally his head. Yumo watched in amazement.
- 4) After a few minutes, the Chief appeared on the other side of the river. First Yumo saw his head, then his chest, then finally his chest. "Wow," said Yumo. "Someday I'd like to walk on the bottom of the river".
- 5) Four full moons passed and the river looked almost dry. Yumo saw the Chief with his stones again. But this time, the Chief placed them on Yumo's shoulders.
- 6) Yumo walked towards the river. The water covered his knees, and then his waist, and finally his chest.
- 7) After a few minutes, he appeared on the other side of the river - first his chest, then his waist, and at last his knees. "Finally" he shouted. "I walked on the bottom of the river!"



Post-reading activities:

1. Check for understanding by asking comprehension questions:

- What did the Chief do to keep from floating in the river?
[he put two stones on his shoulders]
 - What did Yumo want to do?
[he wanted to walk on the floor of the river, like the Chief]
 - What was the river like when Yumo crossed it? *[it was very low]*
2. Discuss the story with students by asking their opinions about the events:
- Do you think it's possible to cross a big river like the Amazon by walking on the bottom? Why or why not?
 - Why do you think that the Chief waited "four full moons" before letting Yumo cross the river?
 - Why do you think the water never covered Yumo's head?

Story #3: "Eternal Love"



Vocabulary:

1. Copy the vocabulary cards onto card stock and cut each one out. Have students (or pairs of students) illustrate each vocabulary word in the space provided (Note: there are blank vocabulary cards available for you to add vocabulary words to the list if needed).
 - jealous: envious; wanting what someone else has
 - symbolize (to): to represent
 - thorn (a/the): a sharp point on a tree or plant
2. Pre-teach the vocabulary by asking students to write original sentences with the words.



Pre-reading activities:

1. Have students read the introduction and discuss the origin of the story.



Weblink: *You can have students read the introduction on the website:*
www.miscositas.com/love.html


2. Show students the illustration from the story. In a round, ask each student to imagine what is happening in the picture.



Reading:

Copy the story text and illustration for your students.



Weblink: *You can have students read the story on the website:* www.miscositas.com/love1.html
(click  through the story)

ETERNAL LOVE Story text:

Two Toba indians were in love. Since the girl was very beautiful, the other indians were jealous. One day they chased the boy away to the forest. The girl ran after him and never returned. The Toba went to the forest to find them, but instead of the girl, they found a beautiful new tree.

The tree has flowers and thorns. The flowers symbolize the love the two Toba shared and the thorns represent the pain they felt upon being chased from their village.



Post-reading activities:

1. Check for understanding by asking comprehension questions:
 - What was the girl like? *[she was very beautiful]*
 - Who was jealous of the Toba boy? *[the other Tobas]*
 - Why did the girl Toba run to the forest? *[to look for the boy]*

2. Discuss the story with students by asking their opinions about the events:

- Why do you think they followed the girl into the forest?
- In your opinion, what happened to the Indian boy?
- Do you know of another plant that symbolizes something? What is it like? What does it symbolize?

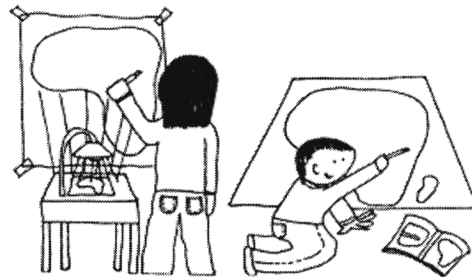


Culminating activity suggestions:

1. Have each student choose four drawings from their favorite story. Ask them to arrange them onto a piece of oak tag to create their own short story. After a rough draft on scrap paper, they can write their text directly onto the oak tag below the drawings and put a title to the story above.
2. Have students write and illustrate original stories about the forest or environment in their part of the world.
3. Ask students to find nature tales from different Spanish-speaking countries. Have a “tell-off” in which students tell their stories to the class. Using a floor map of Latin America*, have students tell their story standing on their story’s country of origin.

***How to make a floor map**

Using a shower curtain liner, trace the shape of the South American continent freehand, or project the image onto the sheet using an overhead projector and trace. Be sure to use permanent markers!



4. Take a “fantasy trip” to the countries of origin of the three stories. Use the realia provided as you “visit” sites of interest.



Weblink: You can have students view the realia on the website: www.miscositas.com/argentinarealia.html and www.miscositas.com/colombiarealia.html

Vocabulary Cards

VOCABULARY CARDS – *Folklore de la foresta*

alone:
on your own

Forest Folklore – “Ranito”

bubble (a/the):
a round space filled with air

Forest Folklore – “Ranito”

destroy (to):
spoil; to ruin

Forest Folklore – “Ranito”

edge (an/the):
the side

Forest Folklore – “Ranito”

invite (to):
ask someone to join you

Forest Folklore – “Ranito”

knock down (to):
to push over

Forest Folklore – “Ranito”

next to:
on the side of something

Forest Folklore – “Ranito”

rainforest (a/the):
a large forest where rain is heavy

Forest Folklore – “Ranito”

VOCABULARY CARDS – *Folklore de la foresta*

several:
some, a few

spirits (the):
mood; state of mind

Forest Folklore – “Ranito”

Forest Folklore – “Ranito”

together:
not alone; with someone else

whole:
complete; full; entire

Forest Folklore – “Ranito”

Forest Folklore – “Ranito”

Forest Folklore – “Ranito”

Forest Folklore – “Ranito”

Forest Folklore – “Ranito”

Forest Folklore – “Ranito”

VOCABULARY CARDS – *Folklore de la foresta*

amazement:
great surprise

Forest Folklore – “Yumo”

appear (to):
to be seen

Forest Folklore – “Yumo”

bottom (a/the):
the lowest part

Forest Folklore – “Yumo”

cover (to):
to hide

Forest Folklore – “Yumo”

fish (to):
to catch fish

Forest Folklore – “Yumo”

full:
complete; whole

Forest Folklore – “Yumo”

knee (a/the):
the place where your legs bend

Forest Folklore – “Yumo”

piranha (a/the):
a fish with sharp teeth

Forest Folklore – “Yumo”

VOCABULARY CARDS – *Folklore de la foresta*

place (to):
to put

season (a/the):
time of year

Forest Folklore – “Yumo”

Forest Folklore – “Yumo”

shout (to):
to yell

someday:
one day in the future

Forest Folklore – “Yumo”

Forest Folklore – “Yumo”

stone (a/the):
a small rock

towards:
in the direction of

Forest Folklore – “Yumo”

Forest Folklore – “Yumo”

Forest Folklore – “Yumo”

Forest Folklore – “Yumo”

VOCABULARY CARDS – *Folklore de la foresta*

jealous: envious;
wanting what someone else has

Forest Folklore – “Eternal Love”

symbolize (to):
to represent

Forest Folklore – “Eternal Love”

thorn (a/the):
a sharp point on a tree or plant

Forest Folklore – “Eternal Love”

Forest Folklore – “Eternal Love”

Forest Folklore – “Eternal Love”

Forest Folklore – “Eternal Love”

Forest Folklore – “Eternal Love”

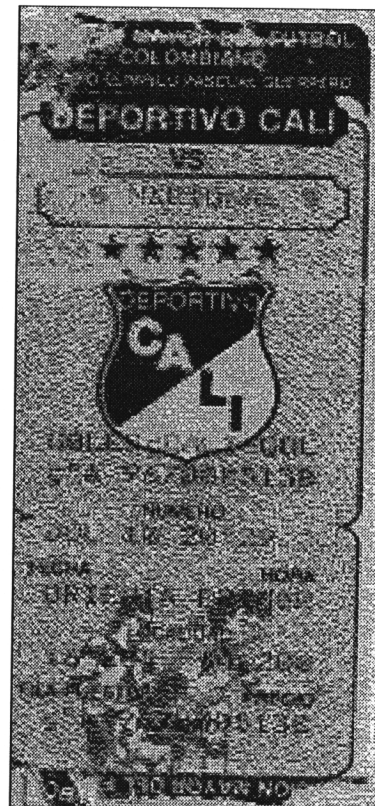
Forest Folklore – “Eternal Love”

Realia

REALIA – *Forest folklore*

For color versions of this realia, visit
www.miscositas.com

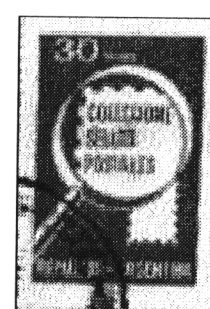
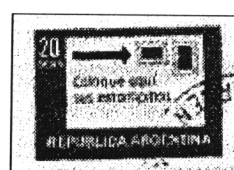
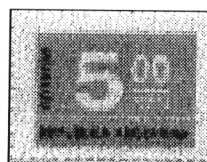
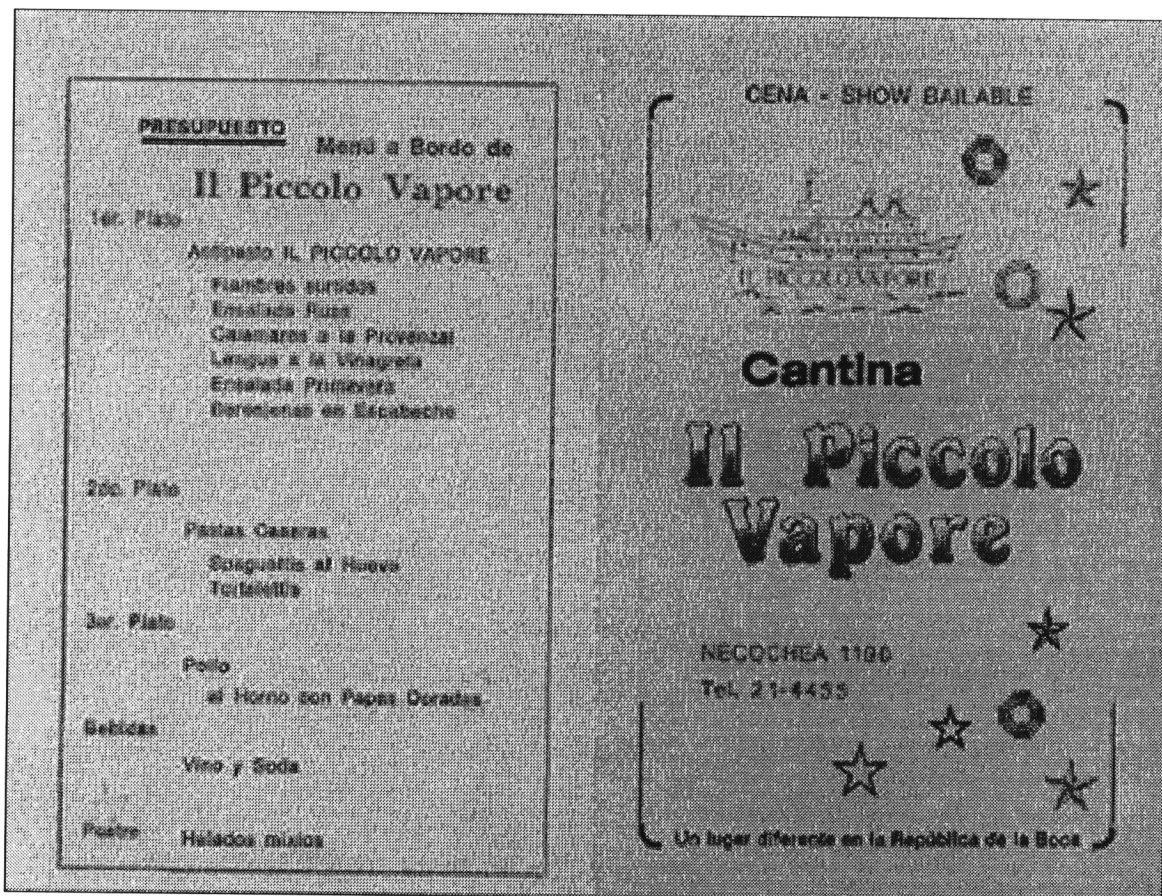
REALIA from COLOMBIA



REALIA – Forest folklore

For color versions of this realia, visit
www.miscositas.com

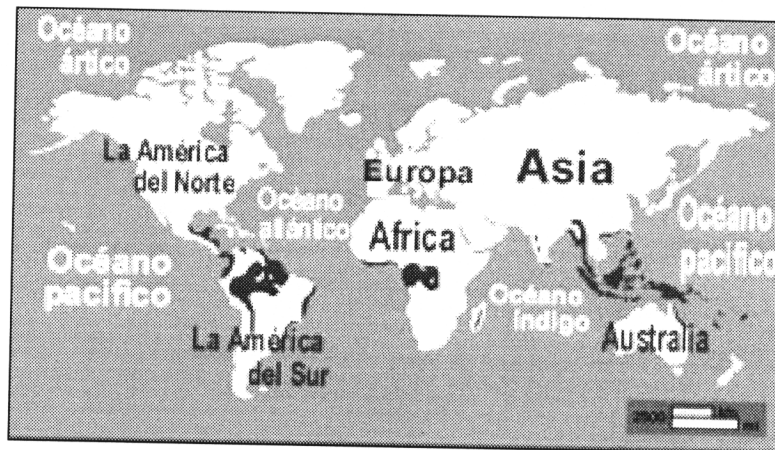
REALIA from ARGENTINA



Copymasters

Introduction: "Ranito"

"Ranito" is a made-up story based on real-life issues. Many animals lose their habitat due to pollution. The map below shows the tropical rainforests remaining in the world today. Little by little, these forests are disappearing because of human carelessness.



In the photo, you can see one example of an industry that destroys the forest: rubber.



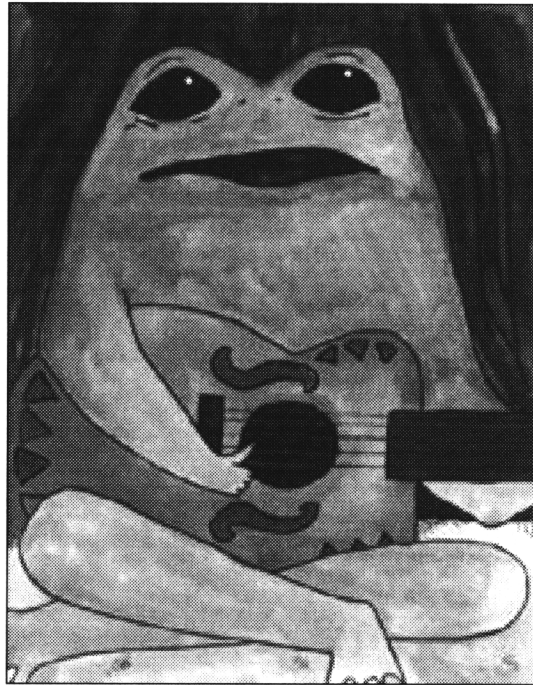
What other industries
cause damage to the environment?

Ranito

A story about the Amazon
rainforest

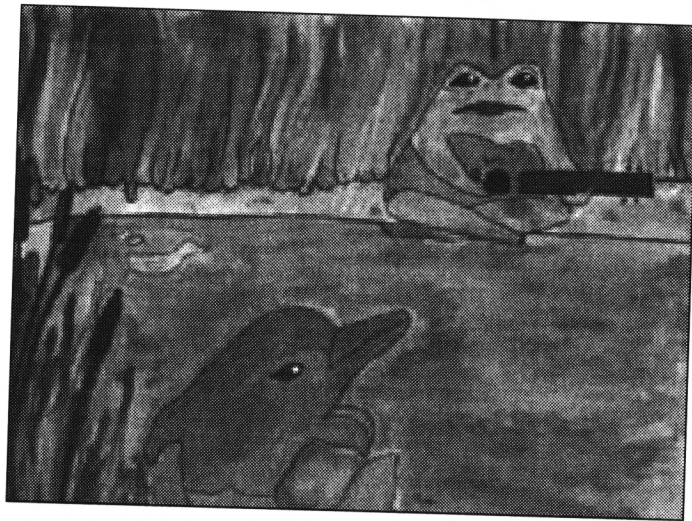


by Lori Langer de Ramirez

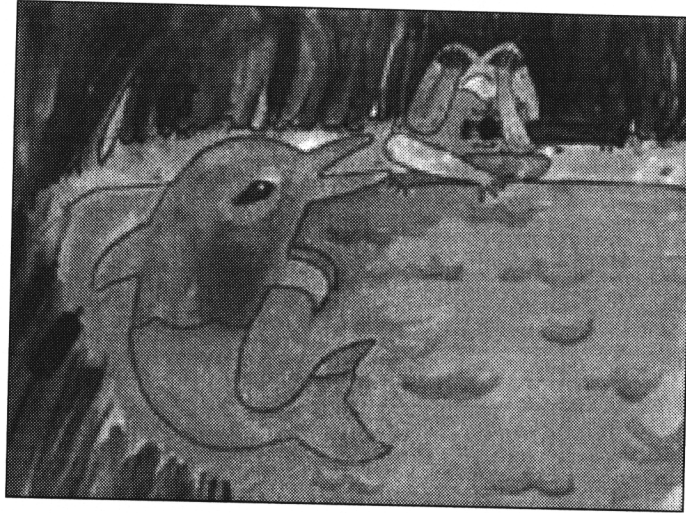


In the rainforest, there
once lived a frog named
Ranito. One sad day some
men came to the forest
and cut down the tree
where Ranito lived.

Ranito got away without
being hurt, but he was lost
and alone.

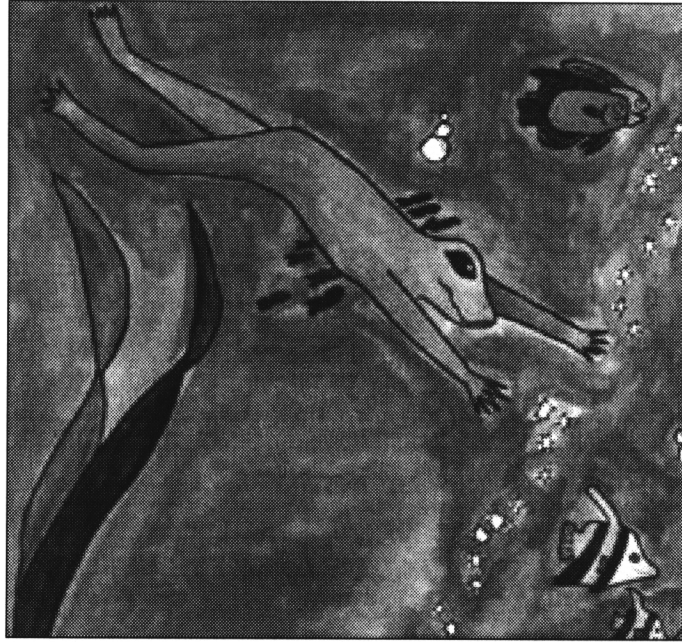


All alone he would sit at
the edge of the river.
Sometimes he would
sing to keep his spirits
up. Sometimes he would
cry: "cro-cro... cro-cro".
He thought about
his family and friends.
Where could they be?



All the while a dolphin
was listening to
Ranito's singing
and crying.
He finally asked Ranito:

"What's wrong? Why
are you so sad?" and
Ranito told him the
whole story.



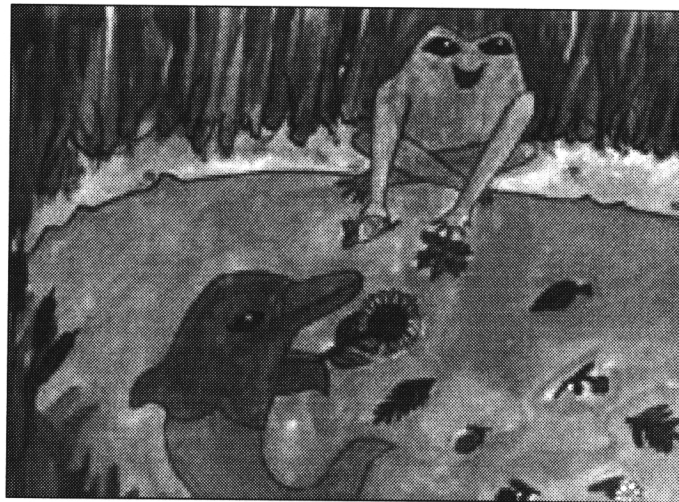
Ranito looked and looked.
He liked the river a lot.
He liked the fish,
the plants and
especially the bubbles.

But it just
wasn't his home.



Ranito made a new home
next to the river.

After several days passed,
he found his friends and
family. Everyone was
happy to be together
again.



Now the two friends
spend all their time
playing and singing
beautiful songs together.

They're happy...



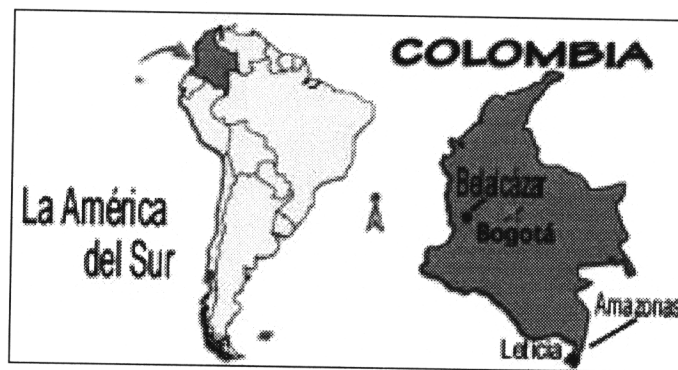
...but the other day
the men who destroyed
Ranito's home came back.

They were looking at the
river and talking about
knocking down more
trees. What will happen
to Ranito if those men
come back?

Introduction:

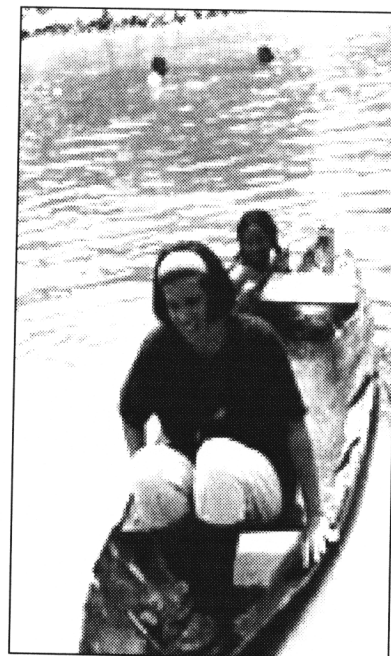
"Yumo"

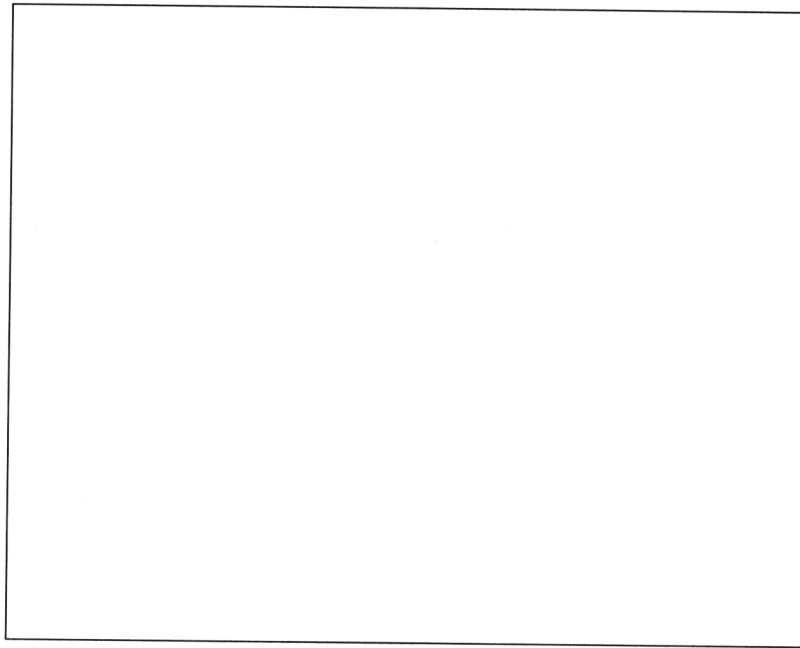
A Yagua Indian told me the story of Yumo in a canoe on the Amazon River. We were near Leticia, in Colombia.



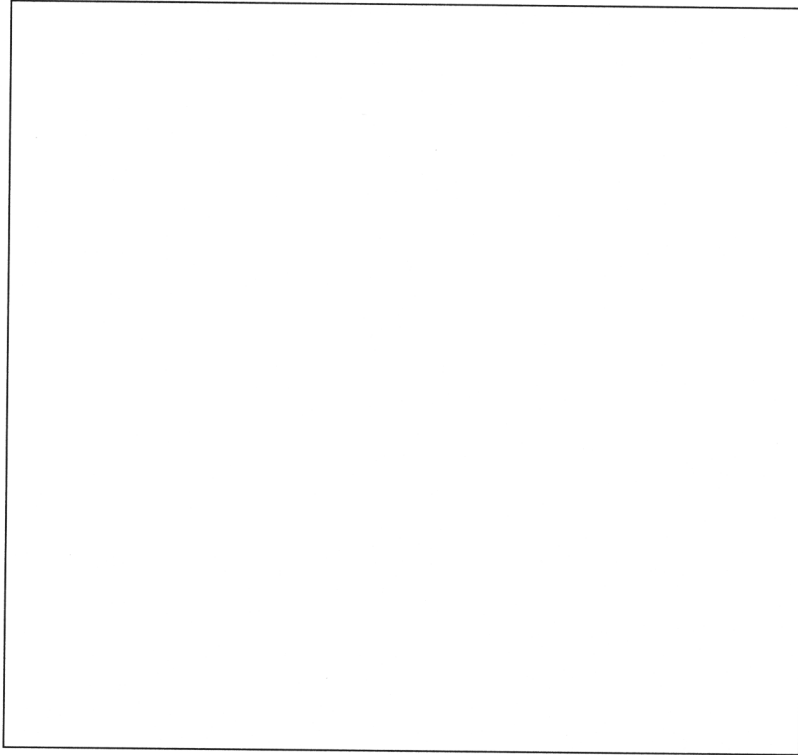
In the photo you can see me in the canoe.

Did you ever ride in a canoe or a small boat? If so, did you enjoy it, or not?

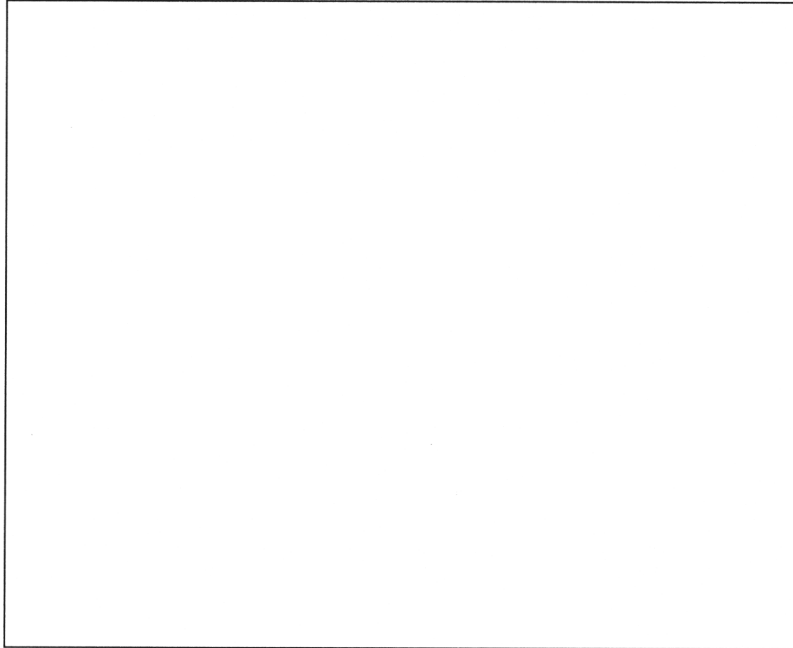




Yumo, a Yagua Indian,
lived next to the great
Amazon River. Every day
he would fish for piranhas
with his brothers and sisters.

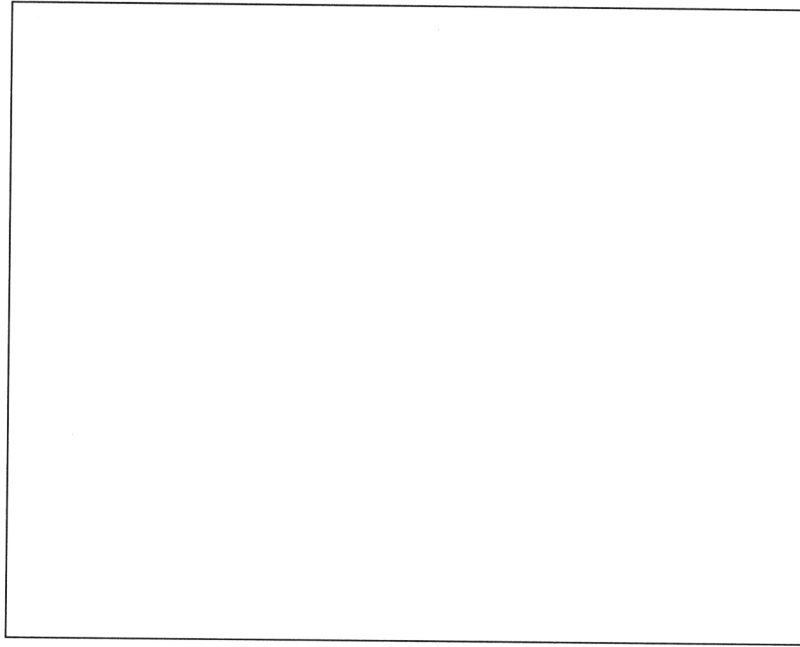


One day in the rainy
season, Yumo saw
the Chief walking
towards the river
with a big stone
on each shoulder.



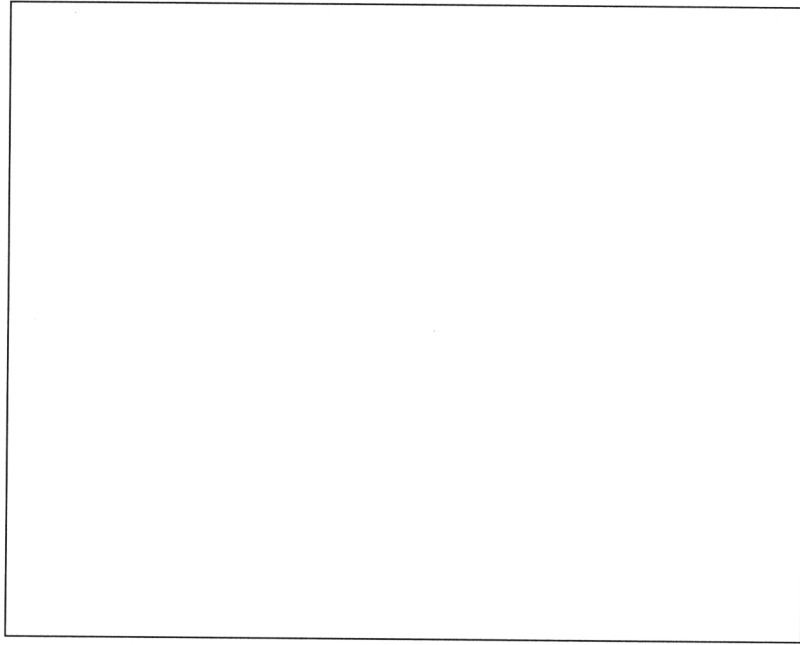
With the two stones
on his shoulders,
the Chief walked to the river.

The water covered his waist,
and then his chest,
and finally his head.
Yumo watched in amazement.

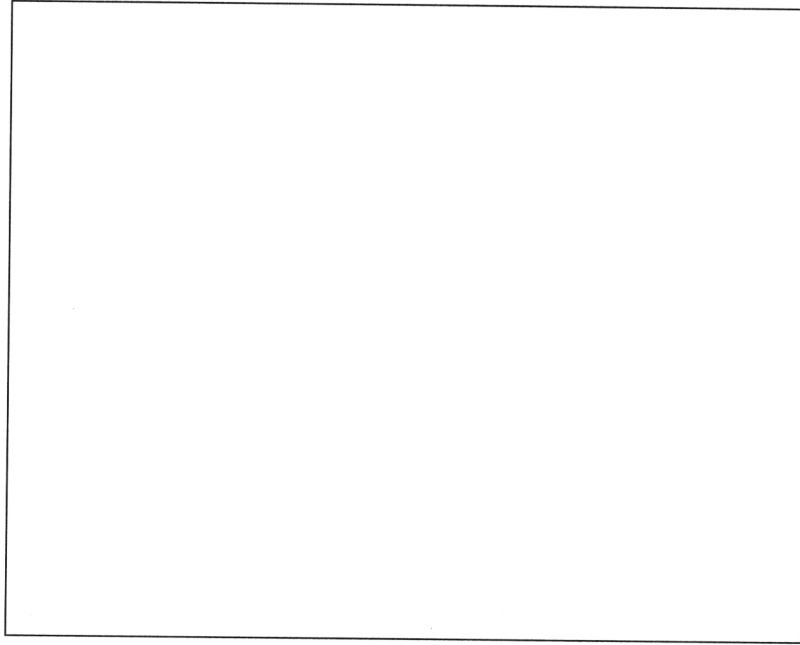


After a few minutes,
the Chief appeared
on the other side of the river.
First Yumo saw his head, then his
chest, then finally his chest.

"Wow," said Yumo. "Someday I'd like
to walk on the bottom of the river".

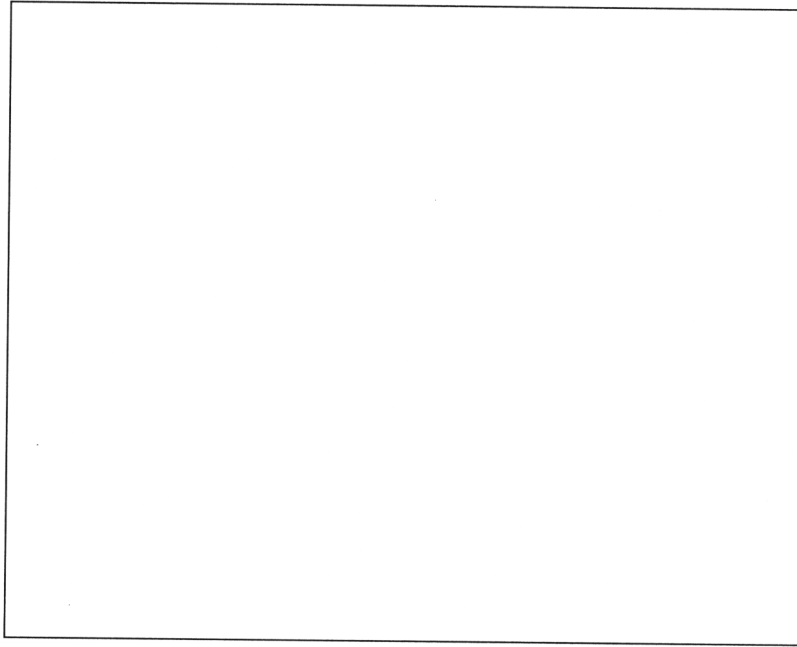


Four full moons passed and the river looked almost dry. Yumo saw the Chief with his stones again. But this time, the Chief placed them on Yumo's shoulders.



Yumo walked
towards the river.

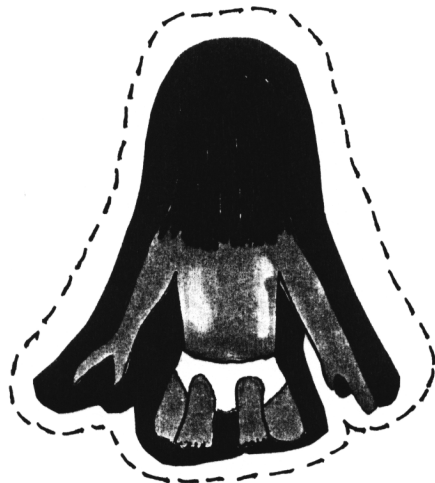
The water
covered his knees,
and then his waist,
and finally his chest.

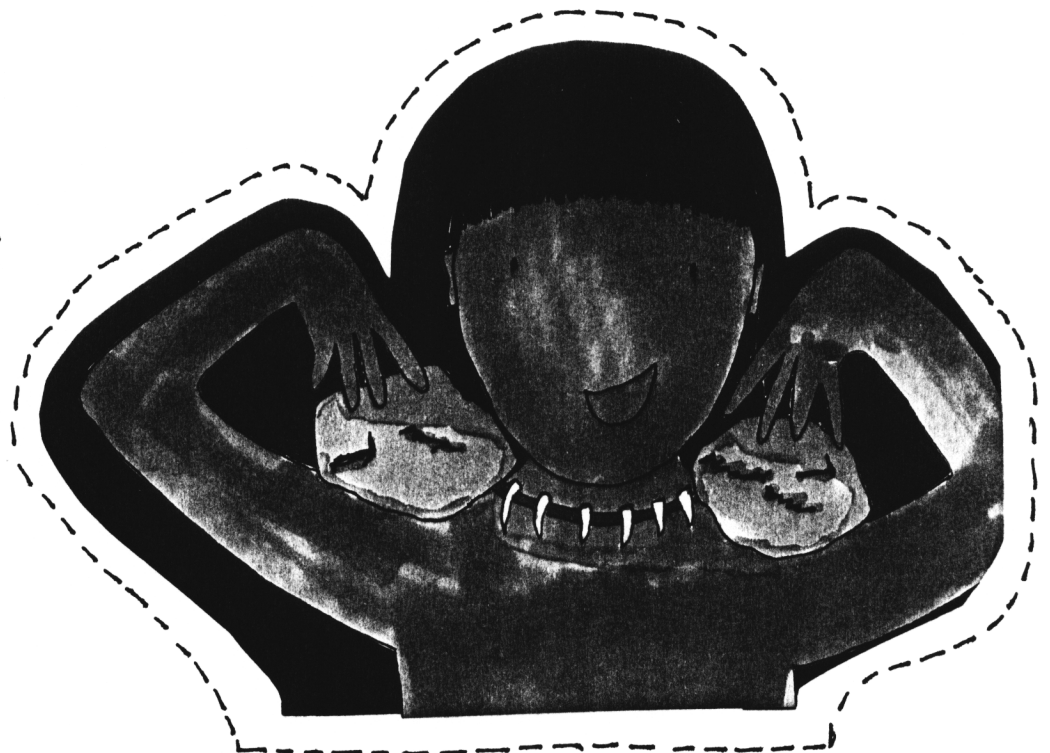
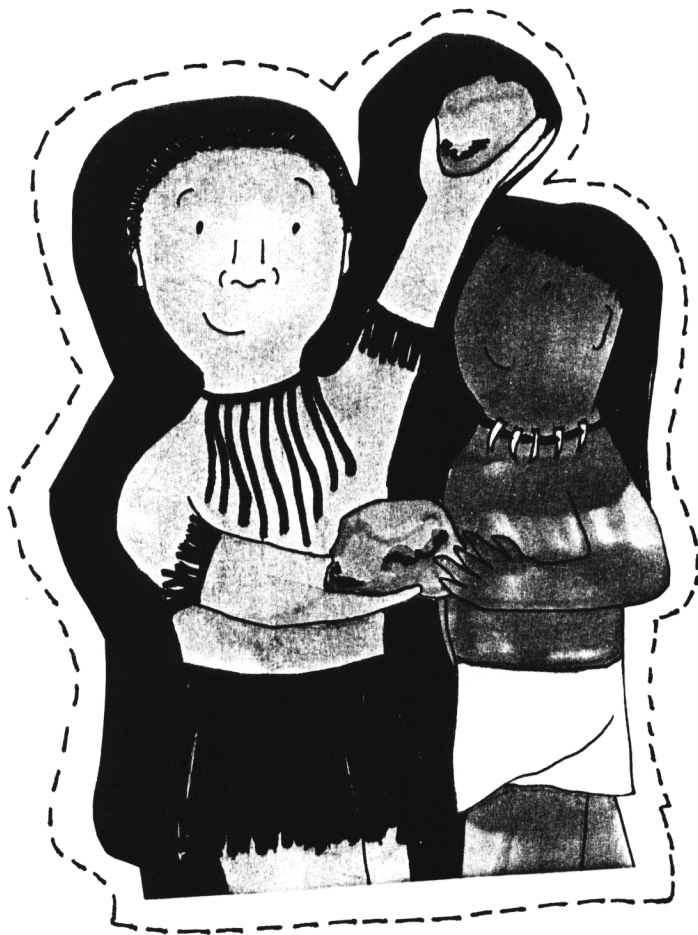


After a few minutes, he appeared
on the other side of the river...

first his chest,
then his waist,
and at last his knees.

"Finally" he shouted. "I walked
on the bottom of the river!"

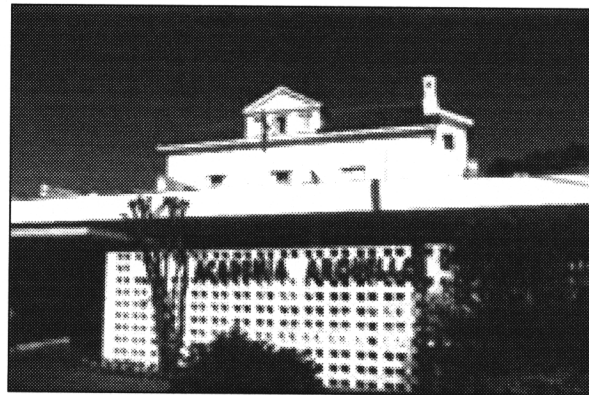




Introduction:

"Eternal Love"

A student at the Arguello Academy in Cordoba, Argentina told me the story of "Eternal Love".



It is a story from the Toba, a native Argentine group. It explains the origin of a typical tree called the "palo borracho".



Do you know another story that explains the origin of something in your part of the world?

Eternal Love

A story from Argentina

by Lori Langer de Ramirez

Two Toba indians were in love. Since the girl was very beautiful, the other indians were jealous. One day they chased the boy away to the forest. The girl ran after him and never returned.

The Toba went to the forest to find them,
but instead of the girl,
they found a beautiful new tree.

The tree has flowers and thorns.
The flowers symbolize the love the two
Toba shared and the thorns represent
the pain they felt upon being chased
from their village.

