



## Lesson Extensions and Activities for *Golden Tales*

**Age Range:** 9 - 12 years

**Reading Is Fundamental**

**Google Voyager Folktales Unit**

### Book Description

Many different native tribes inhabited the Americas before the Spaniards arrived in 1492. Once the Spaniards did arrive on their quest for wealth, and then later on their mission to convert native people to Christianity, they changed the culture of these lands and the people who call them home in ways that are still felt today.

This collection features pre-Columbian myths from tribes native to Latin America, as well as legends and folktales that evolved after the Spanish arrived. It starts in the Caribbean and then travels southward to Bolivia to offer lore that began with the Taino, the Zapotec, the Muisca and the Inca. Then, it explores tales that blended with the Spanish culture to become part of today's Latin American literature.

### Vocabulary

Immune – Resistant to infection or toxins.

Intermix – Mix together.

Torment – Severe physical or mental suffering.

Turbulent – Characterized by conflict, disorder or confusion.

Yucca – A plant of the agave family with stiff, sword-like leaves and spikes of white bell-shaped flowers.

Degrade – Treat or regard with contempt or disrespect.

In Vain – Without success or a result.

Hospitable – Friendly and welcoming to strangers or guests.

Valor – Great courage in the face of danger, especially in battle.

Delirious – In an acutely disturbed state of mind resulting from illness or intoxication and characterized by restlessness, illusions and incoherence of thought and speech.

Omen – An event regarded as a portent of good or evil.

Artillery – Large caliber guns used in warfare on land.

Niche – A shallow recess, especially one in a wall to display a statue or other ornament.

Picturesque – Visually attractive, especially in a quaint or pretty style.

Tempest – A violent, windy storm.

Catechesis – Religious instruction given to a person in preparation for Christian baptism or confirmation, typically using a catechism (a summary of the principles of Christian religion in the form of questions and answers, used for the instruction of Christians).

Imperialism – A policy of extending a country's power and influence through diplomacy or military force.

### Prior to Reading

- Ask students if they have heard of Latin America. On chart paper, create a table with three sections:
  - What I Know Now

- What I Want to Know
- What I Learned

Have students call out sentences to put in each of the first two sections.

- Walk students through the Latin America [Google Voyager Experience](#). Fill in the third section of the chart while you walk through the Experience.
- Share with students that *Golden Tales* is a collection of tales from Latin America. Ask if they've heard any other stories from Latin America and call on volunteers to share.

## While Reading

- Provide students with a map of Latin America and markers.
- As you read the stories in the collection, have students note where each group of native people live and therefore where each tale originated.

## Post Reading Activities

- Lead a discussion about the tale. Ask students such questions as:
  - What are some examples of Spanish influence in the tales?
  - Why do you think these native peoples created these tales? What purpose did they serve for their communities?
- Have students complete or create their own Criss Cross, Memory Matching, and Word Search puzzles about *Golden Tales* on RIF's Literacy Central (<https://www.rif.org/literacy-central>).

## Lesson Extensions and Activities

Here are some ways to further explore the story:

Primary Standard for all activities: RL.K.10 (Actively engage in group reading activities with purpose and understanding.)

- **Arts** – Have students choose their favorite of the stories in the *Golden Tales* collection and instruct them to illustrate the tale that it tells. Tell students to get creative and give them flexibility to use whatever artistic style they prefer, but offer up the example of creating a comic book-style depiction of their chosen story.

Objective: Students will design and create artistic works.

Standards: National Core Arts Standards, Anchor Standard #3 (Refine and complete artistic work.)

Materials:

- Markers
- Colored pencils
- Construction paper
- Pencils
- Magazines that can be cut
- Scissors

- **Writing** – *Golden Tales* features cultural stories that explain why things are the way they are today. Many different cultures have their own versions of these stories. Have students write their own story in this style.

Objective: Students will practice creative writing.

Standards: CCSS.ELA-LITERACY.WHST.6-8.4 (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.)

Materials:

- Journals
- Pens