

Haitian/Haitian American Curriculum – Fifth Grade Language Arts Lesson Plan
“The Magic Orange Tree”
from The Magic Orange Tree

Content/Theme: Folktales/Storytelling

Grade Level: Fifth Grade

Textbook Connection: Macmillan/McGraw-Hill Florida Treasures:
Grade 5, Unit 4, “The Catch of the Day: A Trickster Play,” pgs. 486-504
Grade 5, Unit 5, “Juanita and the Cornstalk”, pgs. 544-545

or

Scott Foresman, Reading for Florida, Unit 6, pgs. 612-613, “King Midas,”
pgs. 719a-719b, “The Baker’s Neighbor” (off adoption).

Primary Benchmarks:

- LA.5.2.1.4- The student will identify an author’s theme, and use details from the text to explain how the author developed the theme.
- LA 5.5.2.1- The student will listen and speak to gain and share information for a variety of purposes including personal interviews, dramatic and poetic recitations and formal presentations.
- LA 5.5.2.2- The student will make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact, and the use of gestures, the use of supporting graphics (charts, illustrations, images, props) and available technologies.

Strand: Literary Analysis
Listening and Viewing

Time: 1 Class Period: (optional activities may extend the days)

Objectives:

- Students will understand the Haitian folktale, “Magic Orange Tree.”
- Students will learn multicultural information about Haiti.
- Students will identify the major theme as a statement, lesson, or generalization that is the underlying message of the story, whether it is stated or unstated.
- Students will experience the distinguishing features of the play and the folktale.

Teacher Preparation/Materials:

- Group set of *Haitian Folktales* information (pre-cut)
- A copy of “The Magic Orange Tree.” This folktale is in the book *The Magic Orange Tree and Other Haitian Folktales*, by Diane Wolkstein. *The book is available through WebCat through loan from the Department of Multicultural*

Education. Please call the Multicultural Professional Library at (561) 434-7305. The story is attached to this lesson.

- Handouts and/or Teacher Transparencies
- Quiz
- Map

Activities:

1. After reading “The Catch of the Day: A Trickster Play” or “King Midas” and other stories with morals, tell students they are going to read another folktale – from Haiti. Remind students where Haiti is located on the map and ask students if they know anything about Haiti. Tell students they are going to learn about Haiti and why they tell folktales in the handout provided.
2. Group students in groups of four. Copy the *Haitian Folktales* information and cut the page into four sections (each paragraph). Give one section to each person in the group and have them read to the group, in order.
3. After students read their section of *Haitian Folktales*, a discussion on superstitions is likely to occur. Write **SUPERSTITION** on the board or on chart paper. Ask a volunteer to define the word superstition. Write this definition on the board and ask for examples: **SUPERSTITION: a belief or practice resulting from fear of the unknown, trust in magic or chance, or a false conception of causation.**

Examples:

- If one spills salt from a salt shaker on the table, one should take the salt shaker and shake it over one’s shoulder for good luck.
- One should always enter and leave by the same door. If one does not do this it is bad luck.
- It is bad luck to put a new pair of shoes on a bed.
- A rabbit’s foot brings good luck.

Teacher note: Point out to students that different cultures have different superstitions, and some superstitions have carried over in the United States because there are all different types of cultures here.

4. Remind students of the concepts of Folktales, Moral, and Theme. Use the teacher transparency/handout. Have students give examples of **folktales** they may be familiar with. Paul Bunyan is an example. Ask volunteers if they can define a **moral** and/or give an example of a moral of a story they recently read. Explain that folktales often teach lessons and/or morals. Review **theme** with students. Ask students if they remember the theme to one of the recent stories they read. Examples of themes may be, friendship, respect for one another, love.
5. Place students back in groups of four and assign each a number 1 through 4. Tell students they will be reading this tale as a group and they are to read the page number that matches the number they were assigned. Distribute the folktale “The Magic Orange Tree” to each of the students (4 pages long). Students will read their assigned page aloud, but when the chorus comes, all members of the group will chant the chorus (in bold). Emphasize to students that this is a very

famous Haitian folktale. Tell the students or show the students the book it comes from. Point out that the title of the book is *The Magic Orange Tree And Other Haitian Folktales*. The book is in your media center.

6. After students are completed, the group will decide to write ten words that are new to them in their English notebooks and for homework, they will define the words. Possible words that the teacher may want to alert the students' attention to are: Cric, Crac, (The teacher may want to point out that sometimes Cric is spelled Krick and sometimes Crac is spelled Krack in Haiti.) cruel, sprouted, clever, seized, hesitated.
7. Discuss "The Magic Orange Tree" with the students. Ask some or all of the following questions:
 - **Why does the girl in the story have a stepmother?** *Her mother died when she was born.*
 - **What was the girl's stepmother like?** *She was mean and cruel. Give an example: She often would not give the girl anything to eat.*
 - **Why was the stepmom angry with the girl?** *The girl ate three oranges that were on the table. How did the stepmother react when she noticed the three oranges were gone?* *She said whoever took the oranges had better say their prayers now, for they will not be able to say them later.*
 - **What did the girl do when she heard her stepmother say this?** *She ran to her mother's grave, cried, and prayed to her mother for help.*
 - **How did the girl's mother magically help her?** *In the morning, an orange pit fell from the girl's skirt, into the earth, and a green leaf sprouted.*
 - **Why do you think the girl made up the song?** *She sang The Song of the Orange Tree and asked the tree to grow because she was smart enough to know it may give her oranges.*
 - **When the girl saw that her song worked, what did she do?** *She continued to sing "The Song of the Orange Tree" and asked for branches. Branches, then flowers, then buds, then oranges appeared.*
 - **What mistake did the girl make?** *She sang so much the tree grew up to the sky, beyond her reach.*
 - **How did she fix her mistake?** *The girl sang The Song of the Magic Orange Tree and asked the tree to lower itself.*
 - **How is the girl described at this point in the tale?** *She is very clever.*
 - **Why do you think the girl took the oranges home?** *She wanted to share with her family.*
 - **Why do you think the stepmother was sweet to the girl?** *She wanted the oranges and wanted to know where she got the oranges. What did the stepmother do when she saw the oranges?* *She seized them and ate them all.*
 - **How did the stepmother get the girl to tell her where the oranges came from?** *She grabbed the girl's wrist and insisted she tell her where she got the oranges.*

- **How was the girl clever enough to keep the oranges away from the stepmom?** *She sang the song so the tree grew to the sky.*
 - **Why do you think she asked the tree to come down again?** *The girl must have believed the stepmom as she pleaded with the girl and promised her that she would be her own dear child if she told the tree to lower itself so the girl could pick oranges for her.*
 - **How did the stepmother break her promise?** *She leaped on the tree and began to climb very quickly, eating oranges on the way.*
 - **Why did she ask the tree to grow again, with her stepmom on it?** *She soon saw that there would be no oranges left if she let her stepmother continue eating all of the oranges, so she sang *The Song of the Orange Tree* and asked the tree to break.*
 - **How does the stepmother learn her lesson?** *The tree continues to grow and begins to break in a thousand pieces including her.*
 - **Why does the girl hunt around the broken branches?** *She hunts for an orange pit, finds one, plants it in the earth, and sings *The Song of the Orange Tree* and asks the tree to grow.*
 - **What does she find?** *She finds an orange pit.*
 - **Why do you think she knows it will grow?** *It grew the last time, with her mother's magical help.*
 - **What does the girl do with her new oranges?** *She picks oranges and takes them to the market to sell.*
 - **What is the girl's reward for being clever?** *Every Saturday she sells oranges in the market and the people always buy all of them.*
 - **How did the teller of this tale get here today to tell you this tale?** *He or she asked the girl for a free orange and she responded by kicking him or her in the pants crying, "After all I have been through!"*
 - **What do you think is the theme of this folktale?** *The theme of "The Magic Orange Tree" is Good things happen to good people because they are deserving of them. It never pays to be nasty to other people. (Students may come up with other themes that may also be correct.)*
8. Distribute the 10-question multiple-choice quiz to the students. Instruct students to read each question carefully and to select the best answer. **Answers: 1. b 2. b 3. a 4. a 5. a 6. d 7. a 8. b 9. d 10. c 11. b 12. 13. a 14. a 15. a / Paragraph answers will vary.**

Optional Activity: Create Your Own Folktale

1. Remind students of the story "The Magic Orange Tree" and its theme. Place the theme on the board. *Good things happen to good people because they are deserving of them. It never pays to be nasty to other people.*
2. Place a transparency of the CLUSTER CHART on the overhead projector. Remind students that there must be information in the tale to support the theme. With the class as your guide, ask students what details from the tale support the theme the class has determined this tale to have. Place each detail in one of the clusters on the CLUSTER CHART

Details:

- An orange pit fell from her skirt and planted itself in the earth, producing an orange tree.
 - The young girl was hungry and the orange tree and the song grew and produced oranges for her to eat.
 - The orange tree and the song helped get rid of the mean stepmother.
 - A new orange pit planted itself in the earth and produced a new orange tree.
 - The orange tree produced many oranges that she was able to sell for money.
3. Place the class into groups of five. Once the students are in groups tell them they are to discuss the tale “The Magic Orange Tree.” Tell the groups to also discuss superstitions their families may have. Tell the groups that they will be developing their own folktales. They will write it and act it out for the class.
 4. Distribute the GROUP FOLKTALE INSTRUCTION SHEET to the students. and use as a transparency. Explain each step of the instructions to the students. Answer any questions that may arise from the explanation.
 5. Each group is to select a director, a prop master/mistress, a costume master, or mistress, a scriptwriter and a scene designer. Distribute JOB DESCRIPTION Sheets to each group. Review each Job Description with the class. Be certain that students understand the requirements for each job. Each group will review the JOB DESCRIPTIONS. Groups may either vote for who takes on which job in each group or groups may allow people to select their job. (This is at the teacher’s discretion.)
 6. Distribute the TOPIC LIST to each group. Explain that each group will select the topic for their folktale. It is possible for two or more groups to select the same topic.
 7. Explain that the scriptwriter will actually write the folktale. The scriptwriters may choose to put it in play form, where each character will have specific dialogue, or they may choose to write it in story form and the characters will improv their dialogue and roles.
 8. Each group will now work together to decide on the topic for their folktale, the setting, the characters, the conflict, and the resolution. Each group will create their own folktale. Make sure that each student understands that he or she will have a part in the tale as well as a job for the performance.
 9. Each group member will read his or her job description and make sure he or she understands what is required for each job. Each person must fulfill his or her job duties. Remind each group that they will have 5 minutes to introduce and perform their folktale. Each group will hold a 2-minute question/answer session after their performance. This is when class members should make sure they understand what each folktale is telling in its presentation. Each group should be prepared for the question/answer session.
 10. As a group, create a Rubric for which to assess the skits.

11. Each group performs its skit.
12. After each group completes its performance conduct a class discussion over the folktales presented. Ask students to think about the theme of each folktale and include this in the discussion of each group's presentation.

ESOL Strategies: Read Aloud, Oral and Physical Presentations, Comprehension Activities

Assessment: Student Participation, Quiz, Group Presentation Grade

Resources:

Wolkstein, D. (1997). Horse and toad. *The magic orange tree and other Haitian folktales*. Knopf, New York 144-150

HAITIAN FOLKTALES
“The Magic Orange Tree”



1.

Storytelling is an important part of Haitian life. The elders in a family or in a community often tell stories that have been passed from one generation to the next. It is very common for Haitian children to learn life lessons and moral instruction through storytelling. As night falls in Haitian homes, one will frequently hear a loud “Crick?” and soon a loud “Crack!” “Crick?” is shouted by an elder ready to tell a story. This is a storyteller’s method of finding out if anyone is interested in hearing a story. Those interested in hearing a story respond eagerly and loudly with “Crack!” This tells the storyteller to begin his or her story.

2.

In the Haitian culture, it is common for new parents to save and dry the newborn infant’s umbilical cord. After the cord has been dried, they put a pit from a fruit tree with it and bury the two in the earth. The tree that grows from this belongs to the child who was the owner of the umbilical cord. After a period of five or six years, this tree will begin to bear fruit. This fruit is considered the property of the child and he or she may barter with



the fruit, sell the fruit, or do whatever he or she desires with the fruit. Often this is a child's introduction to economics and finance. Young Haitian children are commonly economically active.

3.

Superstitions flow naturally in and around Haiti. Many Haitians live their lives by following one superstition or another. Among Haitians, it is common to believe that trees are on earth to protect young children. Often Haitians refer to trees as guardian angels for children. Only good, healthy, strong trees are considered guardian angels. If a tree is unhealthy, deformed, or even dies it is frequently considered a bad omen for the child who is the owner of the tree.



4.

“The Magic Orange Tree” is a popular Haitian folktale that has been passed down from one generation to another. Many times a storyteller sings the Song Of The Orange Tree after he or she shouts, “Crick?” Each storyteller has his or her own melodic version of the song.



“THE MAGIC ORANGE TREE”
Retold By Diane Wolkstein



1

There was once a girl whose mother died when she was born. Her father waited for some time to remarry, but when he did, he married a woman who was both mean and cruel. She was so mean there were some days she would not give the girl anything at all to eat. The girl was often hungry.

One day the girl came from school and saw on the table three round ripe oranges. Hmmmmm. They smelled good. The girl looked around her. No one was there. She took one orange, peeled it, and ate it. Hmmmm-mmmm. It was good. She took a second orange and ate it. She ate the third orange. Oh-oh, she was happy. But soon her stepmother came home.

“Who has taken the oranges I left on the table?” she said. “Whoever has done so had better say their prayers now, for they will not be able to say them later.”

The girl was so frightened she ran from the house. She ran through the woods until she came to her own mother’s grave. All night she cried and prayed to her mother to help her. Finally she fell asleep.

In the morning, the sun woke her, and as she rose to her feet something dropped from her skirt onto the ground. What was it? It was an orange pit. And the moment it entered the earth a green leaf sprouted from it. The girl watched, amazed. She knelt down and sang:

**Orange tree,
Grow and grow and grow.
Orange tree, orange tree.
Grow and grow and grow,
Orange tree.
Stepmother is not real mother,
Orange tree.**

The orange tree grew. It grew to the size of the girl. The girl sang:

**Orange tree,
Branch and branch and branch.
Orange tree, orange tree.
Branch and branch and branch,
Orange tree.
Stepmother is not real mother,
Orange tree.**

And many twisting, turning, curving branches appeared on the tree.

2

Then the girl sang:

**Orange tree,
Flower and flower and flower
Orange tree, orange tree.
Flower and flower and flower,
Orange tree.
Stepmother is not real mother,
Orange tree.**



Beautiful white blossoms covered the tree. After a time they began to fade, and small green buds appeared where the flowers had been. The girl sang:

**Orange tree,
Ripen and ripen and ripen.
Orange tree, orange tree.
Ripen and ripen and ripen,
Orange tree.
Stepmother is not real mother,
Orange tree.**

The oranges ripened, and the whole tree was filled with golden oranges. The girl was so delighted she danced around and around the tree, singing:

**Orange tree,
Grow and grow and grow.
Orange tree, orange tree.
Grow and grow and grow,
Orange tree.
Stepmother is not real mother,
Orange tree.**

But then when she looked, she saw the orange tree had grown up to the sky, far beyond her reach. What was she to do? Oh she was a clever girl. She sang:

**Orange tree,
Lower and lower and lower.
Orange tree, orange tree.
Lower and lower and lower,
Orange tree.
Stepmother is not real mother,
Orange tree.**

When the orange tree came down to her height, she filled her arms with oranges and returned home.

The moment the stepmother saw the gold oranges in the girl's arms, she seized them and began to eat them. Soon she had finished them all.

"Tell me, my sweet," she said to the girl, "where have you found such delicious oranges?"

The girl hesitated. She did not want to tell. The stepmother seized the girl's wrist and began to twist it.

"Tell me!" she ordered.

The girl led her stepmother through the woods to the orange tree. You remember the girl was very clever? Well, as soon as the girl came to the tree, she sang:

**Orange tree,
Grow and grow and grow.
Orange tree, orange tree.
Grow and grow and grow,
Orange tree.
Stepmother is not real mother,
Orange tree.**

And the orange tree grew up to the sky. What was the stepmother to do then? She began to plead and beg.

"Please," she said. "You shall be my own dear child. You may always have as much as you want to eat. Tell the tree to come down and you shall have the pick of the oranges for me." So the girl quietly sang:

**Orange tree,
Lower and lower and lower.
Orange tree, orange tree.**



**Lower and lower and lower,
Orange tree.
Stepmother is not real mother,
Orange tree.**

The tree began to lower. When it came to the height of the stepmother, she leapt on it and began to climb so quickly you might have thought she was the daughter of an ape. And as she climbed from branch to branch, she ate every orange. The girl saw that there would soon be no oranges left. What would happen to her then? The girl sang:



4

**Orange tree,
Grow and grow and grow.
Orange tree, orange tree.
Grow and grow and grow,
Orange tree.
Stepmother is not real mother,
Orange tree.**

The orange tree grew and grew and grew and grew. “Help!” cried the stepmother as she rose into the sky. “H-E-e-lp...”

The girl cried: “Break! Orange tree, Break!”

The orange tree broke into a thousand pieces...and the stepmother as well.

Then the girl searched among the branches until she found...a tiny orange pit. She carefully planted it in the earth. Softly she sang:

**Orange tree,
Grow and grow and grow.
Orange tree, orange tree.
Grow and grow and grow,
Orange tree.
Stepmother is not real mother,
Orange tree.**

The orange tree grew to the height of the girl. She picked some oranges and took them to market to sell. They were so sweet the people bought all her oranges.

Every Saturday she is at the marketplace selling her oranges. Last Saturday, I went to see her and asked her if she would give me a free orange.

“What?” she cried. “After all I’ve been through!” And she gave me such a kick in the pants that that’s how I got here today, to tell you the story – “The Magic Orange Tree.”

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FOLKTALE

A characteristically anonymous, timeless, and placeless story, often teaching a lesson or moral, and commonly presented orally.

MORAL

Expressing or teaching a conception of right behavior, ethical

THEME

The theme is the underlying idea about life, or the impression of life conveyed by the events,

characters, setting, and/or point of view.
Usually themes are not stated, but are revealed indirectly, or implied by the authors.

NAME _____ Date _____ Period _____

“The Magic Orange Tree”
QUIZ

Directions: Read each question carefully and select the best answer for each question.

1. What is a common way for children to learn lessons in Haiti other than from books?
 - a. through plays
 - b. through storytelling
 - c. by going to the movies
 - d. by superstitions
2. How does a Haitian child know there is a storyteller around ready to tell a story?
 - a. The storyteller starts the story.
 - b. The storyteller sends invitations.
 - c. The storyteller shouts “Cric?”
 - d. The storyteller opens a book.
3. In the Haitian culture many new parents plant what after their child is born?
 - a. umbilical cord
 - b. a nail bed
 - c. a flower
 - d. a bush
4. Many Haitians believe that trees are on earth to
 - a. protect children
 - b. protect flowers
 - c. protect animals
 - d. protect insects
5. Which one is # 4?
 - a. a prayer
 - b. a thought
 - c. a tradition
 - d. a superstition
6. Where is the girl in the folktale’s mother?
 - a. shopping
 - b. with her sons
 - c. camping
 - d. dead
7. What kind of relationship does the girl and her stepmother have?
 - a. The stepmother is mean and cruel to the girl.
 - b. The girl is mean to her stepmother and her stepmother is good to the girl.
 - c. The stepmother never talks to the girl.
 - d. There is no stepmother in the tale.



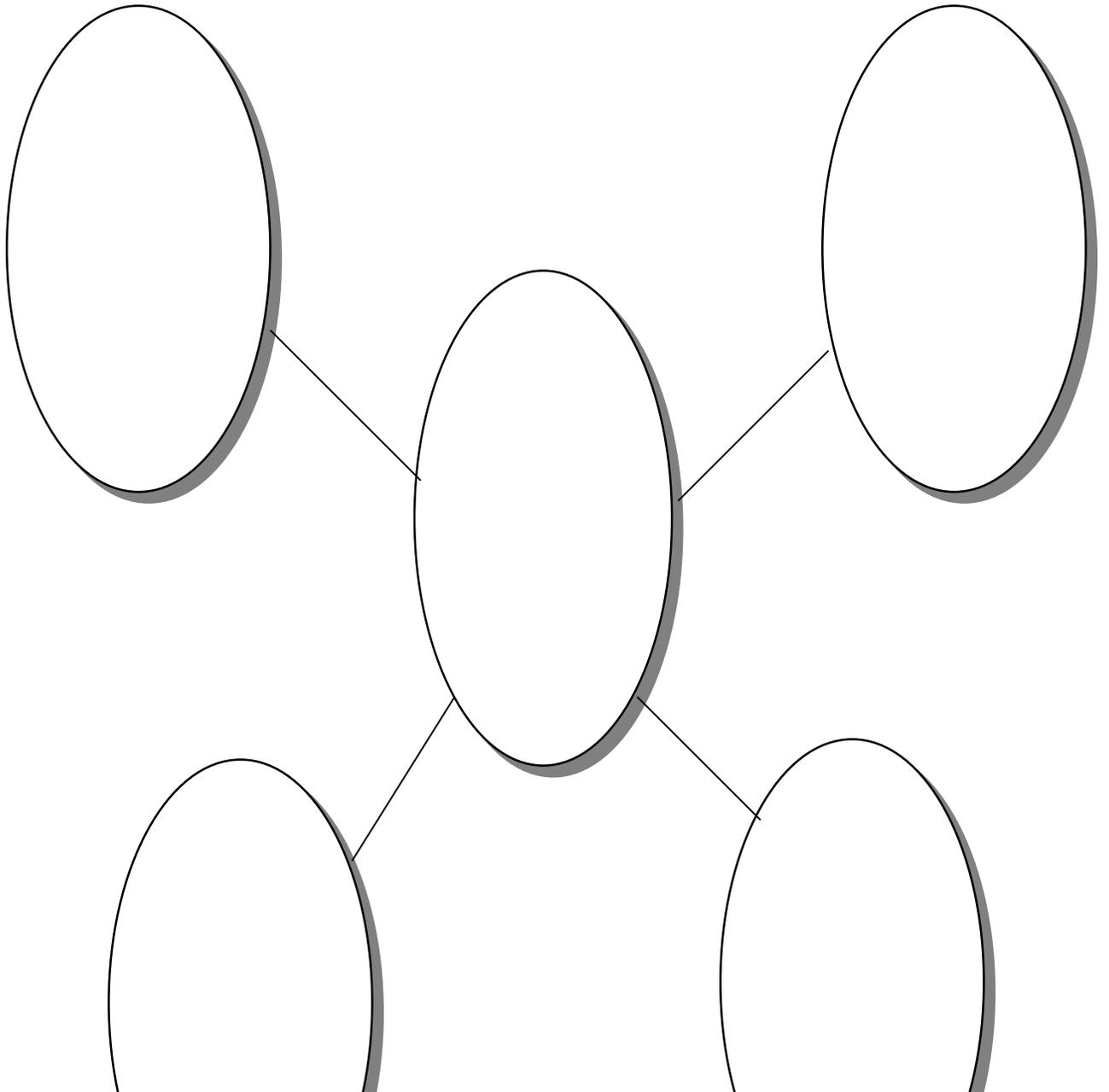
8. What type of fruit pit falls from the girl's skirt and is planted in the earth?
- a. a plum tree
 - b. an orange tree
 - c. a cherry tree
 - d. a banana tree
9. What does the girl pray to her mother for?
- a. a doll
 - b. good grades
 - c. money
 - d. help
10. What made the orange tree grow?
- a. a prayer
 - b. a riddle
 - c. a song
 - d. a trick
11. Why did the stepmother climb the tree?
- a. for exercise
 - b. to get oranges
 - c. to get her cat
 - d. to win a prize
12. What did the girl do when her stepmother climbed the tree?
- a. She sang to the tree and told it to lower itself.
 - b. She sang to the tree and told it to grow and to break into a thousand pieces.
 - c. She told the tree to pretend her stepmother was not climbing her.
 - d. She told the tree to lower itself so she could join her stepmother.
13. What happened to the stepmother?
- a. She broke into a thousand pieces.
 - b. She broke out in a rash from eating oranges.
 - c. She entered magic shows because she learned how to grow orange trees.
 - d. She remained the same.
14. What does the girl do every Saturday?
- a. She sells oranges at the market.
 - b. She goes to the mall with her friends.
 - c. She baby-sits.
 - d. She goes shopping with her stepmother.
15. How did this person become the storyteller of this tale?
- a. He or she asked the girl for a free orange and the girl kicked him or her in the pants.
 - b. Her stepmother insisted that the man that got kicked in the pants tell the tale.
 - c. Her stepmother drew the name out of a hat.
 - d. The girl asked for volunteers.

EXTRA CREDIT

Directions: Answer the question by writing a well developed paragraph.

Create a new ending to the story. Give reasons why you think your ending would be a better ending.

CLUSTER CHART



GROUP FOLKTALE INSTRUCTION SHEET



- 1. Students will be placed in groups of 5.**
- 2. Each group will select a director, a prop master/mistress, a scriptwriter, a costume master/mistress, and a scene designer.**
- 3. Each group member will understand clearly his or her job.**
- 4. Each group will select a topic from the TOPIC LIST that their folktale will be on.**
- 5. Each group will create the folktale as a group.**
- 6. Each group will decide as a whole what costumes will be like, what the set will be like, the theme of the folktale, and if the script will be in dialogue format or improv format.**
- 7. Each job member will consider the group's decisions as he or she does his or her job.**
- 8. The director in each group will lead the group in all jobs, rehearsals, and performances.**
- 9. Each group will have 5 minutes to introduce and perform their folktale. Your folktale must present the theme you have for your tale. The theme must be presented in the performance.**
- 10. Each group will be prepared for a 2-minute question/answer session with the audience.**

11. Each group will turn in a written script and a written accounting for each job in the group by the individual performing the particular jobs.

GROUP FOLKTALE TOPIC LIST



1. Rain
2. The wonders of the ocean
3. Respecting elders
4. What makes a garden grow
5. The mysteries of a volcano
6. What makes a cat and a dog friends
7. Trusting your neighbor
8. Teaching a younger brother or sister the necessary things in life
9. Why a losing team may really be the winning team
10. What is success
11. Why it is better to turn the other cheek
12. Stop! Look! Listen!
13. Look before you leap

14. Honor thy mother and thy father

15. What a pet can teach you



JOB DESCRIPTIONS

DIRECTOR: **The director will be the leader of the group.** The director will make sure each group member is doing his or her assigned job. The director will conduct rehearsals and prepare for presentations. The director will make sure the group is prepared for the question/answer session. If there is a tie on particular issues, the director will be the tiebreaker. The director will write up his or her specific job duties to turn in to the teacher.

PROP MASTER/MISTRESS: **The prop master/mistress will decide which characters need what props.** The prop master/mistress will find the props in the classroom, around the school campus, from his home or others' homes, or from other approved locations. The prop master/mistress will do his/her best to get props on a borrowed or free basis. If costs become involved the prop master/mistress will have to get approval and a dollar limit from the teacher. The prop master/mistress will make sure all characters have their props at the correct time and correct location during the performance. He or she will collect all props at the end of each rehearsal or performance and keep them in a safe place. All props will be returned in the same condition they were in when they were borrowed and to the rightful owner. The prop master/mistress will write up his or her specific job duties to turn in to the teacher.

COSTUME MASTER/MISTRESS: **The costume master or mistress will work with each character to see how they best can acquire the costume.** The costume master/mistress may borrow costumes and accessories for the characters. The costume master/mistress will do his or her best to get all costumes free. If there is a cost, the costume master/mistress will get the teacher's permission and dollar limit. He or she will make sure all costumes and accessories are in the right place for the characters at the correct time they are needed. He or she will return all costumes in the same condition as they were in at the time they were borrowed. The costume master/mistress will write up his or her specific job duties to turn in to the teacher.

SCRIPTWRITER: **The scriptwriter will take the topic and decisions the group made regarding the folktale: characters, conflict, setting, and theme and put it in story format.** If the group decided the story should be in play format, the scriptwriter will create a play with dialogue for each character to relay the tale. If the folktale is to be told in an improv fashion, the scriptwriter will write the talk in this manner, without specific dialogue but topic suggestions instead. If the director makes changes during rehearsals, the scriptwriter will make

the changes in the script. The scriptwriter will write the script up for it to be turned in to the teacher.

SCENE DESIGNER: The scene designer will come to an agreement with his or her group over what scenery should exist for the group's folktale. The scenery must help get the message and theme of the folktale across to the audience. The setting of the folktale must be revealed through the scenery. The scene designer may want to draw scenery on paper, or use cardboard, material, or other means. The scene designer may want to create scenery using boxes, ladders, chairs, stools, etc. the scene designer should try to get all scenery free or on a borrowed basis. If materials must be purchased, the scene designer must get teacher approval and dollar amount approval. The scene designer will write up his or her job duties to turn in for the teacher.

MAP OF HAITI

