

FOLKTALES AND THAILAND

A Vermont Standard-based Unit

By

Janice Jeffords

Grade 7 Unit

**Bellows Falls Academy Fairfax
Program: Institute on Thailand**

**Asian Studies Outreach Program 2001
Participant**

Asian Studies Outreach Program
The University of Vermont
479 Main Street
Burlington, Vermont 05405

STANDARDS BASED UNIT

Goals (purpose) of the unit:

This is a unit to teach students about the link of culture to folklore, using Thailand as the focal point. The unit will begin with motivational activities about Thailand such as a power point presentation, a culture box and guest speakers/presenters from Thailand. Students will then work in cooperative groups to make a culture board display of various aspects of Thailand's culture that they can share with other members of the class. After that, they will listen to and read various folk tales from many lands to gain an appreciation of the influence of culture on folklore as well as learning the basic characteristics of folk tales. Students will then write their own folk tales with the intention of sharing their writing in an artistic or dramatic way with the elementary students of BFA Fairfax.

Time to complete unit:

3 weeks of 55 minute classes a day.

VITAL RESULTS STANDARDS

- Standard #1.9 In written narratives, students organize and convey information, fictional or actual, in a coherent whole. This is evident when students:
- a. create an imaginative story with a clear story line in which some events are clearly related to the resolution of a problem.
 - d. establish a plot, point of view, setting and conflict.
- Standard # 1.13 Students listen actively and respond to communication. This is evident when students:
- a. Ask clarifying questions
 - b. Respond through discussion, writing, art forms.
- Standard# 1.15 Students use verbal and nonverbal skills to express themselves. This is evident when students:
- a. Share information
 - c. Show awareness of audience by planning and adjusting to its reactions.
 - d. Make effective use of such devices such as pace, volume, stress, enunciation and pronunciation.
 - g. Assume roles in group communication tasks.
- Standard #1.16 Students use a variety of forms such as dance, music, theater and visual arts to express themselves effectively. This is evident when student:

- projects exhibit elements and techniques of the art form, including expression, that are appropriate to the intent of the product.
- improve upon products through self- reflection and outside critique.
- safely approach their media, solve problems as they arrive, creatively generate ideas, and cooperate with ensemble members.

Standard # 1.20 Students use graphs, charts and other visual presentations to Communicate data effectively and appropriately. (no evidence letter available).

FIELDS OF KNOWLEDGE STANDARDS

Standard #5.8 Students read a variety of types of literature, fiction and nonfiction (e.g. poetry, drama, essays, folklore and mythology...no evidence letter available)

Standard # 5.11 Students use literary elements and devices –including theme, plot, imagery, and metaphor -to analyze, compare, interpret, and create literature (no evidence letter available).

LEARNING OPPORTUNITIES

- B.3 Opportunities to learn in a variety of student roles, alone and with others.
- a. Collaboration in both small and large groups.
 - b. Students teaching other students, formally and informally.
 - c. Opportunities for independent learning, work in pairs, work in larger groups.
- B.4 Projects and assignments that require students to integrate and apply their learning in meaningful contexts.
- a. Opportunities to transfer learning from one format or context to another.

ESSENTIAL QUESTION

How do folk tales reveal the culture of the area or country from which they come?

CULMINATING TASK OR PROJECT

Students will write their own Thai folk tales. For this activity, they may work independently, in pairs, or in small groups. When this is completed, students will present their folk tales to elementary students in a variety of ways. Each of the four classes will be matched up with an elementary class. Students will either perform their folk tales in play form or reader's theatre. They may leave a story-on-tape for students to listen to at a later date. Other options will be to do an artistic rendition of their folk tale by creating a "big book" or another type of illustrated book for elementary students to enjoy. There will be a list of activities from which the seventh graders can pick and they will work in the same configurations that they were in when they wrote their folk tale to create the final product.

RUBRICS FOR CULMINATING ACTIVITY

Rubric for the folk tale will be the state standard rubric for a narrative piece of writing. (See attachment).

Rubric for the elementary presentation will align with either 1.15 (speaking) or 1.16 Artistic dimensions. (see double rubric sheet: "Rubric for Thai Folk Tale Projects" or "Rubric for Thai Folk Tale Drama Presentations")

**LEARNING BLOCK ONE
TWO-THREE DAYS OF MOTIVATIONAL ACTIVITIES**

Standard # 1.13-a, c

Materials:

a box filled with items from Thailand: magazines, crafts, fans, umbrellas, a picture album, books, etc.
a power point presentation of a Vermont teacher's trip to Thailand (see Resources list).
guest speakers from Thailand.
a video of traditional Thai dance.

Procedure:

Day One

Show power point with an explanation of slides.
Show culture box with an explanation of the items. Let the students have hands-on time.

Day Two-Three

Have guest speakers come in and demonstrate Thai dance, and other cultural expressions of Thai culture. Have students participate when appropriate to do so.

Assignment Task:

Listening to learn about Thailand.

Assignment Method:

Teacher observation and a 1-3 individual rating for class participation during all guest workshops and presentations. A final cumulative rubric will be given after all guest speakers have presented (see "Rubric for 1.13 Listening Standard").

Criteria: Evidence

ask clarifying questions
responds through discussion and art forms.

Rubric for 1.13 Listening Standard
Evidence a, b

This is from a compilation of daily scores for listening and participation when we have guest speakers during the unit. Since it is difficult to assign a specific grade for a subjective activity like this, a “1” is a failing grade of 60%, a “2” is a grade of 80% and a “3” is a 100%

	(60) 1	(80) 2	(100) 3
Ask clarifying questions. (a)	Did not ask questions due to a lack of attention during presentations and activities	Asked questions occasionally.	Asked thoughtful and appropriate questions often.
Responds through discussion and using art forms. (b)	Rarely participated in discussions or activities.	Participated occasionally and showed some interest in discussions and activities.	Participated frequently and showed enthusiasm for discussions and activities.

LEARNING BLOCK TWO CULTURAL BOARDS – TWO/THREE DAYS

Standard: #1.15-a, c, g

Standard: #1.20

Materials:

Books, website articles and computers (see Resources –Research).

Procedure:

1. Students break up into groups of four-five. Each group is given a topic about Thailand with sub-topics for each member of the group (see planning sheet: “Cultural Boards and Oral Reports about Thailand”).

2. Students will research their sub-topic and plan a one-two minute oral presentation for the class. Each member will also make a visual representation of the sub-topic that will go on the bulletin board. Each class that comes in will do the same so that the end product will be a cumulative visual display of aspects of Thai culture.

Assessment Task:

Cooperative group activity with individual tasks

Assignment Method:

Teacher observation and checklist (see “Checklist for Thailand Research – Group Activity”).

Cultural Boards and Oral Reports about Thailand

Research for the Oral Report

Now that you know the topic your group will research about Thailand, each person in your group must pick a subtopic to research. Here are some choices but if you find an interesting sub-topic on your own, you may research it if you get the teacher's approval. Only one subtopic per person; this is where teamwork is needed. Research enough about your topic to give a two minute oral talk. Organize your research with an introduction, body and conclusion.

Buddhism:

- The life of a monk**
- The temples**
- The philosophy of Buddhism**
- Buddhism reflected in the arts**
- Spirit houses**

Entertainment

- Traditional dance**
- Traditional music**
- Crafts**
- Thai boxing**
- The marketplaces**
- Elephant riding**

Food

- Basic ingredients in Thai food**
- A typical breakfast lunch and dinner**
- Preparation of food**
- Food that is unusual to our culture**
- The marketplaces**

Education

- Learning to speak English in Thailand**
- A typical school day in the life of a Thai student**
- Requirements to graduate**
- Sports in schools and colleges**

Places for tourists to visit: There are too many to list here. Look through the books in the room and pick one place per person in your group.

Economics and Industry

- Money in Thailand –the baht**
- The Rice harvest**
- Silk production**
- Handicrafts**
- Jewelry**
- Water Buffalo**
- Elephants**

Holidays and Festivals: Look through the books and materials and decide on one festival or holiday per person in your group.

Family Life

- Customs**
- Marriage**
- A typical day**
- Fish freeing ceremony**

Interesting Facts about Thailand

- Geography**
- Climate**
- The Kings of Thailand**
- The constitutional monarchy**
- The meaning of the salutations**
- Interesting words and phrases**

Cultural Board

After your research is done, you may start on the cultural board which is designated on the bulletin board. Pick something that extends your research in a visual way. For example, it can be artwork (a drawing of someone riding an elephant, a picture (Thai food), charts (Thai words and expressions), and crafts (a replica of Thai jewelry). These are only examples; there are many things you can do.

Name _____

Checklist for Thailand Research – Group Activity

Standard 1.15 -a, g.
Standard 1.20

	No	Somewhat	Yes
Used class time effectively.			
Followed group discussion rules.			
Oral report is accurate and organized.			
Oral report is interesting to audience.			
Cultural board contribution is accurate.			
Cultural board contribution shows effort.			
Presentation shows team planning and practice.			
Grade _____			

LEARNING BLOCK THREE EVALUATION FOLK TALES – THREE DAYS

Standard: #5.8, #5.11

Materials:

Folk tale books from many lands, including Thailand. The folk tales are in picture book form and in anthologies.

Procedure:

1. Teacher will read folk tales from different lands (see Resources list - Folktales)
2. Whole class discussion on similarities of folk tales.
3. Students will write the characteristics of folk tales in their notebooks.
4. Students will be given time to read other folk tales that are in the room.
5. They will evaluate one folk tale based on common characteristics and literary devices such as moral of the story, the cultural setting and expressions.

Common Characteristics of folktales (most folktales have some but not all of these characteristics).

1) About everyday “folks.” 2) A character has a struggle in which he/she must defeat an opposing force 3) The tales often have magical elements 4) Often involve the numbers of three and seven. 5) Have a strong moral 6) Includes elements about the culture from which the story originates. 7) Passed down from one generation to another and may have different versions. 8) Original authors are unknown.

Assignment Task:

Evaluating folk tales for common characteristics and influence of culture.

Assessment Method:

Teacher observation of correct answers on worksheet. (see worksheet: “Looking at Folktales in Picture Books”). A grade will be given.

Assessment Criteria: Correct interpretation of literary devices in folktales.

Name _____

Period _____

Looking at Folk Tales in Picture Books

- 1. Title of the folk tale you are evaluating.**

- 2. Author's name** _____

- 3. Illustrator's name** _____

- 4. Give a brief summary of the plot in complete sentences.**

- 5. Scan the book just looking at the illustrations. Record three examples of the artwork that reveals the culture from which the tale originates.**

1.

2.

3.

- 6. Describe the setting and any other observations you can make about the culture/ country that you noticed while reading this book.**

7. What is the theme or moral of the story? What lessons of life are reflected in this tale? (remember Little Red Riding Hood)

8. List the characteristics of folk tales that you see in this story. Use your notes for help.

9. Does this folk tale remind you of any other folk tales you have read? If so, explain the similarities. If not, describe why this folk tale is unique.

10. Give this book a rating of 1-5 (5 being the best) and give three specific reasons for your rating.

1.

2.

3.

LEARNING BLOCK FOUR
WRITING THAI FOLK TALES – THREE DAYS

Standard #1.9- a, d

Materials:

Books of other folk tales to use as models, overhead copy of state standard rubric, planning sheets, paper, writing utensils

Procedure:

1. Teacher will read samples of Thai folk tales.
2. Whole class review of applying prior knowledge of Thailand and characteristics of folk tales.
3. Teacher led discussion about narrative rubric which will displayed on the overhead.
4. Students will be given time in class to write a folk tale. They may write independently, in pairs, or in small groups. They will be given a planning sheet. After students write a draft or two, there will be peer conferences and student-teacher conferences to look at rubrics for both content and editing. Each person must turn in a complete story for his or her portfolios

Assignment Task:

Writing a narrative in the form of a Thai folk tale. See “Planning sheet for Thai Folktales”).

Assessment Method:

See Vermont new Standards Rubric for Narrative Writing: Writing to tell a Story (1.9).

Assessment Criteria:

See Vermont New Standards Rubric for Narrative Writing: Writing to Tell a Story

Planning sheet for Thai Folk Tales

Directions: You have done research on Thailand and you have read and discussed many folktales. Now you can synthesize all of this information into the creation of your own Thai folktale. You may work with members of your group, in pairs, or independently. The culminating activity will be to share, in some fashion, your folktales with elementary students. Keeping the state standards for narratives in mind, as well as the characteristics of folktales (both are posted in the room), here is a planning sheet to help you get started.

Choose an idea or make up one of your own.

The story takes place in:

- *the mountains
- *by a river
- *the ocean
- *an island
- *the King's palace
- *a temple

The characters:

- a Buddhist monk
- a member of the Royal family
- a rice farmer or a member of his family
- an elephant
- a poor village worker

The problem:

- bad weather conditions cause problems
- poverty causes someone to do something illegal
- someone is cheating someone out of money
- the king is kidnapped
- a witch casts a spell
- someone is mistakenly accused of doing something wrong.

Point of view: Who is telling your story? _____

What happens first in your story?

What happens next?

What is the problem?

How does the main character(s) attempt to resolve the problem?

What are the complications that occur that make solving the problem difficult?

- 1.
- 2.
- 3.

How does the problem finally get resolved?

What is the theme or moral to your story? Does the character learn something useful? _____

LEARNING BLOCK FIVE
SHARING FOLK TALES IN A DRAMATIC/ARTISTIC WAY
FIVE DAYS

Standard: #1.16; Evidence: skill development, reflection, approach to work.

Materials:

Arts and crafts supplies, tape recorder and tapes, computers, guest teachers to help with making books (see Resources list for Projects).

Procedure:

1. Give a list of ideas for sharing folk tales with a younger audience (see “Ideas for Make your Thai Folktales Come Alive for Younger Students”).
2. Teacher works with individuals, pairs, small groups to give ideas and support.
3. Guest teachers who know how to make artistic books will work with students who are making small books out of their folktales.
4. Seventh graders visit elementary classrooms to share their creation.

Assessment Task:

Create an interesting way to share folk tales with a younger audience.

Assessment Method:

See double rubric: “Rubric for Thai Folk Tales Project” and “Rubric for Thai Folk Tale Presentations”).

Criteria: See double rubric sheet.

:

Ideas to Make Your Thai Folk Tales Come Alive for Younger Students

Drama Presentations

- 1. Do a skit based on your Thai folk tale. Act it out without a script. Practice the content but the words can be improvised. Include costumes and a simple set. Include Thai dance or music if you wish. Use the video on Thai dance for a model (see resources list under “Video”).**
- 2. Do a puppet show based on your folk tale. Write a short version of it in play form. Have a narrator read the parts that aren’t in dialogue form. Make big interesting puppets and use a simply designed stage.**
- 3. Do a Story-on-Tape. Practice reading your story in a dramatic way. Change your voice for different characters and add some sound effects. You may write a shorter, simpler version of your story in play form and read parts with your partner if you wish. Practice it a lot and then record it. Use the books on tape in the room as a model.**
- 4. Do a dramatic reading or reader’s theater version of your story. Have a narrator read the narration and have different people read the dialogue. Change voices to indicate different characters. Have simple costumes or props, like hats, to use to indicate that a new character is speaking.**
- 5. Make posters to accompany the storytelling of your folk tale. Draw big pictures that highlight the main events. They can be put up on a chalkboard or bulletin board as you tell your story. Use the posters from the classroom as a model.**

Artistic Interpretations

- 1. Make a small children's book out of your folk tale. Use cardboard and paper to make a cover. Draw illustrations to go with the story. You may need to shorten your narrative to make it appropriate for younger audiences. Use the picture book folk tales in the room as models.**
- 2. Make a big book of your Thai folk tale. You may need to simplify it. Use the poster board in the classroom. If you are working in a group, each person can be responsible for one page. Bind it in an interesting and permanent way.**
- 3. Do a pop-up storybook version of your folk tale. Use the pop-up book in the room as a model.**
- 4. Make a cartoon version of your folk tale. Make it simple, neat and colorful. Use the Thai cartoon books in the room as models. You will need to break down your story into small chunks that will be displayed in each frame of the comic strip. Use The Story of Nahajanaka as a model.**

Presentation Planning Sheet

Directions: You must fill this out and have a conference with the teacher before you begin your project.

Name (s)_____

Drama Presentation:

- 1. Describe the presentation you are planning to do:**
- 2. List the steps you will need to follow to meet your goal:**
- 3. What kind of materials do you need to make this work?(sets, props, costumes):**
- 4. Teacher conference notes and recommendations:**

Artistic Interpretation

1. To

Rubric for Thai Folk Tales Projects

Standard 1.16 Evidence in rubric

Evidence/criteria	Not Yet	Got It	Wow!
Appropriate techniques and material	Materials or techniques not effectively used; work is unfinished or not neat and attractive.	Good use of materials and techniques; project is finished and attractive.	Project shows mastery of the techniques used.
Reflection and critique	Some attempts to revise narrative to an artistic version of the original..	Work shows a process of change from a narrative to an artistic version of the original.	Work shows a detailed and effective revision process.
Approach to work	Careless, hurried, sloppy. Did not use class time well.	Used time in class effectively to create an attractive product.	Showed a creative approach to generating ideas and solving problems as they came up.

Rubric for Thai Folk Tale Drama Presentations

Standard 1.15 Evidence a, c, d

Evidence/Criteria	Not yet	Got it	Wow!
Shares information	Does not stay true to the characteristics of folktales.	Information is accurate.	Information is communicated in a highly effective manner.
Shows awareness of audience	Did not consider that performance was for a younger audience.	Revised content to appeal to a younger audience.	Content was revised in a highly effective way to appeal to a younger audience.
Use of pace, volume, stress, enunciation and pronunciation	Voice and pace were too low and fast for a younger audience. appreciate.	Good pace, volume, stress and emphasis.	Excellent use of pace, volume and emphasis.

Resources

Artists

Teachers from Fairfax and St. Albans who have experience with bookmaking
 Parent volunteers
 Teachers from Thailand associated with the Asian Studies Program at UVM

Folktales

Breath of the Dragon by Gail Giles, New York: August House, 1998.

Eyes of the Dragon by Margaret Leaf, NY: Lothrop, Lee and Shepard, 1987.

Favorite Fairytales Told in India by Virginia Haviland, New York: Beech Tree books, 1984.

Favorite Folktales from around the World edited by Jane Yolen, NY:Pantheon Books, 1986.

Little Oh, by Laura Klass Melmed, NY: Lothrop, Lee& Shepard Books, 1997.

Lon Po Po by Ed Young, NY: Philmel Books, 1989.

Magic Lotus by H.H. Prince Prem Purachatatra, Thailand: Kurusapa Ladprao Press, 2000.

One Grain of Rice by Demi, New York: Scholastic Press, 1997.

Thai Tales by Supaporn Vathaprida, Englewood, Colorado:Libraries Unlimited, 1994.

The Blind Men and the Elephant by Lillian Fox Quigley, NY: Scribner, 1959.

The Crane Wife by Odds Bodkin, San Deigo:Harcourt Brace, 1998.

The Cricket's Cage: a Chinese Folktale, by Stephan Czernecki, NY: Hyperion Books for children, 1997.

The Donkey and the Rock by Demi, NY:Henry Holt, 1999.

The Dragon's Tale and Other Animal Fable of the Chinese Zodiac, NY: Holt&Co., 1996.

The Dragon's Robe by Deborah Lattimore, NY, NY: Harper& Row, 1990.

The Farmer and the Poor God by Ruth Wells, NY: Simon & Schuster Books for Young Readers, 1996.

The Girl who Wore Too Much by Margaret Read MacDonald and Supaporn Vathaprida, Little Rock: August House, 1994.

The Hat by Jan Brett, NY: G.P. Putnam's Sons, 1997.

The Long-Haired Girl by Doreen Rappaport, NY: Scholastic Inc., 1989.

The Magic Cooking Pot by Faith M. Towle, Boston: Houghton Mifflin, 1975.

The Mitten by Jan Brett, NY: Putnam, 1989.

The Seven Chinese Brothers by Margaret Mahy, NY: Scholastic Inc., 1989.

The Story of Nahajanaka by His Majesty King Bhumibol Adulyadej, Thailand: Amarin Printing and Publishing Public Company Unlimited, 1999.

The Old Woman and the Red Pumpkin by Betsy Bang, NY: Maxmillan, 1975.

The Tongue Cut Sparrow by Momoko Ishii, New York: Lodestar Books, 1987.

The Wise Old Woman by Uchida Yoshiko Maxwell MacMillan International, 1994.

Two of Everything by Lily Toy Hong, Morton Grove, Illinois; A. Whitman, 1993.

Under the Shade of the Mulberry Tree, by Demi, Englewood Cliffs, NJ: Prentice Hall, 1979.

Yeh Shen: A Cinderella Story from China, NY: Philomel Books, 1982.

Research Materials

Cooking the Thai Way, by Supenn Harrison, Minneapolis: Lerner Publications, 1986.

Guide to the Grand Palace, Thailand: Thai Watana Panich Press Co.LTD.

Hands-on Culture of Southeast Asia, by Kate O' Halloran, Portland, Maine: J. Weston Walsh, 1998.

Learning Reform: A Learner-Centered Approach, by Sub-Committees on Learning Reform of the NEC Office of Prime Minister and Ministry of Education, Thailand: Office of the National Education Commission, 2000.

Passport's Illustrated Guide to Thailand: Second Edition, from Thomas Cook, Chicago, Illinois: Passport Books, 2000.

Thai Folklore: Insights into Thai Culture, edited by Siraporn Nathalang, Thailand: Chulalongkorn University Press, 2000.

Thailand, by Sylvia McNair, Danbury, Connecticut: Children's Press, 1998.

Thailand: A Country Study, edited by Frederica M. Buge, American University, Washington D.C., 1981.

Thailand: Enchantment of the World, by Sylvia McNair, Children's Press, 1996.

Thailand: Festivals of the World, by Harlinah Whyte, 1998.

Thailand in Pictures, by James Nach, Minneapolis: The Company, 1998.

The Buddhist World of Southeast Asia, by Donald K. Swearer, Albany: State University of New York Press, 1995.

Traveler's Tales Guides Thailand: True Stories of Life on the Road, edited by James O'Reilly and Larry Habegger, San Francisco: Traveler's Tales Inc., 1999.

Videos

A video on traditional Thai dance, Media Studio (no more information available because all descriptions are written in Thai).

Websites (articles)

<http://www.palaces.thai.net>

<http://www.ThaiEdReform.onec.go.th>

<http://www.thaimyway.com/article/Hanyman/hanyman.htm>

<http://www.thaimyway.com/article/Puppet/puppet.html>

<http://www.thaimyway.com/article/Salutation/salutation.html>

<http://www.thaistudents.com/buddha/index.html>

<http://www.thaisutdents.com/buddha/temple.html>

<http://www.thaistudents.com/games.html>

<http://www.thaistudents.com/project/weather.html>

“Thailand,” Microsoft(R) 98 Encyclopedia. (c) 1993-1997 Microsoft Corporation.

Resources for Artistic and Drama Culminating Projects

These projects can be flexible for any classroom teacher. Therefore, instead of giving specific titles or names, I will give examples that would be useful for doing the projects listed as “Ideas to Make Your Folktale Come Alive for Younger Students.” Keep in mind that the artistry is not as important as is the artistic representation of the story. I have found that by the time students have reached the seventh grade or above, they have had past experience with doing these types of projects and can often come up with their own ideas.

1. Story on Tape: Any books on tape would be useful for creating a story on tape. It would be better if the books on tape were for very young children.
2. Puppets: For a project as varied as this, I would suggest large drawings on poster board that are cut out and taped to yardsticks. Another method that has worked well in my class is stuffed nylon- stocking puppets with cut-out felt pieces for facial features and clothing. Usually seventh graders can be pretty inventive with this type of project and I often let them come up with their own ideas but I always emphasize size (large) and simplicity. This is not a workshop on puppetry but rather a visual representation of the story.
3. Poster accompaniment to storytelling. I have posters that go with a Greek myth that a student did for a project on Greek mythology. As the story is told, a poster depicting each main event goes up on the chalkboard or bulletin board. This method could be adapted to any story for use as a model.
4. Pop-up books: I have a sample of a pop-up book that I did with students from another unit. Any pop-up book from a bookstore or library could serve the same purpose.
5. Small children’s books or big children’s books: These can be simple or complex. The books can be made with any of the following materials: poster board, large pieces of construction paper, thin wallpaper or shelf paper, cardboard, markers of various sizes and shapes, pencils, colored pencils, crayons. A book binder and

plastic combs are helpful but not necessary. It helps to have volunteers who have had experience with bookmaking to work with small groups of students. Laminating and binding the books with rings or plastic combs can make it look and feel more permanent. I have sample books from previous projects that other seventh grade students have done from previous units.

6. I have a several copies of a cartoon version of a Thai folktale –The Story of Nahajanaka (listed above under Folktales) that I purchased in Thailand; however, any cartoon version of a folktale could serve the same purpose.

Power Point Presentation

My power point slide show was made from pictures that I took while I was in Thailand. An alternative suggestion for teachers doing this unit would be to scan pictures that are relevant to the resource topics (see “Cultural Boards and Oral Reports about Thailand”) and put those in a power point slide show. Travel books or books for younger children about Thailand would be helpful because the pictures are often large and colorful. Several books that would be helpful (listed above under research) are Thailand: Enchantment of the World; Thailand: Festivals of the World; Thailand in Pictures.