



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**Understanding culture and literature through African
American folktales**

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

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Índice

Purpose	3
Introduction.....	4
Framework	5
Teaching Philosophy.....	6
Methodology and practice	7
Experience Report	18
Conclusions	20
Appendix	22
Bibliography.....	37

Purpose

The main purpose of this project is to make students aware of other cultures and their importance in front of the other cultures that exist in the world. This awareness will make the student more tolerant of other cultures and a different way to think, also consider a different vision of the world which make a student a better citizen of the world, not only of their birthplace. To get the point students will go through a series of steps in which literature is involved. As literature is an important part of the world culture, we, as teachers, will try to include literature so students can widen their world considerations. This considerations or thoughts can make students appreciate art and other ways of cultural expressions around the globe. Students may feel more self-confident as they play the role of one of the characters of the tale. By doing all this we try to form integral students who can manage situations in different contexts because they will have this tolerance to other thoughts, ideas, philosophies, and the acceptance of other people and their conducts.

Introduction

People always have to deal with other people as it is a human characteristic which has built the society we live in today. This sharing of ideas, knowledge and experiences has had an impact in the human way of living as it is a process which resulted in a construction of ideas, knowledge, and culture.

The culture is a set of tradition, actions, and knowledge each town or community has, and which is different from town to town. As different people have its own culture or way of seeing things.

This project aims to understand the multiculturalism which the understanding of other cultures permeates our present world which has taken us to globalization. In a globalized world we have to deal with people every day when we go to the market, to school, to church, over the Internet, etc. People from different places and thus different ways in which they perceive and act towards the world. To bring the students closer to a coexistence with individuals from different parts of the country or different parts of the world. A set of sessions have been developed where students can find an experience through a folktale called "Brer Tiger and the Big Wind" where students can be aware of the interaction between cultures and the impact they have in our present days.

The use of a folktale to experience interculturalism works in all school level as the story use animals as characters it is easy to identify certain characteristics that an animal may have and that a human not.

In these classes students are aware about how interculturalism works together with folktales as these tales have a great impact on the people who listen to them. They can learn about other people behaviour, traditions, among other things. Thus, it is a proven method to transmit cultural knowledge among generations.

Framework

Teaching English through stories or tales is a wonderful way of transmitting English language to non-native speakers. When a teacher uses the story as a part of the class it automatically finds an interest from students because it is not the regular way of teaching in the classroom. If we are talking about young learners (children under 8 years old) it is very striking when in class, they do not do any grammatical exercise or copying from the board as the behaviourism dictates. In the case of teenagers this process is a bit more difficult because they are not natural language learners because the natural learning stage has already passed, which is the step when they are children are learning to communicate in their first language and they are capable of learning a second language as well as the first one because their brain is designed to acquire new learning from the outside world. Although teenagers have lost this skill to learn fast and has become more empiric through observation and based on their own experience, methods like the Direct Method can be used to immerse the student in a class fully spoken in English. This method is based on non-translation to L1 so most of the input comes from the teacher's instructions as it is part of the Total Physical Response, a method used mainly in kindergarten children, but it can be used as a very useful tool for teenagers. As we use the TPR method the use of realia or authentic material is very used in class as material to teach or material they produce as a part of Authentic Assessment. This Direct Method can create an atmosphere where the student can feel more confident to speak at an earlier stage overcoming the silent period as these students see that the rest of the class start speaking English more often and everyday more fluent creating the exact environment to start really learning the language. Even though the students at this age tend to behave like adults ignoring or trying not to do those behaviours they had when they were children. They enjoy this kind of lessons because we feed the creative part of the brain which has not fed since they were studying the elementary school or earlier. In this case the awakening of creativity is the main reason why students enjoy storytelling.

Teaching Philosophy

I never imagined to be a teacher when I wanted to study physics to work in a space agency, time after this dream has vanished and I had no other option than working as an English teacher in a kindergarten I realize that teaching was something I really enjoy, the children's reactions, their affection and how I can impact in their lives positively. Since then I have experience teaching in many levels and with many subjects and the conclusion is that I would like to do this for the rest of my life.

I always intend to help students to build their own knowledge, to make students learn something the way they see the world or a knowledge that can be applicable into their lives. Just as Vygotsky said about learning, it must be socially constructed with the help of the teacher and their partners in the classroom. I knew all this before I read about Vygotsky.

I believe the role of the teacher would be to maximize and exploit students' abilities to fulfill students' needs for communication and to educate not only in terms of content, but also in terms of educating values, culture and interculturality. The teacher must make students feel comfortable in order to feel free to express themselves. The main objective to me and for the students is to change the student's mind, behavior and hearts to make better citizens in this changing and endangered world.

Therefore I really believe that to be a teacher one must have certain qualities, studies, values to educate other human beings. Being a teacher is the most important job ever been.

Methodology and practice

When learning English teachers must deal with different aspects involved in a class. Aspects such as students' attitude, characteristics of the group, the school, the context, among others. Students see English classes just like any other subject to pass the term and go to the next. These students who perceive the class as something boring, repetitive and tired is because they have been in classes where the learning process is not well exploited. Some teachers here in Mexico have only English preparation just as the content (grammar rules, vocabulary, etc.) and the missing part here is the way in which this content must be taught. Students find learning English difficult because it is something totally different from their context, from their culture and from what they use to communicate, their mother tongue. Having these aspects, we could understand the reason why learning English is frustrating and so difficult. There is an increasing number of people who cannot communicate or express themselves or even understand basic concepts in the English language. There is a saying: "you cannot love what you cannot understand", here is when teachers must intervene and make from this subject something that can revolutionize the students' minds, and something that makes students understand the culture of the people who lives in a country which first language is the one they are learning in their classrooms. They must experience the country, this involves that students can experience how people behave, which includes manners, table manners, family values, rules, food, tv programmes, music, etc. All this and more are the culture of a specific place. Not all students are able to travel abroad to

experience the culture by first hand. In this case teachers have to incorporate some aspects of the culture by watching videos, listen to songs, try a regional dish, wear some clothes, imitate a typical scene from the place, etc. Students can develop an intercultural attitude which basically is the communication between two different cultures, and the awareness of it.

English classes must be rethought to fulfil the needs of modern education. It is not just to teach content, but to teach a culture.

Learning another language is almost compulsory now a days because we are living in a stage, we call globalization which means all the world connected, the unification of ideas, processes and ways of communicating which is the point that matters. If we talk about ways of communication, we cannot escape from the idea of English as a global language. English has been taken as the world language, everybody has to speak English if they want to communicate with other people in other countries, if we want to know the latest knowledge in science for example, we must know English to read those articles and studies. One of the aspects of communicating in English is the way we must act in front of other people and we can use or adopt the English culture to unify the manners, behaviours and some ideas. Interculturalism takes place in this process we know that interculturalism unify the communication between people from specific cultures to ease communication between people. In this class we intend students to be aware of the different cultures we have in our planet and that those cultures have the same importance than their own. And it is through learning a language when we can cultivate the capacity of intercultural communication (Zhu, 2010).

For a person who has not been to another country is hard to find an environment in which they can explore or experience. Is the school the easiest place where we can learn another language thus another culture? Is the 'emic' approach we are using in this context due to the situation in which we are all immerse. We study the language and the culture from the inside because we are fully learning the language, we are not just studying the language as a matter of study.

1. Lesson plan identification cell.	
Author	Gustavo López Bustamante
Educational stage	High school – SAC Workshop Advanced English
Title of your Lesson plan	African – American Folktales
Learning Objective of the plan/Competency	Develop in students interculturality and understanding of other cultures by reading and analyzing a folktale original from Africa to develop and practice narrative tenses, context clues, predicting outcomes, compare and contrast, onomatopoeia, and review basic literature elements. So that students can be aware of other way of living.
Communicative skill considered	Speaking, listening, writing, reading
State of the following options	Introduction of the topic
Functions	Storytelling, reading for pleasure, writing to communicate
Main Grammar structure	Simple Past
Other Grammar structures	Present simple
Brief description of the plan	As these students have enough level for not to attend their regular classes, we see topics they will not see in class, in this case literature fits. The only thing we are reviewing is the grammar part. As they know the grammatical rules we are exploiting the skills more deeply.
Hours of the plan implementation	3 hours
Number of sessions	3 sessions
Contents required for the lesson	The folktale in a text
Link of the content	https://youtu.be/9bZ-xUUI4dY
EEAILE tutor on line	Alma Delia García

The teacher plays an important role in this situation. Teachers' role is not as they used to play like the one who owns all the information and wisdom. This time they are the facilitators who, as they are called, make the transfer of the knowledge easy for the students.

Maybe this time we won't create a third culture in the class because of the lack of different cultures from students who attend my classes.

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation	Invite students to explore the differences between African and African American folktales and what do they know about forced migration and enslavement of Africans. How did they arrive to the states? How long were they forced to live under slavery? What happened to their language, culture and religions? This information have to be brought for the first session, it is homework from the previous session.	Students have to make a research looking for answers to the questions to bring them next class.	0
Set the objective or competencies of the lesson	Tell them what we will be doing on the next three classes. What do we need to achieve in terms of knowledge and culture?	Students may ask for doubts or express their opinions.	

3. Communicative skills development. [You can freely change the order of the steps and/or leave blanks the ones not applying for a particular skill.]

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Remind students that we are going to talk about a different culture and elicit students to say what they have found in their research.	Students give answers, opinions or questions.	Their homework	1	Students' opinions about what others have just said.
Vocabulary introduction	Ask them how they think the original folktales and songs from Africa might have changed under migration and slavery conditions. We can start checking at key words we are using during these classes.	Students give opinions about these topics, if they do not know a word the teacher writes it on the board to see if another student knows it so he can explain the meaning.	Notebook	1	Students understand the new vocabulary.
1st practice	Teacher projects a presentation on the wall. In the first slide there are some pictures of animals, which they seem to be African pictures.	Students have to say if those pictures remind them a certain culture and the reason.	Power point presentation	1	Students have to take notes of what others say.
2nd practice or Social interaction	Teacher writes two concepts on the board "Context Clues" and "predicting outcomes" and ask students to look for these	Students have to write the concepts on their notebook and look for it on the web. They have to discuss getting to a conclusion	Notebook	1	Reading their meaning.

	terms on the computers or their mobiles. To write a single meaning.	and write their own meaning of each.			
Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	Ask ss that when they tell a story what is the tense they mostly use, which answer may be "in past". Also tell them that those animal pictures the teacher previously showed are the characters of the tale	Students can say a fragment example of a story using the past simple. They have to give their opinion about why they think animals play the role of the characters in this tale.	None	1	Opinions.
Vocabulary introduction	I tell them the title of the tale "Brer tiger and the big wind" clarifying that Brer is a way of saying Brother. Then ask students to use the computers to identify the differences between a cyclone and a hurricane and express it to the class.	Look for the words. And discuss the differences and similarities between a cyclone and a hurricane.	Computer	1	The results of their research.
Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	The teacher gives the first two paragraphs for the students	Read the first two paragraphs silently. And jot down what they	Notebook, projector	1	Their writing.

	to read. They will read in silence.	think the story will be about.			
Vocabulary introduction	If there is enough time, ask students to write a description of the setting using as many adjectives as possible. Or it can be for homework.	Students describes the setting as detailed as possible.	Notebook	1	Wrtiting
1st practice	Tell students to read what they wrote the previous session to the class.	Students read their prediction to the classmates.	Notebook	2	What they wrote.
2nd practice or Social interaction	Tell students to work in pairs and discuss what kind of conflict they expect and what roles they think the rabbit, the tiger and the big wind will play.	Students discuss and write conclusions.	Notebook	2	Their dialog.
Grammar Focus	Students start reading the next paragraphs in a copy the teacher gives. Teacher writes “famine, nigh, cyclone, yonder” on the board so students guess the meaning by using the context. Teacher asks how the story began. Introducing the term “plot” After students finish reading the first three paragraphs the teacher	Students have to read the story give their opinions to the topics discussed in class.	Copies, notebook	2	Reading, writing (grammar in the writing)

	<p>draws on the board the line of the sequence of events in a plot and students describes the actions that fits in the beginning and the rising actions. Here we can analyze one element of an specific culture which is to add the letter "a-" before the verb in gerund that works when we want to add rhythm and fluency to a speech "just a-hopping and a-skipping"</p>				
Summary	<p>When students finish reading the first four paragraphs teacher asks students to express the attributes the tiger and the rabbit have according to what they have just read. To describe this, students can use the onomatopoeia where the tiger make certain sounds to describe their mood. Here the question for the students is Why</p>	<p>Students have to read, discuss the answers to the questions given</p>	<p>Copies, notebook</p>	<p>2</p>	<p>Their participation</p>

	<p>might the author choose to write this story with animal characters instead of humans? It can be because animals may represent different characters, humans are all the same and a bit difficult to identify because of their character in a short story. What might brer Tiger represent? The greed of humans can be an answer.</p>				
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Writing

Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Information processing activity	<p>Today the story must be finished. Teacher reads the story as a story must be read. (Storytelling style). After finishing teacher asks students if they guessed the meaning of the words written at the beginning of the story. Teacher and students complete the graph of the plot. Have</p>	<p>They may read the story again to practice pronunciation, and fluency, and participate in the activities asked by the teacher.</p>			

	volunteers to list the events of the rising action, climax, falling action and the end. And to answer these questions orally How brer rabbit resolves the problem? What theme does the resolution highlight? What is the message of the tale?				
Produce	With the information the students now have each of them have to write a "moral" for the story and explain to the class.	Students have to write a moral and explain it.	Notebook	2	writing
2nd practice	Teacher asks some questions to students. What type of person is the rabbit and the tiger meant to portray? What do you think the combination of animals show about the culture that produced this folktale?	Students answer the questions orally. Students have to design a Venn diagram to compare and contrast brer rabbit and brer tiger's characteristics	Notebook	2	Speaking
2nd practice or Social interaction	Ask students to discuss whether brer tiger got what he deserve. Do they agree or disagree that "It's not right for one animal to	Students discuss about these questions	Non	2	Speaking

	have it all and the rest to have nothing”? How does this apply to everyday life?				
Grammar Focus	<p>Teacher make a list on the board of all the cultural groups represented by students in the class, school or community. Ask students if they can associate particular forms of stories, music, poetry, drama, dance, or martial arts with each of these groups. T. can add music such as jazz, salsa, hip hop as examples of forms.</p> <p>Encourage students who are members of the listed groups to explain more about each of the forms mentioned. Where did it start? How has it changed over time? How has it survived?</p>	Students just have to participate in the discussion answering the questions and share experiences.	None	3	Speaking
Summary	Have students practice developing an animal character to star in a folktale.	Brainstorm human characteristics the animal will possess as well as the ways in which these characteristics will be revealed	Notebook	3	writing

		through the plot. Or jot down ideas about what lesson this character will teach. Finally, have them write a brief character sketch of the animal to share with the class.			
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Experience Report

This experience has brought new ideas to perform in the classroom, some concepts that must be developed deeply so the students can take the best everyday in each lesson. In this case we exploit literature not just to teach literature, but to have students motivated so they can learn other kind of content through which the previous knowledge of the student can be used to form a new language structure, in our case. Content that can be used in the real world and to form better people conscious of the differences every human has.

Students during the three sessions showed enthusiasm to know more about the story and to participate seeing the good disposition of the rest of the class and at the same time promoting this attitude among them. Regrettably there was not the same number of participants in all sessions so a follow up of the student's progress could not be seen due to the discontinued attendance of the students.

Far beyond the attendance of the students to all sessions and the problems we faced during the classes I consider a good idea to be more developed in the future to take the students to the next scaffolding in their way to know more.

Conclusions

Interculturality is a powerful tool for the students to immerse in the language they are learning and in the culture of the country. This skill that students acquire subtly by just learning the language in this case they learnt it consciously by doing activities that promoted the understanding of other cultures and compare it with their own. This was to sensitize students not only those from my group but others from different groups as they attended to the students' talks. The only purpose of this activity was to make students aware of other people, other culture, other behaviour, and the most important to respect, understand, and value those aspects they were exposed to in real life. Students understood how culture is always changing and how we notice this change by understanding literature and some of the forms in which we can understand and analyse certain kind of texts.

Tales which bring a new opportunity and a new way of teaching a language this impacts in a more memorable learning for the students who are going to remember not only the content of literature or about culture, or even the language which is mainly our goal, but to leave students a more profound learning so this can make better people who at the same time can motivate other people to learn more or simply to acquire a taste for literature or just to read which lead to know more.

Students could learn or acquire content, knowledge or different ways to the life, but the most important for them at this age is not the metacognitive process because they do not want to 'learn' they need to have a breath after the tedious day they may be having in the other subjects, so English needs to be the kind of subject in which content should not be a matter of worrying about, neither for the exam, nor for the grade. We, sometimes, have the opportunity to change or modify certain methods of performing our classes. We have the advantage so we can mix content from all the other subjects to make the class integral, including as many topics as we can. But the most important more that learn is to make students to have fun so they do not know that they are learning.

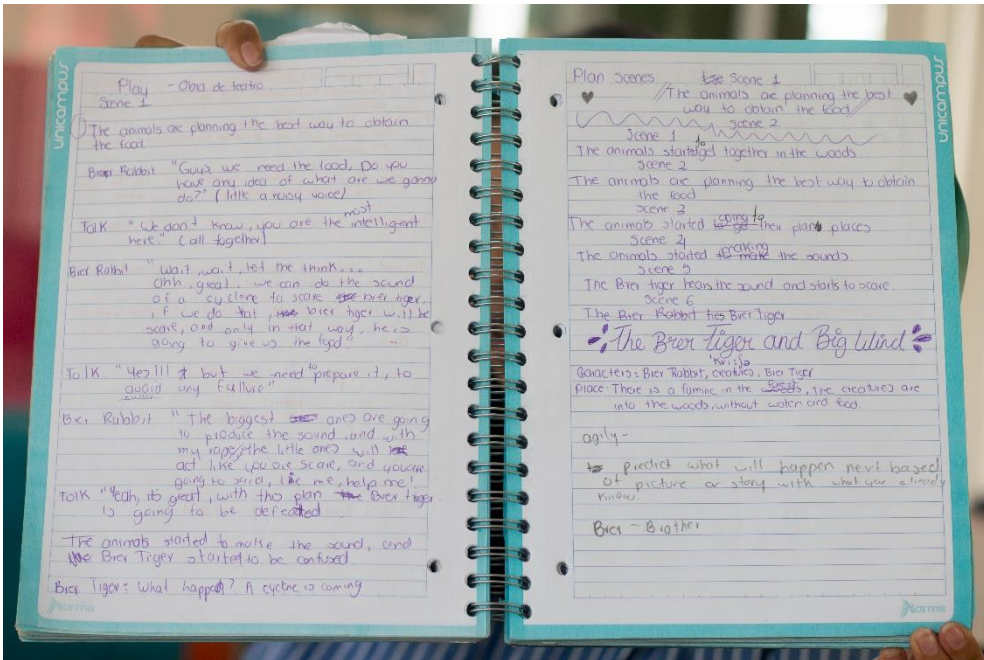
Stories are effective as educational tools because they are believable, rememberable, and entertaining. The believability stems from the fact that stories deal with human-like experience that we tend to perceive as an authentic and credible source of knowledge. Stories make information more rememberable because they involve us in actions of the characters. In so doing, stories invite active meaning making.

Marsha Rossiter

Appendix







Nombre: *ofA 20M 210*

Día Mes Año

Folio

Tema:

To resolve a problem, we need to use our brain without violence and extreme force

Chinese people

Peking Opera

Drama

Traditional dance

Respect

Discipline

Mexican people

~~Mexican~~

Mariachi

Dance

Soccer

~~Discipline~~

Painting

Italian people

Rock

Opera

Soccer

Architecture

~~Italian people~~

USA people

Pop

Music

Basketball, Football

Hip hop

Nombre:

Tema:

Día

Mes

Año

Folio

Play

Scene 1

The animals are planning the best way to obtain the food

Brer Rabbit: "Guys we need the food, do you have any idea or what are we gonna do?"

Foia: "We don't know, you are the intelligent here"

Brer rabbit: "wait wait, let me think, ohhh, great, we can do the sound of a cyclone to scare the brer Nger, if we do that, the brer Nger will be scare, and only in that way, he is going to give us the food"

Nombre:

Día

Mes

Año

Folio

Tema:

Folk: "yes!!! but we need to prepare it, to avoid any failure"

bro rabbit: "the biggest ones are going to produce the sound, and with my rope ~~and~~ the little ones will ~~be~~ go line you are scare, and you are going to said: tie me, tie me."

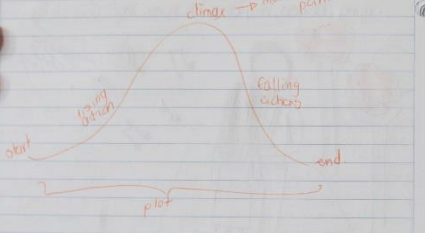
Folk: "Yeah, its great, with this plan ~~the~~ bro nger is going to be deleted"

The animals started meeting the sound, and the bro nger started to be confused.

plow - arar
 famine - sequia
 shriveled - deshidratado
 creeks - lagunas
 catches - sonjas
 springs - manantial
 high - alturas
 Brier - Brother - carpenter
 staved - muerde / bloquea
 parched - murio de sed
 holes - agujas
 leaping - brincando
 fable - fabula
 stomp - tranco / corchudo

start - rising actions
 Problems

The Brier Rabbit said "An animal we were went to talk with him about the situation, if he don't understand, we would have to fight."



Start: The field was famine
 The animals were starving and searching

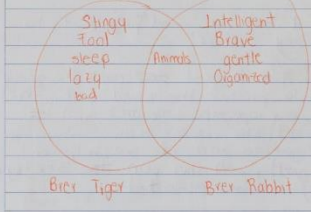
Rising Action: The Brier Tigger is eat
 The animals with the Brier Rabbit make a plan to solve the problems.

Climax: The animals started the plan of the Brier Rabbit, the Brier Rabbit pretending to be a cyclone.

Falling Action: the Brier Rabbit tipped all the figer

The end: Everyone run fake food and water the animal joined to the herd.

The work in teamy can be a solution to resolve problems.



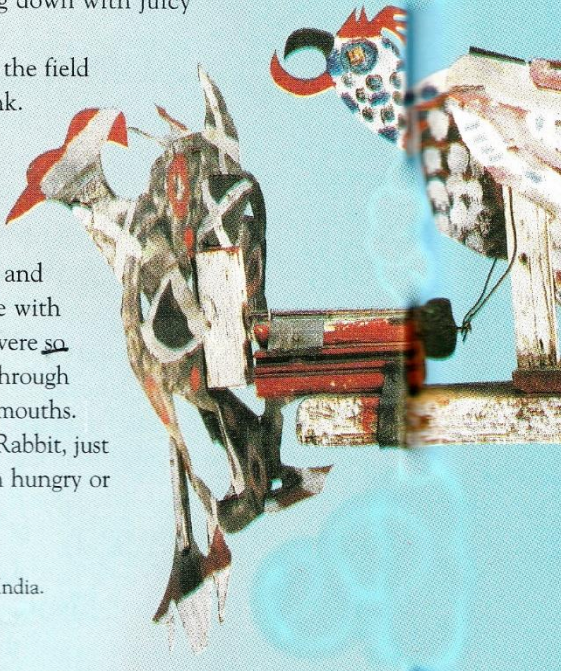
In olden days, the creatures used to plow in the fields and plant their crops the same as menfolks. When the rains came, the crops were good. But one year no rain came, and there was a famine in the land. The sun boiled down like a red ball of fire. All the creeks and ditches and springs dried up. All the fruit on the trees shriveled, and there was no food and no drinking water for the creatures. It was a terrible time.

But there was one place where there was plenty of food and a spring that never ran dry. It was called the Clayton Field. And in the field stood a big pear tree, just a-hanging down with juicy pears, enough for everybody.

So the poor hungry creatures went over to the field to get something to eat and something to drink. But a great big Bengal¹ tiger lived under the pear tree, and when the creatures came nigh, he rose up and said, "Wumpf! Wumpf! I'll eat you up. I'll eat you up if you come here!" All the creatures backed off and crawled to the edge of the woods and sat there with misery in their eyes, looking at the field. They were so starved and so parched that their ribs showed through their hides and their tongues hung out of their mouths.

Now, just about that time, along came Brer Rabbit, just a-hopping and a-skipping, as if he'd never been hungry or thirsty in his life.

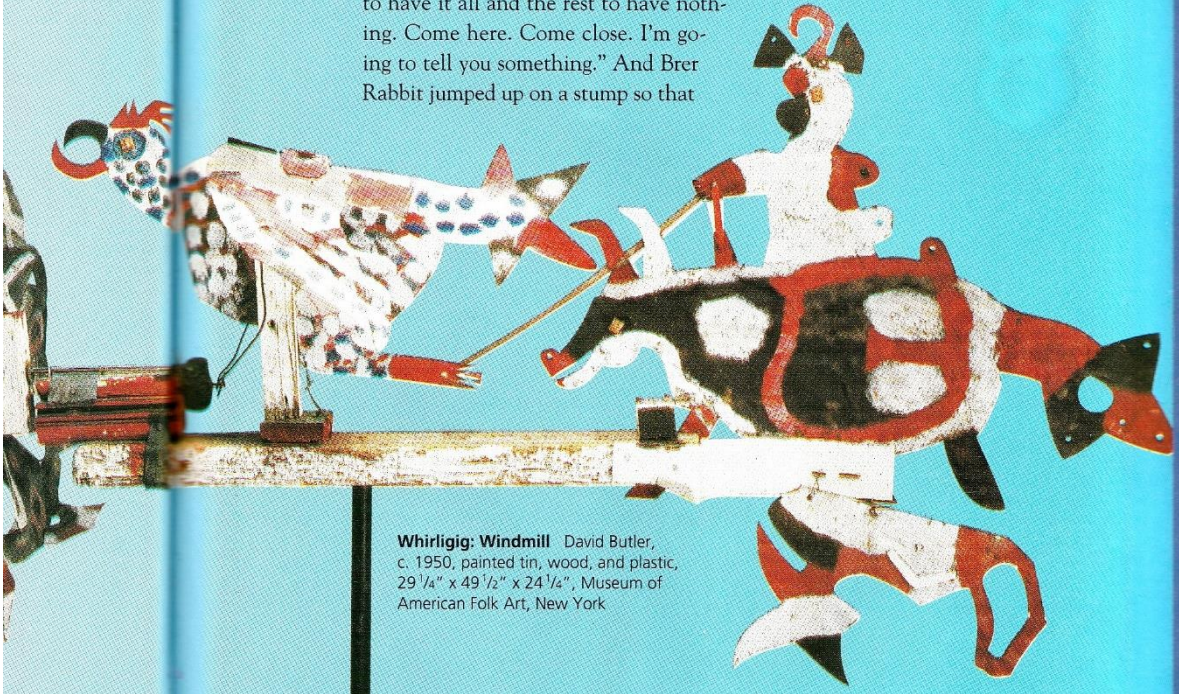
1. Bengal [ben gôl¹]: a former province in northeast India.



"Say, what's the matter with you creatures?" asked Brer Rabbit.

"We're hungry and thirsty and can't find any food or water—that's what's the matter with us," answered the creatures. "And we can't get into the Clayton Field because Brer Tiger said he'd eat us up if we came over there."

"That's not right," said Brer Rabbit. "It's not right for one animal to have it all and the rest to have nothing. Come here. Come close. I'm going to tell you something." And Brer Rabbit jumped up on a stump so that



Whirligig: Windmill David Butler, c. 1950, painted tin, wood, and plastic, 29 1/4" x 49 1/2" x 24 1/4", Museum of American Folk Art, New York

4

all could see him as they crowded around. When Brer Rabbit had finished whispering his plan, he said, "Now, you-all be at your posts in the morning; everyone be there before sunup."

The first animal to get to his post was Brer Bear. Before day-break, he came toting a big club on his shoulder and took his place alongside an old hollow log. The next creature to arrive was Brer Alligator Cooter, a snapping turtle, who crawled in the hollow log. Then Brer Turkey Buzzard and Brer Eagle and all the big fowls of the air came a-sailing in and roosted in the tops of the tall trees. Next to arrive were the tree-climbing animals, like Brer Raccoon and his family and Sis Possum and all her little ones. They climbed into the low trees. Then followed the littler creatures, like Brer Squirrel, Brer Muskrat, Brer Otter, and all kinds of birds. They all took their posts and waited for Brer Rabbit.

Pretty soon, when the sun was about a half hour high, along came Brer Rabbit down the big road with a long grass rope wrapped around his shoulder. And he was just a-singing. "Oh, Lord, oh, Lord, there's a great big wind that's a-coming through the woods, and it's going to blow *all* the people off the earth!" And while he was singing his song, a powerful noise broke out in the woods.

There was Brer Bear a-beating on the hollow log with all his might, bic-a-bam, bic-a-bam, bic-a-bam, bam, bam! Inside the log Brer Cooter was a-jumping, bic-a-boom, bic-a-boom, bic-a-boom,



Skunk David Butler, c. 1975, painted tin and plastic, 6 1/2" x 16 5/8", from the collection of William A. Fagaly



Rabbit David Butler, c. 1975,
painted tin and plastic, 9 1/4" x
13 1/4", from the collection of
William A. Fagaly

boom, boom. Brer Turkey Buzzard, Brer Eagle, and Brer Chicken Hawk were a-flapping their wings and a-shaking the big trees, and the trees were a-bending, and the leaves were a-flying. Brer Raccoon and Sis Possum were stirring up a fuss in the low trees, while the littler creatures were a-shaking all the bushes. And on the ground and amongst the leaves the teeny-weeny creatures were a-scrambling around. All in all it sounded like a cyclone was a-coming through the woods!

All this racket so early in the morning woke Brer Tiger out of a deep sleep, and he rushed to the big road to see what was going on. "What's going on out there, huh?" he growled. "What's going on out there?"

All of the creatures were too scared to say anything to Brer Tiger. They just looked at him and hollered for Brer Rabbit to "Tie me! Please, sir, tie me!"

Now, all this time Brer Rabbit just kept a-hollering, "There's a *great* big cyclone a-coming through the woods that's going to *blow* all the people off the earth!" And the animals just kept a-making their noise and a-hollering, "Tie me, Brer Rabbit. Tie me."

When Brer Rabbit came around by Brer Tiger, Brer Tiger roared out, "Brer Rabbit, I want you to tie me. I don't want the big wind to blow *me* off the earth!"

“I don’t have time to tie you, Brer Tiger. I’ve got to go down the road to tie those other folks to keep the wind from blowing *them* off the earth. Because it sure looks to me like a *great big hurricane* is a-coming through these woods.”

Brer Tiger looked toward the woods, where Brer Bear was a-beating and Brer Cooter was a-jumping and the birds were a-flapping and the trees were a-bending and the leaves were a-flying and the bushes were a-shaking and the wind was a-blowing, and it seemed to him as if Judgment Day had come.

Old Brer Tiger was so scared he couldn’t move. And then he said to Brer Rabbit, “Look-a-here, I’ve got my head up against this pine tree. It won’t take but a minute to tie me to it. Please tie me, Brer Rabbit. Tie me, because I don’t want the wind to blow me off the face of the earth.”

Brer Rabbit shook his head. “Brer Tiger, I don’t have time to bother with you. I have to go tie those other folks; I told you.”

“I don’t care about those other folks,” said Brer Tiger. “I want you to tie *me* so the wind won’t blow *me* off the earth. Look, Brer Rabbit, I’ve got my head here against this tree. Please, sir, tie me.”

All right, Brer Tiger. Just hold still a minute, and I’ll take out time to save your striped hide,” said Brer Rabbit.

Now, while all this talking was going on, the noise kept getting louder and louder. Somewhere back yonder it sounded like thunder was a-rolling! Brer Bear was still a-beating on the log, bic-a-bam, bic-a-bam, bam, bam! Brer Cooter was still a-jumping in the log, bic-a-boom, bic-a-boom, boom, boom! And the birds were a-flapping and the trees were a-bending and the leaves were a-flying and the bushes were a-shaking and the creatures were a-crying—and Brer Rabbit was a-tying!

He wrapped the rope around Brer Tiger’s neck, and he pulled it tight; he wrapped it around Brer Tiger’s feet, and he pulled it tight. Then Brer Tiger tried to pitch and rear, and he asked Brer Rabbit to tie him a little tighter, “because I don’t want the big wind to blow me off the earth.” So Brer Rabbit wrapped him around and around so tight that even the biggest cyclone in the world couldn’t blow him away. And then Brer Rabbit backed off and looked at Brer Tiger.

When he saw that Brer Tiger couldn't move, Brer Rabbit called out, "Hush your fuss, children. Stop all of your crying. Come down here. I want to show you something. Look, there's our great Brer Tiger. He had all the pears and all the drinking water and all of everything, enough for everybody. But he wouldn't give a bite of food or a drop of water to anybody, no matter how much they needed it. So now, Brer Tiger, you just stay there until those ropes drop off you. And you, children, gather up your crocus² sacks and water buckets. Get all the pears and drinking water you want, because the Good Lord doesn't love a stingy man. He put the food and water here for all His creatures to enjoy."

After the animals had filled their sacks and buckets, they all joined in a song of thanks to the Lord for their leader, Brer Rabbit, who had shown them how to work together to defeat their enemy, Brer Tiger.

2. **crocus** [krɒˈkʌs]: a small flowering plant that blooms in early spring.

You can find the video of the classes at

<https://www.youtube.com/watch?v=9bZ-xUUI4dY>

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