

ANANSI AND THE TUG O' WAR

Second Grade

Outcome:

Students will demonstrate an understanding of the story through reading, listening, discussing, and observing.

Materials:

Book, *Anansi and the Tug o' War*, multiple copies
Crayons, scissors, glue sticks, pencils, paint, paintbrushes
Pipe cleaners
Map of Ghana worksheet

Art Materials: Making a Drum

Coffee can
4 pieces parchment paper/drum
White glue
Paint brushes for glue
Rubber bands
Colored tissue paper
Paint, markers, colored tape
Wooden dowel and beads

Cooking Materials:

small bowl, plastic knife, large bowl, large skillet, oven, napkins, plastic forks

Ingredients:

2-3 well ripened plantains (cooking bananas)	2 ½ tablespoons of olive oil, divided
1 teaspoon hot red pepper, ground (optional)	1 medium onion, finely chopped
1 thumb size piece of fresh ginger, finely chopped	3 cloves of garlic, minced
1 teaspoon salt	

Optional:

Norfolk, Bobby. *Anansi Time*. August House, 1999.

Assessment Tools:

“Comprehension” worksheet
“Reading Response” worksheet
“Cause and Effect” worksheet
“A Friendly Letter Body” worksheet
“Which is Larger?” worksheet
“Finding Larger Sums” worksheet

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INSTRUCTIONAL PLAN

Introduction/Pre-reading:

- Teacher takes out *Anansi and the Tug o' War*, and explains to the class that the main character, Anansi, is a "spider man." Spiders spin webs, Anansi spins stories. Anansi stories are well-known stories told in Africa.
- Say, "This story was first heard by the authors in an African country called Ghana." Show a map of Ghana.
- Tell students that they will be discussing Ghanaian culture and traditions.
- Anansi is a trickster. The teacher asks the class if they know what a trickster is.
- Teacher explains that tricksters play tricks on others in order to get what they want. They are schemers. (Write schemer on the board.)
 - For example: Say, "Let's pretend that I am a trickster. You are playing with a toy that I want (give the student a toy). I may say to you, look over there at the bird, then I grab the toy as you look away. I tricked you by telling you there was a bird, but I really wanted you to look away so I could take the toy."
 - Anansi does this throughout many of his stories.
 - Have you ever schemed to get what you want? Discuss.
- Look at the title, author, and cover of *Anansi and the Tug o' War*.
 - What do you think this story is going to be about?
 - What is a "tug o' war?" Explain that it is a contest of strength. Whoever pulls or tugs the hardest, wins.
 - Who do you think would win a tug o' war?
 - A rabbit or a lion?
 - A child or an adult?
 - A clownfish or a shark?
- Have a tug o' war with the class.
- Go on a picture walk. As you turn the pages, discuss the pictures of the characters.
 - What is the setting of the story? Where does it take place?
 - What character do you think will win the tug o' war--Anansi, or an enormous animal like Elephant or Killer Whale? Why?
 - What are the characters doing in the pictures?
 - Look at facial expressions in the illustrations. Tell the students to look at the face of each character. Demonstrate how we wear a variety of different expressions on our faces depending on how we are feeling.
 - Say, "I am feeling happy"... Smile.
 - Say, "I am feeling sad"... Frown.
 - Say, "Show me a surprised face."
 - Say, "Show me a disappointed face."
- Why would we feel happy, sad, surprised, or disappointed? (cause and effect)
 - Discuss how the characters may be feeling in the story.

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Introduction/Pre-reading:

- Hand out "Cause and Effect" worksheet

The effect will be a feeling. Students need to come up with feelings and the causes of those feelings, for example: Effect: disappointed; Cause: The baseball game was canceled because of rain.

Reading for Purpose:

- Tell the children they will be listening to the story to find out what kind of trick Anansi plays and what happens to Elephant, Killer Whale, and Anansi.
- What lesson is learned?
- Authors' purpose:
 1. Authors always have a reason for writing. Sometimes they write to inform us. Sometimes they write to entertain or persuade us to think differently about something.
 2. For example: The author of a cookbook is writing to inform us about ways we can prepare food.
- Ask students to think about the authors' purpose as you read the story.

Read the Story to the Class:

- As you read, think out loud to ask important questions about the scheme and how the characters are feeling. Point out facial expressions of the characters.
 - For example: In the picture on Page 7, Anansi looks very angry. What do you think caused Anansi to become so angry?

Vocabulary Skills:

- **Make a Word Wand**

Materials: pipe cleaners

Make a loop on one end of a pipe cleaner. Be sure to leave enough of the pipe cleaner for the wand part. Students will use this word wand to find new vocabulary words from the story.

- **Using Context Clues**

- Hand out a copy of the book to small groups of students.
- Let them use their word wands to find new words.
- Students should make a list of these words.
- Students share the lists as a class.
- Teacher should record these words on a class chart.
- Use the book to find out what the words mean by reading them in context.
- Explain that the surrounding words will give clues to the meaning of the unknown word.
- Have students use new vocabulary words in meaningful sentences.

Shared reading:

- Welcome students to sit on the floor in a circle.
- Explain that in African culture, telling Anansi stories is a tradition.
- Ask students to look on as you read the story aloud.
- Read the book to the class as they look on. This builds fluency as you model reading behaviors, and reinforces new vocabulary.
- Students should be encouraged to read the book independently during silent reading time.

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Questions for Assessing Students' Comprehension:

Students are directed back to their seats to answer the comprehension questions on the "Comprehension" worksheet.

1. What was Anansi doing at the beginning of the story?
2. Why do you think Anansi was angry with Elephant?
3. Why does Anansi want to have a tug o' war with Elephant?
4. Why does Anansi say, "Let the games begin?"
5. How does Anansi trick Elephant?
6. Is it a clever trick? Why?
7. Do you think Anansi could really win a tug o' war with an elephant?
7. Explain why Anansi is clever.
8. What lesson does Anansi teach Elephant?
9. What is the author's purpose for writing this story?

Language Arts:

• A Letter to Anansi

Materials: "A Friendly Letter Body" worksheet, pencil

- Students will write a letter to Anansi telling him about a time they tricked someone.
- Tell students that the letter must include a greeting, a body, and a closing.
- Model the structure of a friendly letter as an example.
- Hand out "A Friendly Letter Body" worksheet.

Social Studies:

• Ghanaian Culture and Tradition

Materials: "Map of Africa" worksheet, map or globe, pencil, paper, Internet and/or books about Ghana

An activity for differentiated learning

- Ask students to share holidays or traditions in which their families participate or which they celebrate. Make a chart in the classroom.
- Hand out the "Map of Africa" worksheet. Have students find Ghana and color it in. Label the countries and the body of water surrounding Ghana.
- Have students write a paragraph about traditions in Ghana using the information given by the teacher.
- Write on the board:

Ghanaian Culture and Traditions

- Music is a very important part of the culture.
- Telling Anansi stories is a very important part of the culture as well.
- Ghanaians play many different types of drums: Kafganu, Kidi, Sogo, Atsimevu, and Kplogo drum.
- Kele Wele is a popular dessert.
- Ghanaians are expert weavers.
- Students can decide on a topic about which to learn more: music (drums can be included in music or a separate topic), storytelling, food, or weaving/crafts. Divide students into groups for each topic.

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Social Studies cont.:

Ghanaian Culture and Tradition cont.

- Allow students time to research in books and on the Internet for information about Ghana and their topic.
- Each group will give a short presentation about the chosen topic. Presentations can include skits, musical productions, storytelling performances, and written information.

Math Activities:

• Which is Larger?

Materials: “Which is Larger?” worksheet, “Find Larger Sums” worksheet, pencil

- Demonstrate on the board that $2+2+6=10$ and $2+3+1=6$. The sum of the first equation is larger than the sum of the second equation. Repeat with another example.
- Hand out the “Which is Larger?” worksheet.
- Have students in small groups come up with their own equations. Other classmates in the group can create equations that have a larger sum.
- Hand out the “Find Larger Sums” worksheet.

Art/Social Studies:

• Weaving

People from Ghana are known for their expertise in many specialized crafts, including weaving.

Materials:

A sheet of construction paper for each student

Strips of a construction paper about one inch wide

Directions:

Creating a frame:

1. Cut the construction paper the short way starting one inch from the bottom, continuing up one inch from the top in a straight line. Do this across the entire piece of paper. It should look like this:



Weaving:

2. Take one strip of paper and weave it in and out of the paper frame. Begin by going over, under, over, and under until you reach the end.
3. Using a second strip, begin by going UNDER, over, under, over.
4. Alternate sequence with each additional strip.
5. Trim the ends as needed.



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Music/Art:

• **Making a Drum**

Materials:

Coffee Can
4 pieces of parchment paper per drum
Rubber bands
White glue
Colored tissue paper
Paint, markers, colored glue
Wooden dowel
Beads to fit ends of dowel

Directions:

1. Cut four pieces of parchment paper one inch larger in diameter than the coffee can.
2. Apply a thin layer of glue to the first sheet of paper. Repeat the glue procedure until all the parchment is glued on.
3. Center the coffee can on the glued parchment paper and glue it on. Use rubber bands to secure it while it dries.
4. Glue the colored tissue paper on the coffee can to decorate the frame.
5. Make drum sticks by gluing beads to the ends of the wooden dowels.

Cooking:

• **Kele Wele** (A Ghanaian recipe)

Materials:

small bowl, plastic knife, large bowl, large skillet, oven, napkins, plastic forks

Ingredients:

2-3 well ripened plantains (cooking bananas) 2 ½ tablespoons of olive oil, divided
1 teaspoon hot red pepper, ground (optional) 1 medium onion, finely chopped
1 thumb size piece of fresh ginger, finely chopped 3 cloves of garlic, minced
1 teaspoon salt

Directions:

1. Mix together red pepper, salt, ginger, minced garlic, and one tablespoon of oil in a small bowl
2. Peel plantains and cut on the diagonal into one half inch thick pieces.
3. Place in a large bowl and add spice mix to coat the plantains.
4. Heat the rest of the oil in a large skillet over medium heat.
5. When hot, add plantains in a single layer.
6. Sauté until brown, turn over, and repeat until plantains are cooked.
7. Eat!

Extension Activity:

- Listen to the Anansi stories on the CD *Anansi Time* (Norfolk). Compare and contrast the stories with *Anansi and the Tug o' War*.

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Name _____ Date _____

Cause and Effect

Directions: Think of names of feelings. Write a feeling in each box on the EFFECT side. Write a CAUSE for each feeling in the space provided.

Cause

Effect

Example:
My class is going on a
field trip today!



Example:
excited









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Name _____ Date _____

Comprehension

Directions: Write your answers to the questions below in complete sentences.

1. What was Anansi doing at the beginning of the story?

2. Why do you think Anansi was angry with Elephant?

3. Why does Anansi want to have a tug o' war with Elephant?

4. Why does Anansi say, "Let the games begin?"

5. How does Anansi trick Elephant?

6. Is it a clever trick? Why?

7. Do you think Anansi could really win a tug o' war with an elephant?

7. Explain why Anansi is clever.

8. What lesson does Anansi teach Elephant?

9. What is the authors' purpose for writing this story?

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A Friendly Letter

Directions: Fill in the parts of a friendly letter. On a separate sheet of paper, write a letter to Anansi telling him how you schemed or how you tricked someone. Be sure to include all the parts of a friendly letter.

Word bank:
heading
closing
signature line
greeting/name
body

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A Map of Africa

Directions: Find Ghana on the map of Africa. Color it in. Label Ghana, all the countries that touch Ghana, and the body of water on the coast of Ghana.



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Name _____ Date _____

Which is Larger?

Directions: Solve both equations. Circle the equation with the larger sum.

1. $5+8=$ _____ or $5+6+3=$ _____

2. $25+25+2=$ _____ or $50+1+0=$ _____

3. $1+5=$ _____ or $3+2=$ _____

4. $1+1+1=$ _____ or $3+1=$ _____

5. $10-5+1=$ _____ or $6+6+2=$ _____

6. $20-10+3=$ _____ or $5+5+5=$ _____

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Name _____ Date _____

Finding Larger Sums

Directions: Solve each equation. Write an equation with a larger sum than the first equation.

1. $2+3+4=$ _____ $<$

2. $15-4+2=$ _____ $<$

3. $7+7+3=$ _____ $<$

4. $3+3-1=$ _____ $<$

5. $6-1+2=$ _____ $<$

6. $7+7-2=$ _____ $<$
