

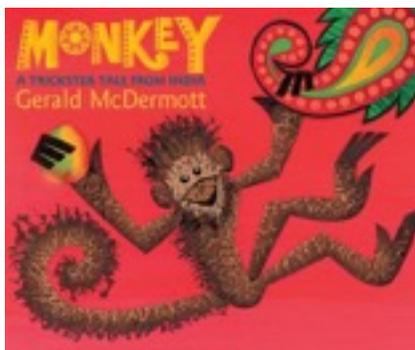
Title: Monkey, a Trickster Tale

Author: Gerald McDermott

Themes: Overcoming Obstacles; Cleverness; Folktale (Trickster Tale Characteristics)

See video of this book read aloud here: [Monkey: A Trickster Tale from India](#)

Items Needed: Globe



I. INTRODUCTION (PREP QUESTIONS)

- Explain that Monkey is another **trickster tale**, originating in India. Show students where India is on the globe and its relative location from West Africa (Zomo the Rabbit). Remind students that **folktales** are stories from all around the world that are told over and over again. Trickster tales are stories that are told over and over again but they have a main character who usually plays tricks on others in order to solve problems. Remind students to think about who is being smart, sneaky, and tricky as you read, and how other characters are being tricked.

II. INTEGRATIVE STRATEGIES

DURING READING SESSION

- P. 6 (after reading): Have students identify each character's objective (Crocodile/Monkey's heart; Monkey/mangoes). Model a think-aloud: "This is interesting because each character has something he wants. I wonder if they will both be tricksters?" (Unlike Zomo the Rabbit in which only Zomo was the trickster.) Have students discuss the significance of the Crocodile's statement and which words indicate trickery ("my friend").
- P. 7: Ask students to discuss if Monkey is being **wise**, and why or why not? (No, because Monkey is putting himself in danger because of his desire to get the mangoes.)
- P. 9: Ask students what Crocodile's plan seems to be (to drown Monkey).
- P. 12: Have students identify evidence that Monkey is now also a trickster. How does it show that Monkey is also **clever**, reminding students from Zomo the Rabbit that **clever** means smart and that someone who is clever can solve problems in a smart way.
- P.18: Have students identify trickster evidence (Crocodile's plan to disguise himself as a rock).
- P. 20: Ask students to predict what they think Monkey is doing and why?
- P. 21: Have students discuss how Monkey's plan again shows he is **clever**.
- P. 22: Ask students who is being a trickster again (Crocodile). Ask students if Monkey is being **wise**, and why or why not? (No, because he is putting himself in danger again.)
- P. 25: Discuss how Monkey shows he is again **clever** (he saved himself by throwing the mango into Crocodile's mouth; he used Crocodile to get across the river and back onto land).
- P. 28: Help students understand sharp/dull. Why did Monkey think Crocodile was **dull**?
- P. 29: Ask students whether Monkey is now **wise**, and why? (He is careful around Crocodile.)

POST READING SESSION

- How are Monkey and Zomo the Rabbit the same? (Both had tricksters who solved problems.) How were they different? (Zomo was the only trickster; both Monkey and Crocodile were tricksters.)
- Ask students which trickster they would be, and why? Which was their favorite trick of all?