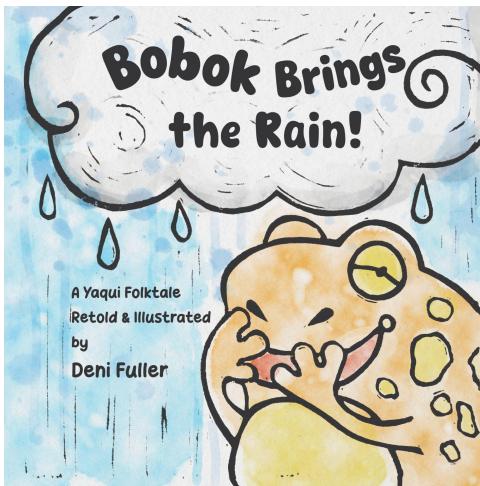


# The Journey of Bobok: A Yaqui Folktale of Bravery



## Lesson Overview

- **Target Age:** Grades K–1 (5–7 years)
- **Objective:** Students will identify the characteristics of a folktale, explore the cultural history of the Yaqui (Yoeme) people, and discuss how the character Bobok demonstrates perseverance.
- **Key Themes:** Perseverance (not giving up), Folktales (stories that explain nature), and Indigenous Heritage.

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## Materials Needed

- **The book:** *Bobok Brings the Rain!* by Deni Fuller.
- **Map:** A simple map showing the Sonoran Desert (Arizona/Mexico).
- **“Character Comparison” Chart:** A whiteboard or large paper to compare Sparrow, Swallow, and Bobok.
- **Art Supplies:** Have students draw Bobok wearing his magical bat wings. Ask them to depict wind and rain in their drawings.

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## 1. Introduction: What is a Folktale?

- **Cultural Greeting:** Open with the traditional Yaqui greeting: "*Lios em chania*" (lee-os em chah-nee-ah).
- **Defining the Genre:** Explain that a **Folktale** is a story passed down for a long time that often explains *how* or *why* things happen in nature. Ask: "*In this story, we are going to learn why the toads in the desert sing when it rains. Do you think a toad can really fly with bat wings, or is that the 'magic' of a folktale?*"
- **The Setting:** Show the Sonoran Desert on a map. Explain that for the Yaqui people, water is a precious gift because the desert is very dry.

## Habitat Map of the Sonoran Desert Toad



The Real Bobok



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## 2. The Story: Reading for Perseverance

- **The "Rule of Three":** As you read, point out that three different animals try to help the village.
  - **Sparrow:** Got scared by the "BOOM!" of the storm.
  - **Swallow:** Got dizzy from the "WHOOSH!" of the wind.
  - **Bobok:** What did Bobok do differently?
- **Critical Thinking Question:** Pause on Page 6. Bobok says, "*I'll GO! But first, I need a good night's rest.*" Ask the students: "*Why was it smart for Bobok to rest and visit a friend (Great Turtle) before starting his journey?*" \* **Interactive Soundscape:** Every time Bobok sings "Ribbit! Ribbit!" have the students join in to "call the rain" with him.

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## 3. Activity: Bobok's Brave Path (Story Mapping)

- **The Character Chart:** On the board, draw three columns. Work with the students to describe each messenger:

Sparrow	Swallow	Bobok
Fast, but easily frightened	Swift, but got lost in the wind	Can't fly and small, but <b>prepared</b> and <b>brave</b> .

- **Art/Writing Connection:** Have students draw Bobok wearing his magical bat wings. Ask them to write (or dictate) one word that describes Bobok (e.g., Brave, Helpful, Resourceful, Strong).

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## 4. Cultural & Science Connection: Why the Toad?

- **Biology Meets Myth:** Explain the real science behind the story. Sonoran Desert toads live underground to stay cool. They only come out when they hear the vibration of thunder and the feel of rain.
- **The Yaqui Legacy:** Tell the students that for hundreds of years, the Yaqui people have watched the toads come out during the "monsoon" (rainy season). Because the toads appear exactly when the water arrives, the Yaqui people see Bobok as a hero who brings life back to the desert.

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## 5. Closing: "Lios em chokoe-u"

- **Reflection:** Ask the students: "*Is there a time you felt small like Bobok, but you kept trying until you finished a hard task?*"
- **Language Guide:** Explain that in the Yaqui language, there isn't just one word for "goodbye." Instead, they use a phrase that means "Thank you" and "Goodbye" all at once.
- **Closing Greeting:** End the lesson by saying "**Lios em chokoe-u**" (lee-os em cho-ko-ay-oo). Explain to the children that this means "**May God pay you,**" a beautiful way to show that we are thankful for each other.