

8th Grade Lesson Plan 1
Comparing Brazilian and American Fables

Objectives:

The student will:

- ◆ Read a fable
- ◆ Compare and contrast a Brazilian fable to an American fable
- ◆ Identify real and make-believe within a fable
- ◆ Understand and identify a moral within a fable
- ◆ Use real and make believe within his or her own writing
- ◆ Draft an original fable

Directions:

The student will reflect upon what they consider an exciting story. The students will be asked to name their favorite fables and explain what they like about the fable.

Aesop's Fables

- ◆ Hercules and the Wagonner
- ◆ Mouse and the Lion
- ◆ The Tortoise and the Hare
- ◆ The Fly and the Honey Pot
- ◆ The Fox and the Crow
- ◆ The Farmer and His Sons
- ◆ The Ant and the Grasshopper

American Fables

- ◆ Paul Bunyan and Babe the Blue Ox
- ◆ Johnny Appleseed
- ◆ George Washington and the Cherry Tree
- ◆ Paul Bunyan's Ax and the Grand Canyon
- ◆ Calamity Jane and the Tornado
- ◆ The City Mouse and the Country Mouse

The students will discover that while magic, imagination, and fantasy make up a good story, a moral is needed to make a fable. After students understand what a fable is, the teacher will guide them through the Brazilian fable "The Party in the Sky" and the American fable "Why Coyote Stopped Imitating His Friends." As the students read, they will complete a comparison and contrast chart on the two fables. The students will then separate into groups of three or four. When in groups, the students will read their assigned fable and illustrate a cover for the fable. The students will design either the cover for a book or a page of the book. After they groups are complete, they will present their fable, illustration and moral to the class. The students will then choose a moral from the "Box of Wisdom." The students will then write their own fable in which he or she incorporates the moral.

Materials:

Paper and pencil, class set of fables: “The Party in the Sky” and “Why Coyote Stopped Imitating His Friends.” You will need markers, construction paper, white art paper, a shoe box for your “Box of Wisdom,” and some dictionaries.

Procedures:

The teacher will:

Lead discussions making students aware of how imagination, magic and fantasy make a story interesting. The teacher can ask questions such as: “Can anyone tell me what a fable is? What are some fables you have already read? What makes these stories special?” The teacher should point out that a fable is a universal form of expression and can be found worldwide. Fables are useful in understanding other cultures.

Guide students through reading “The Party in the Sky” and “Why Coyote Stopped Imitating His Friends.” Before reading, the teacher should ask students what they notice about the two stories that are alike and what is different simply by looking at them. Ensure students understand that even though the fables are from two parts of the world they have many things in common. Most importantly, the teacher should point out that the two fables share the same moral. This shows that even though two countries have different agendas and goals, they share many similar morals and values.

Help students identify magic, imagination, and fantasy within a fable. The teacher should show the students how imaginative the author had to be in order to create a fable that would represent the moral. Assemble students into groups of three or four. Pass out cooperative learning packets. Guide groups as they discover their fables. Each group will have one of the two fables. Guide groups as they illustrate the fable. The teacher will explain that students can either create a book jacket for the fable or draw pictures for the inside of the book. The students must demonstrate to the teacher that they understand the moral of the fable before illustrating the book. Encourage groups to share their illustrations with the class.

Pass out morals from “The Box of Wisdom.” Monitor students as they write their own fable using the moral they received.

Guided Practice:

- Discuss magic, imagination, fantasy, and fables.
- Identify morals within a fable.
- Complete a comparison and contrast chart for “The Party in the Sky” and “Why Coyote Stopped Imitating His Friends.”
- Have group discussion and illustrate the fable.

Independent Practice:

Student will write a well-developed fable in which he or she uses magic, imagination, and fantasy. The student will model the fables discussed in class as a guide. The student will be creative in developing a fable that captures his or her audience and shows understanding of the moral being taught. Students will volunteer to share their responses.

Closure:

Reinforce that even though countries appear to embody more differences than similarities, they often have similar principles that make up their belief systems. The teachers may point out that two people can appear very different, but when we examine both of them very closely they have similarities, too. Many people have the same customs, religion, morals, values, and beliefs. The morals that tie us together as individuals are the same morals that unite the world.

Evaluation:

The teachers will give a participation grade to students who participate in cooperative group activity. Students will receive an “A” if they are on task for the entire time, engage in insightful and meaningful discussion with class mates, and respect the thoughts and beliefs of group members.

The teacher will score independently written fable based on organization, grammar, and mechanics and ability to understand the moral being taught. The teacher will look for creativity and imagination.

Extension / Technology Option:

The students will then type his or her fable in the computer lab. The students will make the fable into a children’s book. The students will need to create a cover and illustrate each page to correspond with the text. The students will bind the pages together and display them in the classroom, library, or Language Arts Fair. The students will compile all fables to create an anthology for the classroom.

Words of Wisdom

- Brazil: When the horse is a gift, one does not check its teeth.
- Brazil: A bird in your hand is worth more than two in the sky.
- Brazil: One who has a glass roof shouldn't throw a stone at a neighbor's roof.
- Brazil: The prudent one died of old age.
- Brazil: The son of a fish is a little fish.
- Brazil: One with a mouth will arrive in Rome.
- Brazil: In a land of blind men, one who has one eye is king.
- Brazil: Short on meal, my gruel first.
- Brazil: A vulture's plague does not kill a fat horse.
- Brazil: Blacksmith's house, wooden spit.
- Brazil: God provides cold as per the blanket.
- Brazil: One taste is worth more than two pennies.
- Brazil: The more prayers, the more ghosts.
- Brazil: Too generous alms, the saints get wary.
- Brazil: One who gives to the poor lends to God.
- Brazil: God helps the one who gets up early.
- Brazil: Kernel by kernel, the chicken fills up her belly.
- Argentine: Who speaks, sows; who listens, reaps.
- Chinese: Give a man a fish, and you feed him for a day; teach a man to fish, and you feed him for a lifetime.
- Chinese: A journey of a thousand miles begins with a single step.
- Chinese: What is told in a man's ear is often heard a hundred miles away.

- Chinese: Your acquaintance must fill the empire; your close friends must be few.
- Chinese: To know the road ahead, ask those coming back.
- Dutch: When two dogs fight for a bone, a third runs away with it.
- French: When you are losing, wear a winning face.
- French: A clear conscience is a good pillow.
- German: Fortune as weak hands, for whom she lifts up she soon lets fall.
- German: For the disease of stubbornness there is no cure.
- Italian: When the ship is sunk, everyone knows how she could have been saved.
- Italian: Your enemy makes you wise.
- Jamaican: Those who can't dance say the music is no good.
- Japanese: Your goodwill toward other returns to yourself in the end.
- Japanese: There is a piece of fortune in misfortune.
- Latin: For a little spark may burst a mighty flame.
- Spanish: Give an egg to a greedy person and he'll ask for the hen.
- Yiddish: What may be done at any time will be done at no time.
- Yiddish: When a thief kisses you, count your teeth.
- Yiddish: When one must, one can.
- Yiddish: Who serves two kings deceives on of them.

From Middle English *direccioun*, from Old French *direction*, from Latin *directio* "direction, course". Equivalent to *direct* + *-ion*. (UK, US) IPA(key): /dɪˈrɛkʃən/. Rhymes: -ɛkʃən. *direction* (countable and uncountable, plural *directions*). A theoretical line (physically or mentally) followed from a point of origin or towards a destination. May be relative (e.g. up, left, outbound, dorsal), geographical (e.g. north), rotational (e.g. clockwise), or with respect to an object or location (e.g. toward Boston). *directions* - WordReference English dictionary, questions, discussion and forums. All Free. Online Language Dictionaries. English Dictionary | *directions*. English definition English synonyms English-Spanish English-French English-Italian Spanish-English French-English Italian-English Español-Français Français-Español Español-Português Português-Español Español: definición Español: sinónimos Español: gramática Català : definició more *Direction* may refer to: Relative direction, for instance left, right, forward, backwards, up, and down. Anatomical terms of location for those used in anatomy. Cardinal direction. Direction vector, a unit vector that defines a direction in multidimensional space. Direction of a subspace of a Euclidean or affine space. Directed set, in order theory. Directed graph, in graph theory. Directionality (molecular biology), the orientation of a nucleic acid. la direction générale the general management. d. [de voiture] steering. direction assistée power steering. "direction" "direction" "direction" "direction" "direction" "direction" "direction" "direction" "direction". +! Un seul des sens de direction se traduit par le mot anglais direction. * * * *direction* *f*. nom féminin. 1) (chemin) direction. se tromper de direction "to go in the wrong direction. "être or aller dans la bonne/mauvaise direction" lit, fig to be heading in the right/wrong direction. quelle direction ont-ils prise? "which way did they go? il a pris la direction du nord" he headed north. *Directions* definition: instructions for doing something or for reaching a place | Meaning, pronunciation, translations and examples. These examples have been automatically selected and may contain sensitive content. Read more! This cluster of associations leads in various directions. The Times Literary Supplement (2013). Search out new directions to fill the hole in your life. The Sun (2013). People will be scared of having to take new directions in their organisations and careers. Times, Sunday Times (2010).