

Exploring Fables/Folktales Across Cultures

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Grade Level: 8-11

Duration: 3 Class Periods (May vary depending on class size)

Subject: English 3/ Special Ed. CORE

Learning Objectives:

Students will:

- Analyze theme in a Korean fable
- Identify themes from a fable/folktale from their own culture
- Collaborate with peers to create and present an original fable, reflecting themes relevant to their lives and cultural backgrounds.

Standards:

- **CCSS.ELA-LITERACY.RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-LITERACY.RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **CCSS.ELA-LITERACY.W.9-10.3:** Write narratives to develop real or imagined experiences or events.
- **CCSS.ELA-LITERACY.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions.

Materials:

- Korean fable text
(http://www.sejongsociety.org/korean_theme/korean_folk_tales/green_frog.html)

- Analysis questions
- Access to internet to research folktales/fables from various cultures

Daily Lessons:

Day 1: Introduce Folktales, Fables, and Themes

- **Do-Now Discussion:** Define what makes a story a “folktale” or a “fable” and list any they have heard of before. Discuss the different elements of folktales.

*** Students may jot down the following elements into a Venn Diagram:

Folktales:

- *Have cultural origins and are passed down through generations.*
- *Often shared orally, reflecting the values and beliefs of a specific community.*
- *Can involve humans, animals, mythical beings, or supernatural elements.*
- *Teach general values, lessons, and sometimes entertain without an explicit moral.*
- *More broad in scope*
- *They are flexible and can change over time, depending on who tells the story.*

Fables:

- *Anthropomorphic: Short and simple stories, often involving talking animals or inanimate objects.*
- *Always have a clear moral or lesson at the end, usually stated outright.*
- *Primarily didactic, aimed at teaching ethical or practical lessons.*
- *The structure is more fixed and doesn't change as much across different versions.*
- *Popularized by specific authors, like Aesop, whose name is closely linked with fables.*

Shared Traits:

- *Both are forms of storytelling passed down through generations.*
- *They often involve animals or non-human characters to convey messages.*
- *Both folktales and fables are meant to teach lessons or values, though fables are more direct in their moral approach.*

➤ *Both can be enjoyed by people of all ages, though often aimed at educating younger audiences.*

- Define “theme” and generate examples.
- Read the Korean fable “The Green Frogs,” pausing at points for class discussion.
- Students will meet with a partner to answer comprehension questions and analyze the theme of this folktale. They will identify key parts in the text that reflect this theme and how the moral ties into the overall message the author wanted to get across.
- **Ending Discussion:** Partners will share their conversations and findings with the larger group. What themes and messages were found throughout this folktale? What value from Korean culture do they believe is exemplified in this text?

**** Homework:** Have students find a fable or folktale from their own culture. They should select one that reflects a clear theme or moral.

Day 2: Explore Fables/Folktales across Cultures and Creating Original Folktales

- **Do Now- Group Sharing:** Students will each share the fable/folktale they found from their own culture, briefly summarizing the plot and theme.
- As a class, discuss similarities and differences in themes across cultures and how they reflect cultural values. Are there any universal messages that can be found?
- **Brainstorm:** Divide students into groups of 3. The groups will brainstorm ideas for an original fable or folktale. They should first choose a moral lesson relevant to their own lives and discuss how they can illustrate that theme using the elements of fables/folktales that they have learned.
- **Fable Writing:** Students will write up a draft of their original fable being sure to include all necessary elements and their chosen theme.
 - They should use their Venn Diagram as a checklist to ensure they included all necessary elements.

Day 3: Presentations

- Each group will present their fables to the class, including a visual of what their cover page would look like.
- Their classmates will have an analytical discussion and try to identify the theme presented in their fable before the presenters further clarify their theme or moral.
 - They should jot down the theme they identified with at least two examples of textual evidence that illustrates this theme.
- **Discuss:** Discuss how the different themes presented in the students' original fables reflect their own values, perspectives, and cultural influences.

Assessment

Students will be assessed on the following:

- Completion of Venn Diagram
- Participation in group discussion
- Comprehension question check
- Fable brought in from their own culture
- Their original fable/presentation (see rubric below)
- Exit ticket: Students will hand in the notes they jot down during their classmates' presentations

Short Answer Questions

Question #1 *How does the text illustrate the transformative power of remorse?*

Question #2 *What is the significance of the green frogs' ingrained habit of disobedience in the story?*

Question #3 *How does the author use the green frogs' actions to emphasize the importance of parental guidance?*

Open Ended Questions

Question #1

The Green Frogs' story emphasizes the consequences of unchecked defiance. Reflect on a time when you or someone you know faced similar consequences for their actions. How did this experience shape your understanding of responsibility and respect?

The frogs' journey from disobedience to obedience is driven by their mother's death. Consider a time when you experienced a significant loss or change that prompted you to re-evaluate your behavior or priorities. How did this event influence your own growth and understanding of life?

Question #3

The folktale highlights the enduring impact of parental guidance. Reflect on the role of your own parents or mentors in shaping your values and beliefs. How have their teachings influenced your choices and actions today?

Original Fable/Folktale and Presentation Rubric

Criteria	4- Excellent	3- Proficient	2- Approaching	1- Needs Improvement
Theme and Moral	Story conveys a clear and insightful moral or lesson.	Moral or lesson is clear but may lack depth.	Moral is somewhat unclear or inconsistent.	Moral is unclear or absent.
Plot Structure	Strong, well-developed plot with a distinct beginning, middle, and end.	Plot has a clear structure but may lack some development.	Plot structure is weak with unclear transitions.	The story lacks a clear structure, with little to no coherent plot development.
Characterization	Characters are well-developed, and their actions and traits effectively convey the moral.	Characters are developed and mostly align with the moral, though they may lack depth.	Characters are present, but their development may be minimal or inconsistent with the moral.	Characters are poorly developed or do not connect to the moral at all.
Connection to Cultural Traditions	Story reflects cultural values, traditions, or themes from a specific culture.	Cultural connection is present but somewhat superficial.	Cultural connection is weak or unclear.	No clear connection to any culture.
Presentation	Presentation is well-organized, clear, and easy to follow.	Presentation is organized but may have some unclear points.	Presentation is somewhat disorganized or unclear.	Presentation is unclear and difficult to follow.