Level and Subject Area:
- 8th grade
- Language Arts

Length of Lesson:
- 4 days (if classes are 40 minutes in length)

Objectives:
- Students will be able to recognize the elements of a fable
- Students will write an original fable story
- Students will be able to make cross-cultural connections with morals and concepts

Ohio Content Standards:
- RP.8.1 – Apply reading comprehension strategies, including making predictions, comparing and contrasting, and making inferences and drawing conclusions
- WP.8.1 – Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas
- WP.8.5 – Use organizational strategies (notes and outlines) to plan writing.
- WP.8.9 – Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
- WP.8.10 – Use available technology to compose text.
- V.8.4 – Discuss the function of figurative language, including metaphors, similes and idioms.
- IT.8.7 – Explain the development of key points.

Materials:
- “The Land of the Dragon King” by Gillian McClure
- Overhead projector/marker or chalkboard/chalk
- Pencil/paper
- White paper
- Colored pencils

Day 1:
- Ask students if they know any famous fables. Write student ideas on chalkboard.
- Discuss the elements of a fable.
  - Usually animal characters with human qualities, wise or foolish story, a moral.
  - Beginning: setting, characters in situation
  - Middle: explanation of what the problem is and how characters attempt to solve problem.
• **End:** moral or lesson to be learned from story.

- Read a few fables from the children's book, “The Land of the Dragon King” by Gillian McClure
- After each reading discuss the elements of the fable.
- Before writing student fables, discuss morals. Discuss some common sayings and why they are used.
- Finally discuss homework where the students will be working with morals or a problem. For example:

  **The problem: HOMEWORK**

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough time</td>
<td>Not on task</td>
</tr>
<tr>
<td>Don’t understand</td>
<td>Afraid to ask questions</td>
</tr>
<tr>
<td>Wrong lesson</td>
<td>Not on task</td>
</tr>
</tbody>
</table>

- Students will need to have a moral they would like to use for their original fable.

**Day 2:**

- Students will share their moral that they will be using for their original fable.
- Once all the students have shared their morals, review personification, similes, metaphors, and adjectives to help create a vivid fable.
- Finally, students will begin creating their own original fables. Students will follow the elements of a fable to guide their writing.
- Students will need to finish their rough draft fable for homework.

**Day 3:**

- Students will take 5-10 minutes to pair up and edit each others fables.
- Once students have completed the editing process, hand out a white sheet of paper for each student where they will create an illustration from a selected scene from their original fable.
- The illustrations will be completed with colored pencils.
- Students will complete their illustrations and type their original fable for homework.

**Day 4:**

- Students will share/present their fables and illustrations with the class.

**References:**


<http://ericir.syr.edu/Virual/Lessons/Interdisciplinary/INT0020.html>