

## Fables vs. Legends - Compare/Contrast

**Grade Levels:** 2-5th Grades\*

*\*may be used up to Grade 8*

**Subject:** Reading

### Oklahoma Academic Standards | English Language Arts

2.2.R.2, 3.2.R.2, 4.2.R.2, 5.2.R.2 Students will begin to compare and contrast details (*e.g., plots or events, settings, and characters*) to discriminate genres.

### Lesson Summary

Students Compare and Contrast Aesop’s Fable - “The Lion and the Mouse” and the Native American Legend - “The Story of Jumping Mouse” by John Steptoe. Students complete a graphic organizer comparing and contrasting both stories. Students will also discuss how a fable is different than a legend. Students will also explore positive insights from both stories and how what they learned can be used in everyday life.

*Disclaimer: The contents of the Muscogee (Creek) Nation Teacher Fellowship, Lesson Plan Project were developed under grant PR Number S415A150008 awarded by The U. S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education and should not be assumed to be endorsed by the Federal Government. Additionally, recognizing the complex history of The Muscogee (Creek) Nation, State Tribal Education Partnerships (STEP) and Cultural Education Resource Council (CERC) made the determination to use the information herein. The lesson plans can be used to educate students and teachers about Muscogee people and history as they relate to the current Oklahoma Academic Standards. The information chosen is not to diminish other aspects of our history or notable people, nor does it imply the information within the lesson plan is the primary source of knowledge. However, it means that a consensus on what to be represented and that the compilation of The Muscogee (Creek) Nation Teacher Fellowship Lesson Plans was a CERC committee decision. We are confident as we continue to cultivate and scaffold our tribal educational resources, the lesson plans will develop into a more comprehensive tool to be used in support of the Muscogee studies public school curriculum.*



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#### ENGAGEMENT/HOOK

- Describe how the teacher will capture students' interest.
- What kind of questions should the student ask themselves after the engagement?

#### Activity: Lean Walk

**At a Glance:** Two people lean on each other's shoulders as they walk on a journey.

**Time:** 5-10 minutes

**What To Do:** Ask students to find a partner. Ask for a student volunteer to partner with the teacher to demonstrate the activity to the class. Ask the student volunteer to stand to one your side and lean in on your shoulder, as you do the same to them. Looking from the front or back, the two of you should look a bit like an upside-down V. The objective is to walk together towards a point (choose a point in the room to walk towards) leaning all the way. Encourage partners to test how far they can lean (move their feet further away from the center) as they walk, while still retaining a solid, comfortable stance. The teacher should warn students about the dangers of pushing past reasonable boundaries. Students should swap sides so that they lean on the other shoulder.

#### Questions for Discussion:

What did it feel like to lean in, and trust others to do the same?

What did it take individually to 'let go' and trust your partners?

What happened when one person leaned or 'trusted' more than the other?

What did it feel like when your partnership achieved equilibrium?

How might these principles be applied to our own lives/communities?

#### EXPLANATION (Teacher models)

- Student explanations should precede the introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.

**Lesson:** Compare and Contrast Aesop's Fable "The Lion and the Mouse" and the Native American Legend "The Story of Jumping Mouse" by John Steptoe

Background Knowledge

Vocabulary (write on the board):

**Fable-** a short story, usually with animals as characters, conveying a moral.

**Legend-** a narrative - often handed down from the past—that is used to explain an event, transmit a lesson, or simply entertain an audience. Though customarily told as "true" stories, legends often contain supernatural, bizarre, or highly improbable elements.

**Say:** Today you're going to compare a fable and a legend. Many students have heard or read Aesop's Fable, "The Lion and the Mouse". Ask for a raise of hands, who has and hasn't. If needed, listen to "The Lion and the Mouse Read Aloud" by following this link:

<https://www.youtube.com/watch?v=FAMODolNSFY>

## ELABORATION

- *Describe how students will develop a more sophisticated understanding of the concept.*
- *What vocabulary will be introduced and how will it connect to students' observations?*
- *How is this knowledge applied in our daily lives?*

**Do:** Quickwrite. Students will need paper and pencil. The whole group- ask and answer questions 1-4 and have them write answers. Then give students a few minutes to answer 5 on their own. Have them keep on their desk to help them complete a graphic organizer later.

1. How did the lion forgive the mouse?
2. Do you think the lion believed that letting the mouse go would prove helpful to him later?
3. How did the mouse return the favor and help the lion?
4. What was the moral of the story?
5. How can you put this moral into action to help people in your life?  
Community? In the world?

**Read:** The Native American Legend, "The Story of Jumping Mouse" from the MCN Educational Trunk.

**Do:** Quickwrite. Using the same sheet you used earlier, answer questions 1-4 as a whole group, then 5 on their own. This sheet will be needed for the end of the lesson.

1. Where did mouse want to go?
2. Did the mouse need help to get there?
3. How did mouse show he was thankful for his gift?
4. Was the mouse rewarded for his kindness?
5. How can you put this lesson into action to help people in your life?  
Community? In the world?

## EXPLORATION

### (Guided/Independent Practice)

- *Describe what hands-on/minds-on activities students will be doing.*
- *List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration.*

### Compare/Contrast Using a Graphic Organizer

Have students complete a graphic organizer comparing and contrasting both stories. Feel free to choose a graphic organizer that is best used at your grade level. You can do this as a group, or students who are familiar with this concept can compete on their own, and you can review it as a class later. Use your discretion.

### Guiding Questions for Compare/Contrast:

- How are the elements of the genres similar/different?
- How was the setting similar/different?
- How were the characters similar/different?
  - How did the characters respond to challenges?
  - How did the character (the mouse) feel?
  - How was the character (the mouse) treated by others?
- What was the conflict in the story?
- How was the problem solved?
- How were the endings similar and different?
- Which story do you prefer and why?

**CLOSURE/EVALUATION  
(Pre/Post-Formal/Informal  
Assessments)**

- *How will students demonstrate that they have achieved the lesson objective? How will you know they met the objective/learned the lesson?*
- *This should be embedded throughout the lesson as well as at the end of the lesson.*

**Discuss:** What was moral to Aesop’s Fable “The Lion and the Mouse” and the lesson learned from the Native American Legend “The Story of Jumping Mouse”. Talk about how a fable is different from a legend. Also touch on the fact that we are learning something positive from both, and how we can take what we’ve learned from these stories and use it in our everyday lives.

**Materials Needed:**

1. Computer/Smartboard to watch “The Lion and the Mouse” -OR- the book “The Lion and the Mouse” from your library
2. “The Story of Jumping Mouse” from the MCN Educational Trunk
  - Paper
  - Pencil
  - Graphic Organizer of your choice

**Lean Walk Activity Source:**

<https://www.dukeofedvic.org.au/news/award-opportunities/more-than-just-fun-classroom-activities-to-promote-helping-others/>