

## Unit 7 Lesson 1: Fables and Personification

### **Student Objectives:**

- Understand new vocabulary words and use them correctly.
- Identify elements of fables

### **Worldview Integration:**

God reveals his thoughts in written form specifically in Scripture.

### **Materials:**

- Reading journal/writer's notebook
- Classroom notebook
- Unlined paper
- Colored crayons, pencils, and/or markers
- Writing utensil
- *Anthology of African Stories*

### **Introduction:**

Today students will be exposed to the elements of a fable. One of those elements is the personification of animals. Students will review the term *personification* and express the idea in written form.

In Unit 7 students will be learning about fables, folklore, and proverbs. While examples of each will be provided, the use of local, regional, and/or national fables and folklore is important and highly encouraged.

The fables used as examples in this unit are translations of the world's best known compiler of fables, Aesop, a legendary Greek who lived about 600 years before Christ. Even if no real Aesop ever existed, the fables used in the unit are attributed to him.

### ***Vocabulary:***

**fable** – a short narrative that teaches a moral (a lesson about the consequences of good actions and bad), typically with animal characters

**personification** – giving human characteristics to something not human

### **Methods:**

#### **Reading Journal**

Instructor may also choose to have students continue to respond to the text as they did in Unit 1 Lesson 1. *A Girl of Two Worlds* lacks many of the figurative language elements found in other books read this year. However, because of the great potential for students to relate to it, they should record phrases or paraphrase sections that describe experiences common, or connectable, to their own lives, explaining how.

**Journal Writing (about 10 minutes)**

- Read the following quotation or write it on the board, and have students respond to the question in three to five sentences, It is found in the chapter entitled “How Her First World Began,” p. 22, paragraph 1:

“And so little Nosim, far off in her first world, started learning the lesson that all the wise of the world must learn: that only sorrow and trouble follow on disobeying the words of Great Enkai.”

**Note:** Before students respond be sure they distinguish the Maasai’s belief in the god Enkai and the Christian belief in the one true God. However, because all truth is God’s truth, students may understand and appreciate as true the idea that “only sorrow and trouble follow on disobeying the words” of God.

Do you agree that when you disobey God, only sadness follows? Explain your answer with examples from your own life.

- In your discussion with the students, have them share their responses if willing to relate personal experiences. Jesus says in John 14:15, “If you love me, you will keep my commandments.” Many biblical stories demonstrate the consequences of sinful behavior. Adam and Eve, Cain and Abel, and Jacob and Esau are a few. It should be made clear, also, that Christians serve a loving God, one full of grace and mercy. While disobedience causes sadness, and often trouble, believers can go to the Father and ask for forgiveness.

**Spelling/Vocabulary (about 30 minutes)**

- Vocabulary Words:

- |                |                  |                |
|----------------|------------------|----------------|
| 1. abroad      | 6. cordial       | 11. genuine    |
| 2. anguish     | 7. dissent       | 12. hoax       |
| 3. commence    | 8. earnest       | 13. manipulate |
| 4. commend     | 9. elicit        | 14. recount    |
| 5. controversy | 10. exhilaration | 15. skeptic    |

- In classroom notebooks students should write each word and its part of speech (POS). The students should use dictionaries to define each word. Students should also identify synonyms and antonyms for each word, keeping in mind that not all words have an antonym. Then have students write their own sentences using each word correctly. Have students complete the assignment using the following graphic organizer:

Word (POS)	Definition	Synonym	Antonym	Sentence
abroad (adv.)	away from one’s own country	overseas; in a foreign land	home	Efe cannot wait until she grows older and can travel abroad.

**Teacher Note:** At this point in the year, the instructor may want to look back at the different techniques and strategies used to teach vocabulary and choose one that works best for her students. Which strategy afforded the greatest comprehension? The teacher should feel free to make adjustments as she feels necessary.

- Some words are genuine homophones, such as *red* and *read*. Others can seem to be, until they are pronounced carefully. For example, lazy pronunciations of *elicit* (which means *to draw out*) and *illicit* (which means *unlawful*) make them sound the same, though their initial vowels should sound different: /eeLISSit/ and /ihLISSit/.

### **Reading/Literature (about 35 minutes)**

- Begin today's lesson by having students review in their classroom notebooks the definition of personification from Unit 2 Lesson 11. *Personification* is giving human characteristics to something nonhuman. Ask students for examples.
  - The leaves on the trees danced in the wind. [Dancing is a human activity.]
  - The old lorry coughed and sputtered, as it ran out gas. [Coughing is a human activity.]
- Instruct students to create a vivid and descriptive sentence using personification. Then have them write it on a piece of unlined paper. Once they have written it, tell them to illustrate their example. Hang student posters once complete. This exercise should take 10-15 minutes.
- Tell students to take out their classroom notebooks, in which they should label a clean page "Fable." Tell students they will be reading several fables in the next lesson, but they will need to understand a few fable elements before they do. Have students write the following in their notebooks:

#### **Elements of a Fable**

- short story that teaches a moral, that is a good to be practiced or an evil to be avoided
  - two, or occasionally three, characters – usually animals who behave as their real nature would suggest (e.g., a sly fox; a slow turtle; a thieving marabou stork)
  - animals' name capitalized (e.g., Fox; Turtle; Stork)
  - plain dialogue and simple narration.
- At this point in the lesson, the instructor could read to the students a few familiar fables. Refer to the previous grades reading lists for sources of fables, the school library may have collections of fables, the Anthology of African stories (that demonstrate the characteristic of a fable), or the fables included in the next lesson for sources of fables to read.

### **Assessment:**

- Formal assessment of student comprehension of personification
- Informal assessment of student understanding of fable elements through class discussion

### **Extensions:**

In Unit 7 students will be studying fables, folktales, and parables, all of which arise from oral tradition. Perhaps, a local storyteller could come to class and share stories that are part of students' heritage. It would be a wonderful connection to the unit. Afterward, students could give a short written response to the experience. Students could also practice letter writing skills

by sending the storyteller a letter of appreciation.

*Helpful, though not strictly required:*

**Modifications:**

Number of sentences expected in student journals can be modified based upon student ability.