

4: The Coin and the Fable

Based on the Alaska quarter reverse



OBJECTIVE

Students will identify and apply the elements of fables, including the personification of animals, use of morals, and oral tradition.



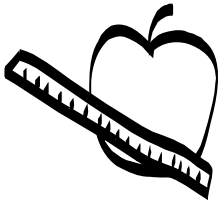
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
 - “Alaska Quarter Reverse” page
 - “The Fable and the Rubric” worksheet
- Copies of the following:
 - “Fabled Chart” worksheet
 - “The Fable and the Organization” worksheet
 - “The Fable and the Rubric” worksheet
- 1 class map of the United States
- 1 copy of a text that contains fables. For example:
 - *Aesop’s Fables* illustrated by Fulvio Testa
 - *Animal Fables from Aesop* adapted by Barbara McClintock
 - *Multicultural Fables and Fairy Tales* by Tara McCarthy
- Chart paper
- Pictures of Alaska



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Alaska Quarter Reverse” page
 - “The Fable and the Rubric” worksheet
- Make copies of each of the following:
 - “The Fable and the Rubric” worksheet (1 per student)
 - “Fabled Chart” worksheet (1 per student)
 - “The Fable and the Organization” worksheet (1 per student)
- Gather texts that contain fables (see examples under “Materials”).
- Gather pictures of Alaska



The Coin and the Fable



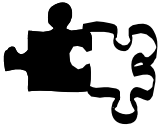
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Four 45- to 60-minute sessions



CONNECTIONS

- Science
- Language Arts



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Fable
- Moral
- Personification
- One dimensional



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

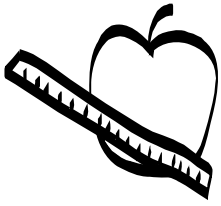
- The writing process
- Story elements
- Character traits



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Alaska Quarter Reverse” page. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front of a coin. Locate Alaska on a classroom map. Note its position in relation to your school’s location.

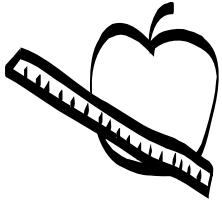


The Coin and the Fable

2. With the students, examine the Alaska quarter design. Have the students identify the images and the writing included in this design. Focus specifically on the grizzly bear and the salmon.
3. Draw a picture of a bear and a fish on a sheet of chart paper. Using the pictures as the center for two webs, have the students list characteristics of the two animals.
4. Ask the students if they have ever read or heard a fable. Record examples of fables they have heard on chart paper. Explain that fables were originally told orally and were used to teach people morals or lessons. The fables would be repeated often. Eventually fables were written down.
5. Introduce the selected text. Explain to the students that fables are a special kind of story. In fables, the characters are usually animals that act and talk like people. Discuss the term “personification” (animals or objects that act like people or exhibit human characteristics) and record the definition on chart paper. Ask the students for examples of personification they see on television, in movies, or in other literature.
6. Explain that a fable teaches a moral or lesson about people and the way they should or should not behave. The moral is illustrated by what happens in the story.
7. Distribute the “Fabled Chart” worksheet. Read several (at least four) fables to the class. During each reading, have the students fill in the chart for that fable. After reading each fable, have the students list characteristics of each animal in the fable on the chart paper. Have the students work in pairs and discuss the moral with each other after each fable. Then have the students share their ideas about the moral and the rest of the chart with the class.
8. Ask the students to identify the elements of a story (characters, setting, and plot). Explain to the students that fables have the same elements as other stories with the addition of the moral. Explain that the characters in a fable are not as well developed as in other stories. The characters in a fable are more one-dimensional (for example, greedy or lazy). The animals used in the fable are usually chosen because they seem to represent a certain human trait (for example, the fox is usually sly, the lion is bold or courageous, the mouse is meek, the wolf is greedy or mean).

Session 2 and 3

1. Review fables and the parts of a fable from the previous lesson using the worksheets from the previous day. Review the meanings of “personification” and “moral.” Explain to the students that they will be using the writing process to write their own original fable. They will then be presenting their story in the oral tradition, by telling their story to the class.
2. Distribute the “The Fable and the Organization” worksheet. Refer back to the “Fabled Chart” worksheet and remind the students that what happens in the story



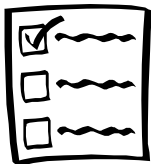
The Coin and the Fable

reveals the moral, so they need to make the sequence of events clear to the reader or listener. Remind the students that the characters in a story are usually animals and are usually one-dimensional.

3. Display the transparency of the “The Fable and the Rubric” worksheet and discuss it with the students.
4. Display the transparency or photocopy of the “Alaska Quarter Reverse” page. Review the two animals on the coin. Explain to the students that their fable will be about a grizzly bear and a salmon. They may add other animals if necessary to tell their story. The setting will be Alaska. Ask students what they know about Alaska and write their ideas on a web on the board. Show the pictures of Alaska to generate more ideas to add to the web.
5. Write some examples of morals on the board and discuss the meaning of each one with the students. Some examples are
 - Haste makes waste.
 - Pride can lead to a downfall.
 - Pick on someone your own size.
 - You can’t judge a book by its cover.
6. Ask the students for examples of other morals and add them to the list. Explain to the students that it is usually easier to think of the moral you want to use first and then to work on your story.
7. Allow students time to write their fables using the writing process.

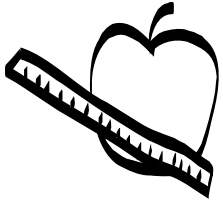
Session 4

1. Review fables and their oral tradition from the first session. Distribute the “The Fable and the Rubric” worksheet.
2. Have the students present their fables orally without stating the morals. After the student reads his or her fable, have the other students in the class guess the moral of the fable. When students are finished presenting, have them fill out the rubric. Collect the rubrics.
3. Bind the student fables together into a class book.



ASSESSMENT

Use the “The Fable and the Rubric” to evaluate whether the students have met the lesson objectives.

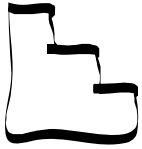


The Coin and the Fable



ENRICHMENTS/EXTENSIONS

- Have the students act out their fables.
- Have the students illustrate their fables.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to use illustrations when they read their fables orally.
- Allow students to record or videotape themselves reading their fables.



CONNECTION TO [WWW.USMINT.GOV/KIDS](http://www.usmint.gov/kids)

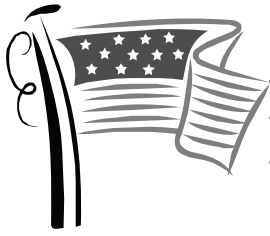
Have students learn more about writing a tall tale by using “A Fish Tale” lesson plan at <http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/0406.pdf>.

Name _____

Fabled Chart



TITLE OF FABLE	CHARACTERS AND TRAITS	SETTING	EVENTS	MORAL

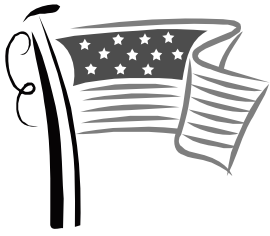


Name _____

The Fable and the Organization

Directions: Use this chart to help you plan your writing.
You may want to start with your moral.

Title of Fable	
Characters and traits	Brown bear Salmon
Setting	Alaska
Events	1. 2. 3. 4. 5.
Moral	



Name _____

The Fable and the Rubric

CATEGORY	4	3	2	1	SELF	TEACHER
Writing Process (prewriting, drafting, reviewing, and editing)	Student devoted a lot of time and effort.	Student devoted sufficient time and effort.	Student devoted some time and effort but was not very thorough.	Student devoted little time and effort.		
Focus on Moral	The entire fable is related to the moral and clearly illustrates it.	Most of the fable is related to the moral.	The fable relates to the moral, but does not illustrate it well.	The fable has little to do with the moral.		
Organization	The story is very well organized. Scenes have a logical sequence and clear transitions.	The story is well organized, but transitions are not always clear or used.	The story sometimes is hard to follow. Transitions are sometimes not clear.	The story is not well-organized or lacks transitions.		
Spelling and Punctuation	No spelling or punctuation errors. Invented character and place names are spelled consistently.	One spelling or punctuation error or inconsistent spelling of invented names.	A few spelling and punctuation errors or inconsistency in spelling of invented names.	More than 3 spelling and punctuation errors or name spelling inconsistencies.		
Creativity	Many creative details. Excellent use of imagination.	Some creative details. Good use of imagination.	A few creative details. Some use of imagination.	Details not creative or relevant or present. Little imagination used.		
Characters	Main characters are named and are one-dimensional.	Main characters are named and are mostly one-dimensional.	Main characters are mostly named but behave inconsistently.	Main characters are not named or do not behave consistently or purposefully.		
Requirements	All of the written requirements were met.	Almost all of the written requirements were met.	Most of the written requirements were met.	Few written requirements were met.		
TOTALS	28	21	14	7		

TEACHER COMMENTS



Alaska Quarter Reverse

