

Korean Lesson Plan
Korean Fables/Folktales
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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

WHAT	WHY
○ Not enough time	Not on task
○ Don't understand	Afraid to ask questions
○ Wrong lesson	Not on task
- 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:

"Fable Writing – Interdisciplinary Approach to Social Science." May 1994.
 Columbia Education
 Center. 10 June 2008
 <<http://ericir.syr.edu/Virtual/Lessons/Interdisciplinary/INT0020.html>>