

# Don't Judge a Book By Its Cover

## Teaching Proverbs with Primary Sources

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| <b>Subject/Course</b>                                       | ELA  |
| <b>Topic</b>  | Reading: Literature<br>Language  |
| <b>Grade Level</b>  | Upper Elementary, Middle School  |
| <b>Related curriculum frameworks/ grade-level standards</b> | <p><b><u>CCSS.ELA-LITERACY.RL.3.2</u></b></p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b><u>CCSS.ELA-LITERACY.L.4.5</u></b></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b><u>CCSS.ELA-LITERACY.L.4.5.B</u></b></p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b><u>CCSS.ELA-LITERACY.W.4.3</u></b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b><u>CCSS.ELA-LITERACY.W.4.4</u></b></p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> |

**Lesson objectives and goals:**

Students will be able to recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning.

Students will create stories or fables including a proverb.

I Can Statements:

- I can recount/retell (put in my own words) stories
- I can retell a fable or folktale and explain the lesson in the story
- I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style
- I can use specific words or phrases and sensory details to describe experiences and events in narrative writing
- I can write a logical conclusion when writing a narrative piece
- I can recognize when an author is using idioms, adages, and proverbs and determined his/her intended meaning

#### **AAS primary source material(s) used:**

A Ride on a Hog

[A Ride on a Hog | American Antiquarian Society](#)

Jokes for the Million

[Jokes for the Million | American Antiquarian Society](#)

#### **Lesson materials and other non-AAS resources included in plan:**

Aesop's or other culturally-diverse fables, myths, or folktales.

[Aesop's Fables Interactive Book](#): Ebook of Aesop's fables, adapted from the 1919 *The Aesop for Children with Pictures* by Milo Winter.

<https://www.loc.gov/static/collections/childrens-book-selections/articles-and-essays/aesop/index.html>

Library of Congress Primary Source Analysis Tool (analyzing books and other texts) with probing questions

[Analyzing Books and Other Printed Texts | Teacher Resources - Library of Congress](#)

Library of Congress Primary Source Analysis Tool (blank form)

[Primary Source Analysis Tool](#)

Venn diagram

## Lesson procedure/ summary of tasks:

This lesson would be presented at the conclusion of a unit on Aesop or other culturally-diverse fables, myths, and/or folklore. During the unit, create a class chart of proverbs.

### Bellringer:

- Students will turn and talk to their elbow partners about their favorite fable. Why was it their favorite? What did you learn from the fable? Allow time for each partner to share.
- Ask for a few volunteers to share with the class.

### Steps:

- Students will read *A Ride on a Hog*.
- Create a class chart, asking students what they observe, reflect, and question. Use the probing questions listed on the Library of Congress Primary Analysis Tool as a guide
- Observe: Describe anything you see on the pages besides the story, such as images or descriptions. Describe anything about this text that looks strange or unfamiliar. What other details can you see?
- Reflect: What was the purpose of this text? Who created it? Who do you think was the intended audience? What tools and materials were used to create it? If someone created this today, what would be different?
- Question: What do you wonder about...Who? What? When? Where? Why? How?

### Student Activity:

- Students will create small books to use for their stories
- Students will write and illustrate an original story, in a small book format, that includes a proverb
- Students will share their finished stories with another class (ex. First-grade “buddies”)

### Assessment:

- Evaluate student writing using a district-approved rubric

### Extension:

- Students will read *Jokes for the Million*
- Complete a class chart with students observations, reflections, and questions
- With a partner, students will compare and contrast *A Ride on a Hog* and *Jokes for the Million*, completing a Venn diagram
- How are the proverbs similar? Different?
- Students will create and illustrate original proverbs using *Jokes for the Million* as inspiration

