

Developed by Samantha Kopp

Grade Level: 6th

Topic: Theme

Essential Question: What can we learn about culture from the literature we read?

Standards:

Reading: Literature

RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Learning Objectives: Students will be able to...

Identify the characters, setting, problem, events & solution within a story.

Summarize a folktale.

Relate story parts and themes to what they know about Korean culture.

Compare and contrast story elements and themes of versions of the same story.

Explain the theme portrayed through a given story.

Evaluate whether the themes in both Cinderella stories are the same and evaluate whether this is due to similar cultural values.

Assessment: See [Appendix D](#)

Materials: Anchor Chart (See [Appendix A](#)), Story maps (3 per students)

*You may use the story maps attached ([Appendix B](#)). If your district uses the Project Read curriculum, I suggest you use the Intermediate Story Puzzle.), central theme writing paper, Venn-diagram, [Cinderella](#) by Paul Galdone, [Kongji & Patji](#) by Claire Lee (See the book cover in [Appendix C](#)), computers with stories from the following site or print-outs of these stories <http://park.org/Korea/Pavilions/PublicPavilions/KoreaImage/hangul/litera/>

Assessment rubric ([Appendix D](#))

Student Prior Knowledge Needed: Prior to this lesson, the students have read Cinderella by Paul Galdone. Depending on time, this can be done as a whole class read aloud or students can read the story in small groups. As a class, chart the characters, setting, problem, events, solution and message using a story map. (If you feel that your students already have enough background knowledge of Cinderella from past experiences viewing the movie or reading the book, you may choose to just chart the story elements without reading the book/having the students read it in groups.)

Time	Lesson Sequence
5 minutes	<p>Engage (Warm-Up Activity): Have students close their eyes and think about a time they have experienced different cultures from their own. Have students think about music, food, language, fashion and social customs. Discuss the importance of respecting the cultural values of others, even though they may be different from your own (See Appendix A). Have students turn to a partner and share the different cultural experiences they have had.</p>
	<p>Main Activity:</p> <ol style="list-style-type: none"> 1. Review the story maps for Cinderella from the previous day. 2. Introduce the Korean version of Cinderella, Kongji and Patji, and tell students that while we read we are going to focus on how the story elements of both books are similar and different. Ask students to think about how these similarities and differences may be influenced by culture. 3. While reading, stop to have students' fill-in the story elements. 4. Compare both stories using the maps by creating a Venn-diagram. 5. Discuss how the differences & similarities are influenced by culture. 6. Model: It is said that the setting of the story is based on the real life village of Dunsan. The turtle that blocks the hole in the pot is related to Dunsan's turtle rock. These are elements that form differences between the two stories. 7. Scaffold: Ask students the following questions: What type of work is Kongji forced to do? What type of work is Cinderella forced to do? How would you describe Cinderella? How would you describe Kongji? Who searched for Cinderella? Who searched for Kongji? Do both main characters get rewarded in the end? 8. Discuss the common themes in both versions: Kindness triumphs over evil.

<p>20 minutes (Can be completed the following day.)</p>	<p>Follow-Up Activity:</p> <ol style="list-style-type: none"> 1. Students break-up into groups of 2-3. 2. Using the below site, students can be given or can choose as a group, a Korean Folktale they would like to read. (Have students choose from or assign either <i>The Rabbit's Judgment</i>, <i>The Three Questions</i> & <i>The Goblin's Club</i>. Students read the folktale together. Students chart the story elements and determine the theme within the story. http://park.org/Korea/Pavilions/PublicPavilions/Korealmage/hangul/litera/
<p>10 minutes</p>	<p>Review: Students will orally summarize the stories they read using their story map and explain the central theme. Groups of students that read the same story will compare the themes that they came up with to see if they match. Discuss how there may be more than one theme or prevent misconceptions of the central theme.</p> <p><i>Sample responses of themes for each story:</i> <i>The Rabbit's Judgment:</i> Be kind and helpful to others. Do not make a promise you cannot keep. <i>The Three Questions:</i> Be generous; do not be greedy. Sometimes you have to experience hardships before things become better.</p> <p><i>The Goblin's Club:</i> Greed will not get you what you want. People that are considerate/share with others will be rewarded.</p> <p><i>Assessment:</i> Teacher observation during read-aloud. Student work samples: Story maps for each story & writing of the central theme of the story read in groups (Use the rubric in Appendix D). Presentation: Summary of the folktale read within groups</p>
<p>3-5 minutes</p>	<p>Closure: What have we learned about Korean culture from the stories we have read? Have students discuss this question with their reading groups or peers they sit next to for about 1-2 minutes. Then have a whole class discussion. Students should give a thumbs-up if they agree or if their group had the same idea. Students' ideas can be charted for future reference.</p>

Appendix A: Anchor Chart

Definition of Culture	Think about...	Cultural Elements	Importance of Culture
Beliefs and ways of living of a particular society, group, place or time.	When you have travelled.	Music	Traditions
	A time you went to a friend's house.	Food	Shared history
	A time you went to a restaurant.	Clothing	Belonging
		Customs	
		Language	

Appendix B: Story Map

Title of the Story: _____

Climax:

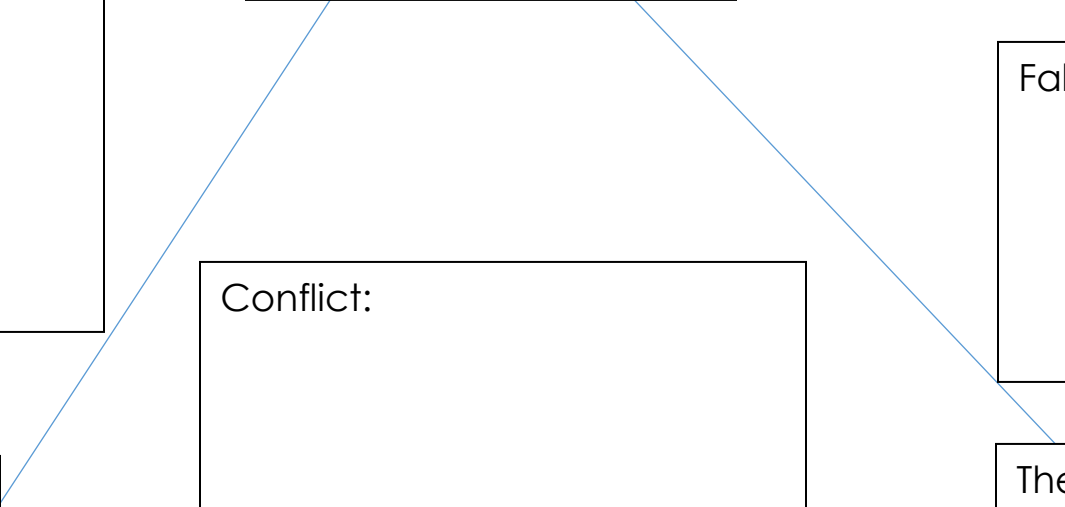
Rising Action:

Falling Action:

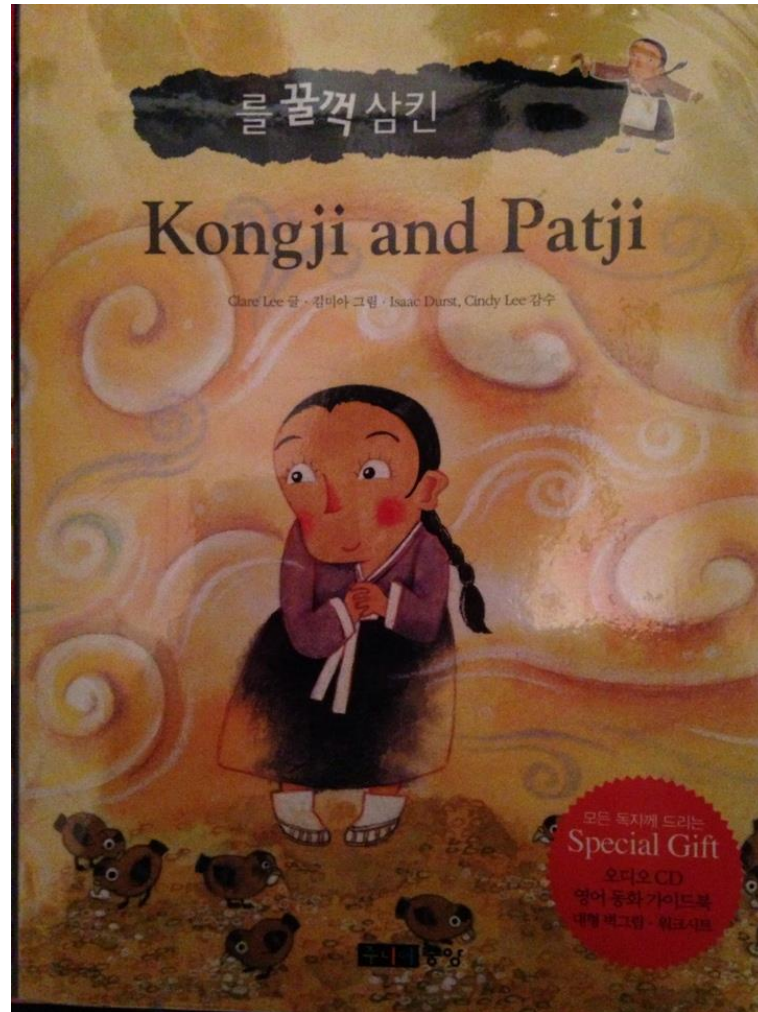
Conflict:

Characters & Setting:

Theme:



Appendix C: Kongji and Patji



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Appendix D: Rubric: Story Elements/Theme

	3	2	1
Story Elements: Completes all areas of story map with information based on the text.	I have completed the story map for the given story. Each part is based on the story.	I have completed 3-4 out of the 5 elements based on information from the story.	I have not completed parts of the story map or 1-2 out of the 5 elements are completed based on information from the story.
Theme: Writes the theme that is expressed within the story.	I have determined a theme for the story directly based on information from the story.	I have determined a theme that is somewhat related to the story.	I have determined a theme that does not relate to the story.
Summary: Provides an oral summary using their story map with correct information from the text and free of personal opinions.	I summarized the story I read using information from the text and did not include personal opinions.	I summarized the story I read using information from the text, but I included a personal opinion.	My summary was missing key information from the text and included personal opinions.