

## Developed by Shanthia Williams

**Grade Level:** 6<sup>th</sup> Grade

**Topic:** Traditional Literature (**Lesson 1 of 2**)

**Essential Question:** What is traditional literature?

**Standards:**

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Learning objective(s):**

- Students will note the definition of Traditional literature and its purpose
- Students will analyze examples of traditional literature
- Students will compare and contrast the purpose each example of Traditional literature
- Students will understand the purpose of Traditional literature

**Assessment(s):** Video Reflection worksheet (**Appendix A**)

**Materials:**

- *Korean Traditional Story The Sun and the Moon:* [https://www.youtube.com/watch?v=rDNn2\\_JYRCc](https://www.youtube.com/watch?v=rDNn2_JYRCc)
- *Little Red Riding Hood :* <http://www.youtube.com/watch?v=02W4L3I6660>

**Student prior knowledge needed:**

No Prior knowledge needed this is an introductory lesson for a month long unit on Traditional literature.

Time	Lesson Sequence 1-2 classes of 50 minutes
	<p><b>Engage (Warm-up Activity):</b>            Students will be asked the following question: What is Traditional Literature? If you have never heard this term before, do you think that you can come up with a definition by breaking down the words individually?</p> <p>Based on the responses of the class, a definition of Traditional Literature will be written on the white-board.            “Stories passed down from generation to generation orally (by mouth/speaking) until it was documented. These stories served many purposes:</p> <ol style="list-style-type: none"> <li>1) taught the moral lessons: e.g.) do not talk to strangers</li> <li>2) explained natural events such as how the world was created</li> <li>3) Passed on information about the culture and values of the community</li> </ol> <p>In today’s lesson we will be watching two traditional stories, a folktale <i>The Sun and the Moon</i> from Korea and <i>Little Red Riding hood</i> from Europe. In today’s lesson, we will focus on the first two purposes of traditional literature.”</p>
	<p><b>Main Activity:</b></p> <ol style="list-style-type: none"> <li>1) Students will watch The Sun and the Moon and be instructed to think about the purpose of the tale as they are watching it. After the video, students will spend five to ten minutes filling in the section of the worksheet entitled The Sun and the Moon.</li> <li>2) Students will watch video on Little Red Riding Hood and be instructed to think about the purpose of the tale as they read. After watching the video, spend five to ten minutes filling in the section of their worksheet entitled Little Red Riding hood.</li> <li>3) After students are finished writing, teacher will begin the discussion. Teacher will ask students by show of hands how many people believe that the purpose of The Sun and the Moon was to teach a lesson. Have someone volunteer to read their answer to the question number...which asks students to explain what lesson was taught and give evidence from the story to support the answer.</li> <li>4) Teacher will ask by show of hand how many felt that the sun and moon was meant to explain a natural occurrence. Teacher will ask for a volunteer to explain what natural occurrence the story was meant to explain?</li> </ol>

	<p>5) Teacher will ask the same questions of Red Riding Hood.</p> <p>6) Through discussion, students will be able to identify the purpose behind each folktale and use evidence from the story to support their responses.</p> <p>7) Students will staple the worksheet used in class to notebooks.</p>
<b>Differentiated Instruction</b>	For classes that struggle, review the worksheet with students before beginning the video. Explain what a natural event in nature is.
	<b>Review and Assessment:</b> Worksheet and class discussion
	<p><b>Wrap-up: The Take away!</b></p> <p>Students will be prompted to give two take away from the day's lesson as an exit toll for leaving the class.</p>
<b>Homework</b>	Using information on the worksheet completed in class, explain why <i>The Sun and the Moon</i> and <i>Little Red Riding Hood</i> are considered traditional stories in a short answer response in your notebook.

## Appendix A

### Video Reflection Worksheet

Video #1: *The Sun and the Moon*

Answer the following questions based on *The Sun and the Moon* by circling yes or no.

- 1) Did the mother willingly speak to the tiger? **Yes or No**
- 2) Do you believe the mother was intimidated (felt threatened) by the Tiger? **Yes or No**
- 3) Do you believe the kids did the right thing by not opening the door for the tiger? **Yes or No**
- 4) Do you believe that this tale teaches a lesson? **Yes or No**
- 5) If you answered yes to question number 4, explain the lesson and give evidence to support your answer on the lines provided:

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- 6) Do you think that this tale explains a natural event like how the world was created or why there are volcanoes? **Yes or No**
- 7) If you answered yes to question 6, what natural event is explained and give evidence to support your answer on the lines provided:

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**Video # 2: Little Red Riding Hood**

Answer the following questions based on *Red Riding Hood* by circling **yes or no**.

- 1) Was Red Riding Hood warned not to speak to strangers? **Yes or No**
- 2) Did Red Riding Hood willingly speak to the wolf? **Yes or No**
- 3) Do you believe Red Riding Hood was intimidated (felt threatened) by the wolf? **Yes or No**
- 4) Did Red Riding Hood give the wolf too much information? **Yes or No**
- 5) Do you think Red Riding Hood did the right thing by talking to the wolf? **Yes or No**
- 6) Do you think that this tale explains a natural event like how the world was created or why there are volcanoes? **Yes or No**
- 7) If you answered yes to question 6, what natural event is explained and insert a direct quotation to support your answer on the lines provided:

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- 8) Do you believe that this tale teaches a lesson? **Yes or No**
- 9) If you answered yes to question 8, what lesson is taught and provide evidence from the story to support your answer.

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**Grade Level:** 6<sup>th</sup> Grade

**Topic:** Traditional Literature (**Lesson 2 of 2**)

**Essential Question:** What is traditional literature?

**Standard/s):**

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.SL.6.1.c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.SL.6.1.d

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Learning objective(s):**

- Students will note the definition of Traditional literature and its purpose
- Students will analyze examples of traditional literature
- Students will compare and contrast the purpose of each example of Traditional literature
- Students will understand the purpose of Traditional literature

**Materials:**

“Confucianism Synopsis” (**Appendix B**)

“Nolboo Hungboo” (**Appendix C**)

*Great American Melting Pot:* <https://www.youtube.com/watch?v=5ZQl6XBo64M>

**Student prior knowledge needed:**

Students will need information from the previous lesson. Students will need to know the definition of traditional literature and the three main purposes.

Time	Lesson Sequence 1-2 classes of 50 minutes
	<p><b>Engage (Warm-up Activity):</b>  Students will be asked to recall the following information: definition of Traditional Literature and the three main purposes of Traditional literature.</p> <p>Students will be asked to open up their notebooks to the notes from previous class on Traditional literature.</p> <p>Students will be directed to:</p> <ol style="list-style-type: none"> <li>1) Turn to a partner to the left or right</li> <li>2) Explain what is traditional literature and the three main purposes of Traditional literature.</li> <li>3) Time each other ( each person has 30 second to explain while the other listens)</li> </ol> <p>Teacher will call time at the end of each 30 seconds.  In today’s lesson, we will be focusing on how traditional literature can help us learn about the culture of a country or its people.</p>
	<p><b>Main Activity (Presentation; Practice; Application, etc.)</b></p> <ol style="list-style-type: none"> <li>1) Teacher will write down the definition of culture: the day to day life and values of a group of people. It takes into account clothing, beliefs, values, traditions, holidays, ceremonies and so on.</li> <li>2) Students will watch video <i>Schoolhouse Rocks: The Great American Melting Pot</i> and write down some of the things that stand out about America in their notebooks.</li> <li>3) After the video, students will discuss what was noted in their books as well as some of the traditional celebrations that define American culture.</li> <li>4) When students have a comfortable understanding of what culture is, students will be handed the “Confucianism Synopsis” reading and the story “Nolboo Hungboo” Korean Tale.</li> <li>5) As a class, students will do a popcorn reading of “Confucianism Synopsis”. After class reading, teacher will ask students what they understand about Confucianism and what it teaches. Teacher should write responses on the whiteboard.</li> <li>6) After reading, students will be given highlighters.</li> <li>7) Teacher will direct students to read the short story “Nolboo Hungboo” and highlight as they are reading any instance where they see evidence of Confucian beliefs or ideas in the story. Students will be</li> </ol>

	<p>reading silently. While students are reading, the teacher will check their homework and/or facilitate any questions or concerns students have while reading.</p> <p>8) At the end of the reading, students will share what was highlighted.</p>
	<p><b>Review and Assessment:</b> Student responses during class discussions.</p>
	<p><b>Wrap-up: The Take away!</b></p> <p>Students will be prompted to give two take away from the day's lesson as an exit toll for leaving the class.</p>
<b>Homework</b>	<p>In your notebooks, write a short answer response explaining how the traditional literature "Nolboo Hungboo" demonstrates Korean culture. Use information highlighted in "Nolboo Hungboo" to support your answer.</p>

## Appendix B

### Confucianism Synopsis

The Chinese scholar Confucius was born in China around 551 BCE. He was a brilliant student and developed a philosophy based on self-monitoring of behavior, rather than societal laws forcing correct behavior on citizens. In traditional view, when a society operates under a structure of laws, people are punished after doing illegal activities. People generally obey the laws, even when they don't understand the reasoning behind them: so they can avoid this punishment.

Confucius believed there was a better way. He wanted citizens to become accustomed to proper behaviors so actions would be controlled before they occurred. He felt people would then behave properly to avoid feeling ashamed and embarrassed, not in response to laws. There could then be a reduction in the number of laws necessary to run society.

In Confucianism, correct behavior starts with your relationship toward other people in your life. There are specific duties you have toward others around you based on your relationship | status with them.

Originally, there were five relationships spelled out:

- **Ruler to subject**— King's duties to his people, and the peoples' duties to the king.
- **Father to Son**— Father's duties to his son, and the son's duties to the father.
- **Husband to Wife**— A husband's duties to his wife, and her duties to him.
- **Older Brother to Younger Brother**— Older brother's duties to the younger, and the younger brother's duties to the older.
- **Older Friend to Younger Friend** —An older friend's duty to a younger friend and the younger's duties to the older.

In all cases, the senior person owes **fair treatment and care** to **the younger / junior person, while the younger / junior person owes respect and obedience to the senior**. Confucius felt that society would run smoothly if people always acted properly in these relationships with one another.

In more modern times, the relationships have changed slightly to allow for the expanding role of women in society. An updated version of the five relationships might read:

- **Boss to Employee**— Boss' duties to workers, and the workers' duties to the boss.
- **Parents to Children** — Parents' duties to children, and children's duties to the parents.
- **Husband to Wife**— A husband's duties to his wife, and her duties to him.
- **Older sibling to Younger sibling**— Older sibling's duties to the younger, and the younger sibling's duties to the older.
- **Older Friend to Younger Friend**— An older friend's duty to a younger friend and the younger's duties to the older.

Confucianism spread throughout China and migrated to Korea and Japan as well. Government workers had to pass tests on the teachings of Confucius to get their jobs. It was felt that those who studied Confucius' teachings would be those most likely to practice his teachings— therefore making a good government. Confucianism is still common in many Asian cultures today. It can be seen in the respect and obedience that many Asian children give to their parents, and in the respect given to the elderly in these societies.

## Appendix C

### **Nolboo Hungboo: A Korean Folktale**

Retold By Eyoungsoo Park

(Permission to reprint pending)

Many years ago, there lived two brothers. Nolboo, the older, was so mean that nobody liked him. Younger brother, Hungboo, was the opposite. He was kind, polite, and generous to everybody and was filial to his widowed father. Naturally everybody liked him. Every parent wished to have a son like him and nobody doubted that God would bless him.

One day, Father called his two sons to his bedside and took his last breath after telling them his last wish. He wanted them to always get along well and help each other. Hungboo was very sad and grieved over the loss of his father, but his older brother became happy instead. In Korea, it was customary that the oldest son get all the inheritance. Being the oldest, Nolboo could do anything he wanted to do with his father's estate. Immediately, he told Hungboo and his family to move out.

Hungboo didn't have any money even to rent a room, and had to move out on the street with his wife and children. He knelt down on the ground and begged his brother to allow them to stay until they could find a place of their own, but his brother didn't listen. Hungboo's family packed a few belongings and had to sleep outside until they found a vacant lot on sunny side of a mountain and built a little hut. The whole family worked on other people's farms but their wages were not enough for them to live on. They often had to skip meals. The children became hungry and cried for anything to eat. Hungboo couldn't stand his family's suffering. He went over to his brother's.

"Why did you come?" asked the older brother.

"My children are so hungry and cry. I couldn't idly watch them, so I came to borrow some rice from you. Please help me!" Hungboo begged his brother for food.

"Who told you to have so many children? I have no intention of giving you grain, even if mine rots in the barn." Nolboo refused to help him. Hungboo saw his brother's wife preparing the dinner table. He asked her to spare some boiled rice for his hungry children. After giving him a fiery sidelong scowl, she hit him with her wooden spoon on his left cheek. The smack left rice on his cheek and Hungboo asked "Please hit me on the other side too." This time she wiped the wooden spoon with her apron and hit him again. Hungboo had to return home with empty hands.

The long winter season was over and spring finally came. A pair of swallows built a nest under the eaves of Hungboo's hut. The whole family was happy to have the cheerful guests and tried everything they could to make the birds comfortable.

Soon, they had five baby swallows, who grew stronger every day. One day, one of the babies dropped out of the nest to the hard ground and had his legs broken. Hungboo put medicine on and bandaged the injured legs and put the baby back in the nest. All five of the babies grew up to be adult swallows and flew away to the south when the winter came.

Again, Hungboo's family didn't have enough food or clothes to warm themselves. Eventually this winter season too was finally over, and spring time came back. Another pair of swallows came to occupy the old nest under the hut's eaves. The whole family was again happy to have the guests. On the very first day, one of the swallows dropped something in front of Hungboo. It was a gourd seed. He planted it and watered it every day with a great care. By the end of the summer, the vine had many gourds growing.

One day, Hungboo decided to pick some of the gourds and open them. As a game, each of his children made a wish when a gourd was opened

"I wish there were gold inside."

"I wish there were rice."

When the first gourd was cut open, it kept pouring out gold and silver coins. When they opened the second gourd, it kept pouring out rice. They opened the last gourd without a wish, and out came a group of workers with tools. "God sent us to build you a house," one of the men said. The workers didn't waste any time. A gorgeous castle was built on the sunny side of the hill. On completion of the castle, all the workers disappeared in a blink of an eye. Hungboo and his family now had enough money and rice to live happily ever after.

It didn't take much time before Hungboo's brother learned about his brother's wealth. Nolboo came over to Hungboo's house.

"You must have stolen all this money," he accused his brother. No sooner had Hungboo told him how he became rich, than Nolboo hurried back home. A pair of swallows under the eaves of his big house was raising baby swallows. He picked one of the babies from the nest and broke its legs. Then he applied some medicine, bandaged the legs and put it back in the nest. All the babies grew up and flew off to the south when winter came.

As expected, one pair of swallows returned in the Spring and dropped a gourd seed in front of Nolboo. He planted and watered it with great care hoping that he too would be as wealthy as his brother. It grew and four gourds ripened on the vine.

Nolboo called all his family together and announced that he was going to cut open their gourds. There was great excitement. Nolboo wished for gold and silver. His wife wished for rice. His children wished for a castle, bigger than their uncle's.

Nolboo opened the first gourd, out of which poured unbearably stinky human waste. He had to pick the gourd up and throw it outside. "It was a rotten one. This one looks good." He opened the second one, out of which a countless number of poisonous snakes crawled. They opened the third gourd, hoping it would fulfill their dreams. This time goblins flooded out and started beating up on Nolboo.

Still Nolboo still didn't give up his greed. He went back and opened the last gourd. A flood of water poured out and washed away all of their belongings and their home. Nolboo and his family had nothing left. The family went over to Hungboo's house.

"My younger brother, please forgive me. From now on, I will be a good person." Shedding tears from his eyes and on his knees, Nolboo begged his younger brother for a room and food for his family. Hungboo helped his brother up from the ground and welcomed him and his family.

"There is nothing to worry about big brother. We have more than enough rooms and rice for both of our families." Nolboo and his family truly changed and the two families lived together happily ever after.