

# Narrative Performance Task 1

## *Student Directions*

### **Task:**

Your class is learning about fables. Your teacher has asked you to write a fable that you make up on your own. Before you write your story, you will read two fables written by the same author. You will also read an informational article that tells about what all fables have in common.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and write an original fable.

In Part 2, you will write an original fable using what you have learned from the two fables and the informational article.

### **Directions for Part 1**

You will now read two fables and one article. You can look at any of the sources as often as you like.

### **Research Questions:**

After looking at the fables and the article, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about what you have learned about fables, which should help you write your own fable.

You may look at the fables and the article when you think it would be helpful. You may also look at your notes. Answer the questions in the space provided.

## Part 1

### Source #1

## The Wolf and the Crane

from *The Aesop for Children*

A Wolf had been feasting too greedily, and a bone had stuck crosswise in his throat. He could get it neither up nor down, and of course he could not eat a thing. Naturally that was an awful state of affairs for a greedy Wolf.

So away he hurried to the Crane. He was sure that she, with her long neck and bill, would easily be able to reach the bone and pull it out.

“I will reward you very handsomely,” said the Wolf, “if you pull that bone out for me.”

The Crane, as you can imagine, was very uneasy about putting her head in a Wolf’s throat. But she was grasping in nature, so she did what the Wolf asked her to do.

When the Wolf felt that the bone was gone, he started to walk away.

“But what about my reward!” called the Crane anxiously.

“What!” snarled the Wolf, whirling around. “Haven’t you got it? Isn’t it enough that I let you take your head out of my mouth without snapping it off?”

← *Expect no reward for serving the bad.*

## Source #2

### The Wolf, the Kid, and the Goat

adapted from *The Aesop for Children*

Mother Goat was going to market one morning to get food. Her family was not large at all. It consisted of but one little Kid and herself.

“Take good care of the house, my son,” she said to the Kid, as she carefully latched the door. “Do not let anyone in, unless he gives you this password: ‘Down with the Wolf!’”

Strangely enough, a Wolf was lurking near and heard what the Goat had said. So, as soon as Mother Goat was out of sight, up he trotted to the door and knocked.

“Down with the Wolf,” said the Wolf softly.

It was the right password, but the Kid wasn’t sure. He peeped through a crack in the door and saw a shadowy figure outside.

“Show me a white paw,” the Kid said, “or I won’t let you in.”

A white paw, of course, is a feature few Wolves can show, and so the Wolf had to go away as hungry as he had come.

“You can never be too sure,” said the Kid, when he saw the Wolf making off to the woods.

*Two sure things are better than one.*



## Source #3

### What Are Fables?

Fables are short stories that have been passed down through the years. They all share a few common characteristics.

Fables teach a specific lesson, or “moral,” about life. Some examples include, “Be careful what you wish for” or “Look before you leap.” The moral is often stated in the last sentence of the story. Animal characters are often used to teach the lesson of a fable. The animals act and talk like people do, but they still have their own animal traits. The character of a lion may be proud. The character of a mouse may be timid. Fables may also include plants or other natural elements (such as wind or thunder) that have human traits.

The most famous fables in the world are Aesop’s fables. Aesop lived in ancient Greece thousands of years ago. He wrote more than 600 fables during his lifetime.

Fables are interesting to read. They use familiar animals and often funny situations to teach lessons about life. For this reason, they are very popular with children and adults.

Fables include:

- short, often funny, tales
- lessons or morals (often stated at the end of the story)
- animal characters that act and talk like people

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## Research Questions

1 Based on the two fables, how can the Wolf **best** be described?

- (A) helpless
- (B) trusting
- (C) untruthful
- (D) wise

2 Describe the lessons of both fables. How do you know the lesson of each story? Support your answer with details from the informational article and the two fables.

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- 3 Identify the features of a fable discussed in the informational article. Which of these features are found in “The Wolf and the Crane” and “The Wolf, the Kid, and the Goat”? Support your answer with details from the informational article and the two fables.

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## Directions for Part 2

You will now look at the two fables and the article, take notes, and plan, draft, revise, and edit a fable. You may use your notes and go back to the sources. Now read your assignment and the information about how your fable will be scored; then begin your work.

### Your assignment:

The two stories you read are examples of fables. Your assignment is to write your own fable that is several paragraphs long. It should include the characteristics of fables discussed in the article and shown in the stories you read.

Make sure to include dialogue, descriptions, characters, plot, setting, and an ending. Be sure to develop your story completely.

### REMEMBER: A well-written fable:

- is a short and often funny tale
- has a lesson or moral about life
- has animals that act like people
- is well-organized and has a beginning, middle, and end
- uses transitions
- uses details from the sources about fables
- develops ideas clearly
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

**Now begin work on your fable.** Manage your time carefully so that you can

1. plan your fable
2. write your fable
3. revise and edit the final draft of your fable

For Part 2, you are being asked to write your own fable that is several paragraphs long. Write your response on a separate sheet of paper. Remember to check your notes and your prewriting and planning as you write. Then revise and edit your fable.

