

Lesson Plan: Stories and Books

Objective:

Students explore books and stories of the 18th century, used for instruction and for fun.

Outcomes: Students will...

- Read a story aloud & discuss purpose and theme
- Work together to adapt and act out a story
- Read and discuss instructive stories

Common Core Standards Addressed:

4th Grade Standards:

English Language Arts → Reading: Literature

- CCSS.ELA-Literacy.RL.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RL.4.2
Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CCSS.ELA-Literacy.RL.4.3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- CCSS.ELA-Literacy.RL.4.7
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- CCSS.ELA-Literacy.RL.4.9
Compare and contrast the treatment of similar themes and topics (e.g.,



opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

English Language Arts → Reading: Foundational

- CCSS.ELA-Literacy.RF.4.4
Read with sufficient accuracy and fluency to support comprehension.

5th Grade Standards:

English Language Arts → Reading: Literature

- CCSS.ELA-Literacy.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RL.5.2
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CCSS.ELA-Literacy.RL.5.3
Compare and contrast two or more characters, settings or events in a story or drama drawing on specific details in the text (e.g. how characters interact).
- CCSS.ELA-Literacy.RL.5.9
Compare and contrast stories in the same genre on their approaches to similar themes and topics.

English Language Arts → Reading: Foundational

- CCSS.ELA-Literacy.RF.5.4
Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-Literacy.RF.5.4C
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Items Used:

- Stories (on disk)
 - English Folk Tales – selected stories (PDF)
 - Stories – Christmas Entertainments 1740 (PDF)
 - The Story of the Merchants Two Sons 1792 (PDF)
- Books (on disk)
 - Robin Hood (PDF) (*While this version is an 1822 copy, these stories have been around and popular since the 14th century*)
 - Christmas Entertainments 1740 (PDF)
 - The Youths Instructor 1792 (PDF)

Lesson:

Part 1, Reading Aloud

Select one or more stories to read from the documents “English Folk Tales” (PDF) and “Stories – Christmas Entertainments 1740” (PDF) or “Robin Hood” (PDF). Students take turns reading aloud to the class, allowing the next student to read after each sentence or paragraph (as appropriate to the size of the class). As the class reads together, the instructor should stop periodically to ask questions for comprehension and to aid students in making connections with modern stories & literature. Model how to discuss character, theme, and connections for the students, as they will be asked to do so on their own in small groups in part 2.

Please read over the stories ahead of time to ensure that they are suitable for your students. Some older stories include gruesome or religious elements. We have tried to select the stories that contain fewer of these elements, to appeal to a wider audience, but the decision is ultimately up to you, the teacher.



Part 2, Acting

1. Students divide into groups, and select a story from “English Folk Tales” or “Christmas Entertainments.” They prepare a performance to act out the story,
2. In their groups, students will perform their stories for the class.
3. After the performance, ask students to describe the point of their story. What is the purpose of this story? Does it have a theme (or message)? Is it similar to any stories told in the modern day?

Part 3, Discussion of Instructional Books

1. Students read quietly one or more of the instructional stories used in the 18th century. There are several in *The Youth's Instructor*, published in 1792. A good example is “The Story of the Merchant's two Sons,” page 8 of the manuscript and page 16 of the PDF. Students can attempt to read the original text as written, but if you think they would have difficulty with the older typeface (particularly the “s” that looks like an “f,” the story is also on the disk in a modern typeface with the more standard “s” and modern spellings.
2. Facilitate a discussion of the story. Possible discussion questions include:
 - What is its main point?
 - How is this similar to or different from the stories you read in school? For fun?
 - Do you think children of the 1700s liked stories like these? Where might these stories have been heard or used in 18th century life?

