

1. The Hare and the Hyena

[Suggested lessons: 2. Duration: 80 minutes]

Learning objectives

Students should be able to

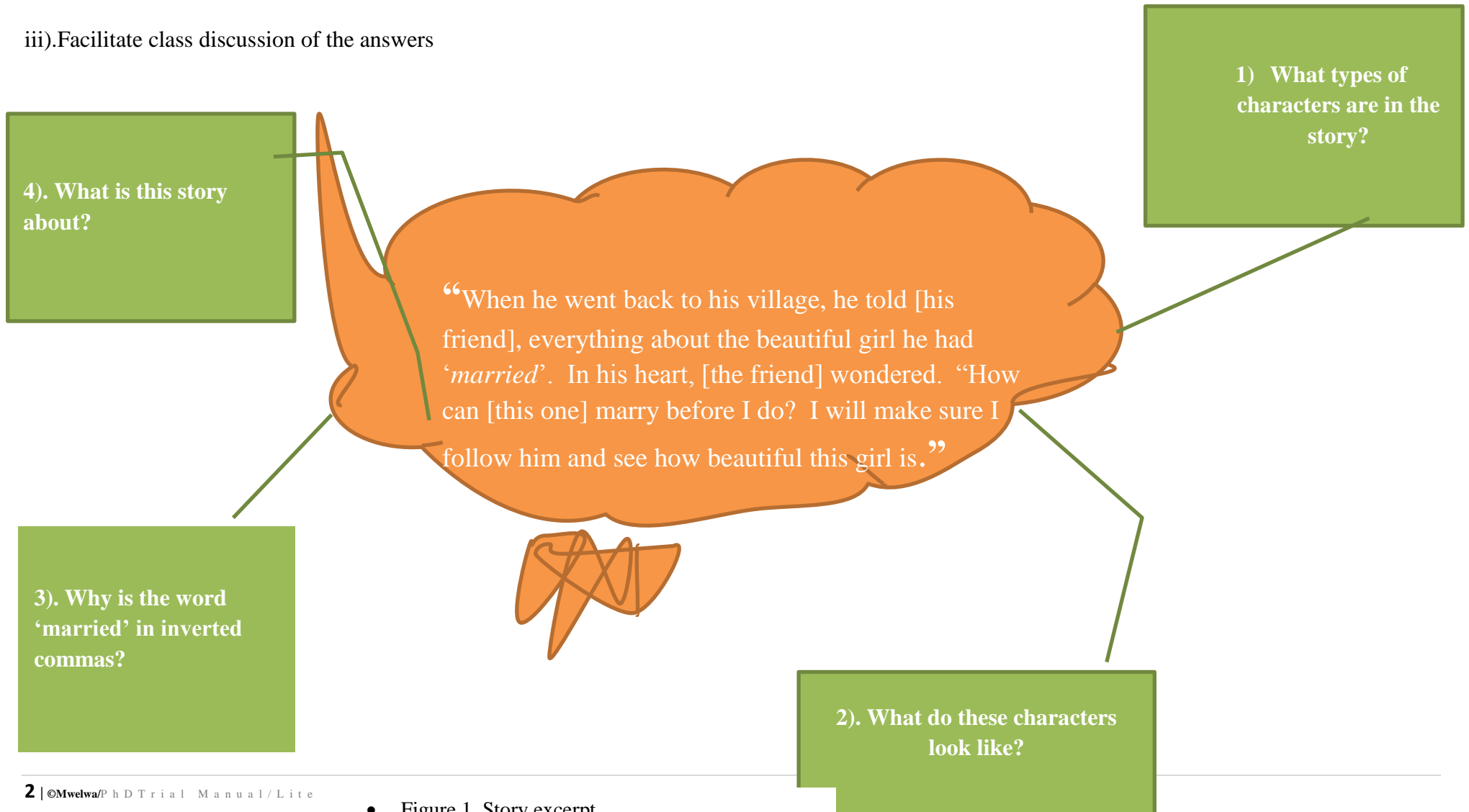
- use their imagination to guess at the contents of a story
- build short stories from excerpts of an original story
- summarise the plot of a story
- describe the processes of traditional customs and ceremonies
- write a short essay based on the story.

Procedure

Encourage students to do basic scaffolding tasks on the story. In these tasks, students should answer questions that test their existing knowledge and attitudes to the topic of the story before they actually get to read it. Students should also brainstorm the title of the story to enable them to generate sufficient background information. Afterwards, let them read the story as suggested by the tasks. The paragraphs are not numbered. The goal is to enable students to read the whole story and find relevant material to substantiate answers to questions that are based on the given story. All tasks are based on the text.

Task 1: Warm up exercise. [Allocate 5 minutes].

- i). Facilitate students' reading of the excerpt from the story.
- ii) Ensure that students answer the questions based on the excerpt.
- iii). Facilitate class discussion of the answers



Task 2: Story Builds. *[Allocate 20 minutes].*

Story builds represent a technique that you can use to build or extend a story/narrative using prompts provided in the excerpt. Story builds enable the teacher/student to examine the excerpt of the story for literary leads which help them to creatively develop/extend the story in an imaginative way. For example, you can use a character or a theme as a starting point to develop a story line and in the process build the story.

Story builds refer to a narrative strategy that enables learners to make use of story cues in an excerpt of a story to develop the story further than where it currently is. These cues act as prompts or clues to simulate imaginative thinking in learners. By using their imaginative senses, learners use the clues in the context of a story excerpt to generate newer dimensions of an original story from their own standpoints. An excerpt in this sense functions as a scaffolding structure that permits the learner's mind to create narrative points based on the story leads that are inherent in the excerpt. In this context, Jonathan Gottschall's assertion that "the mind is a wanderer by nature" is apt. However, when the teacher uses story builds as a teaching strategy in his/her bilingual literature classroom, the teacher would enable the minds of his/her learners to wonder on purpose because they would be guided to creativity.

In groups of 4s/5s,

Guide Students to use the extract in figure 1 to build a one page story containing the elements in the extract.

- *Allocate 20 minutes for this task*

Task 3: Reading out the outcomes of Story builds. *[Allocate 5minutes].*

- Facilitate student groups to read the story builds to each other.*
- Guide other student groups to listen and give feedback on the story builds.*
- Focus students on the elements that are in the excerpt.*

Task 4: Actual Story reading. *[Allocate 5minutes]*

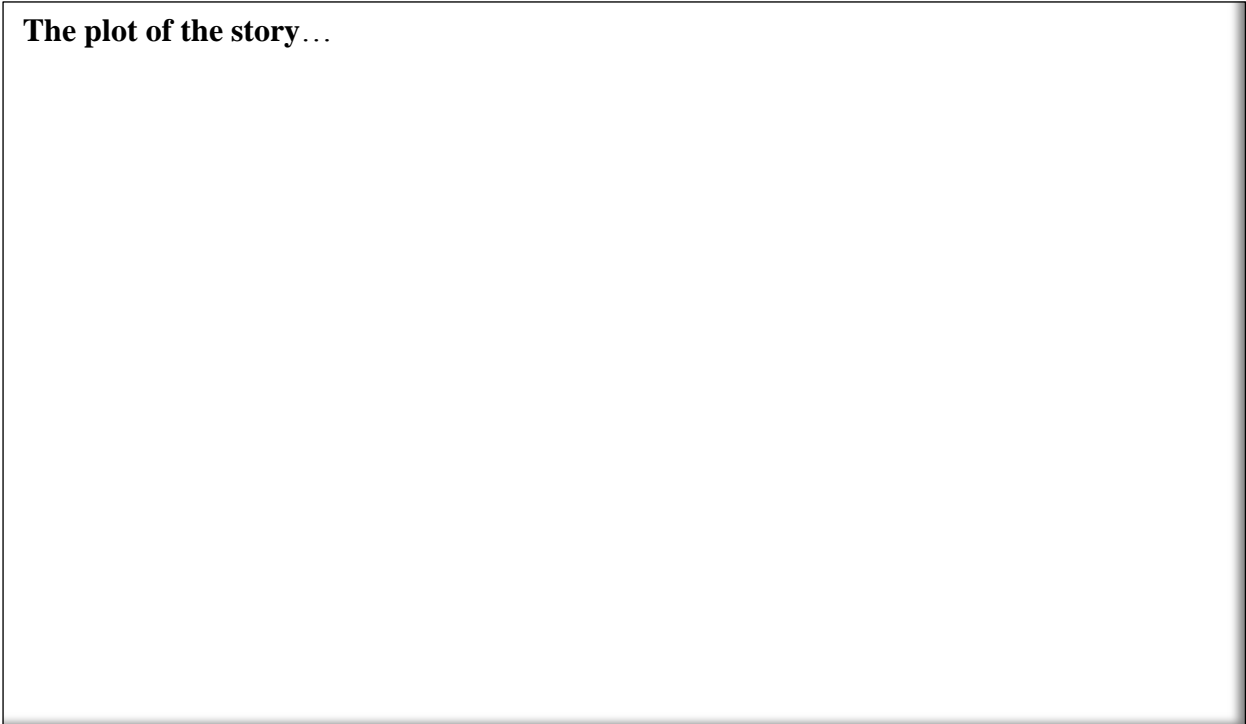
- *Encourage all students to individually read the story: **The Hare and the Hyena***

Task 5: Summarising the plot. *[Allocate 10 minutes].*

Facilitate groups of 4s/5s to

i). summarise the plot of the story in the box below

The plot of the story...



- **Figure 2. Plot summary**

Task 6 Group writing exercise. *[Allocate 5 minutes].*

Enable groups of 4s/5s, to examine the task below

I). In the story ‘the Hare and the Hyena,’ one of the major issues in the story is marriage.
Describe the processes leading to marriage in your community.

Task 7. Short Essay writing. [Allocate 30 minutes].

- Ask students to examine the statement below.
“**The Hare did not deserve to marry the most beautiful girl in the village.**”
- Encourage students to work and complete the following tasks individually;
 - Write an essay on the above topic
 - Use evidence from the story to support your point of view.

Encourage the students to structure the essay in such a way that the paragraphs should link to each main point of evidence.

Students should write an essay on the above topic. Encourage them to use evidence from the story to support their points of view. Essays must be structured so that each paragraph links to each main point of evidence.

Familiarise students with the five paragraph essay structure below before they write their essays.

- **Essay writing guideline**

Paragraph 1

- Write an introduction
- Include a main sentence (Topic sentence)
- Three main points (MP) (each point indicating evidence from the story)

Paragraph 2

- Develop MP1 (find supportive evidence from the story to develop MP1)

Paragraph 3

- Develop MP2 (find supportive evidence from the story to develop MP2)

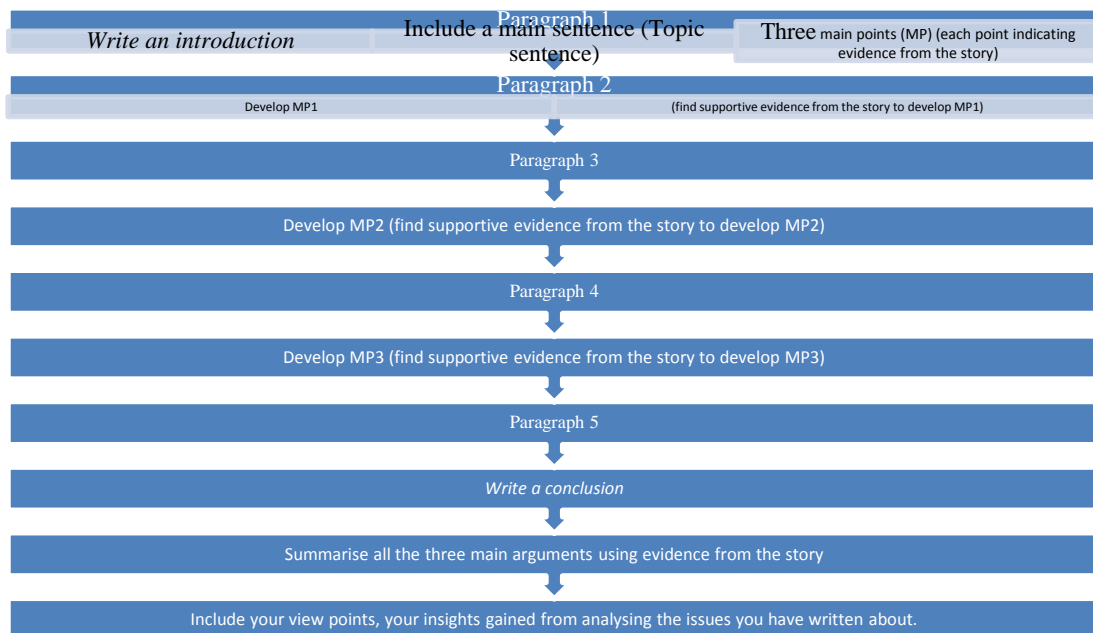
Paragraph 4)

- Develop MP3 (find supportive evidence from the story to develop MP3)

Paragraph 5

- Write a conclusion
- Summarise all the three main arguments using evidence from the story
Include your view points, your insights gained from analysing the issues you have written about.

Additionally, point the students to the graphical representation in figure 3. This shows how they could organise their ideas in the essay



- Figure 3. The five paragraph model