

**Description of practice teaching class:**

The class is a grade 2/3 Split class which comprised of 24 students, 13 males and 11 females. 9 of the students are in grade 2 and 15 of the students are in grade 3. The classroom makeup consists of students from various different cultures and ethnicities and from varying levels of socio economic status. There are many challenges in the classroom as several of the students have different levels of academic ability. In addition to this there are many behavioural challenges in the classroom ranging from severe low self esteem issues and anxiety in one student to students who frequently call out or refuse to follow directions. The students love to engage with their teacher and share their work and knowledge with others. The class has a variety of interests ranging from sports, to arts and crafts and video games (Namely Minecraft). The class has several strong individual characters that will likely require extra attention. This class also has several students that are well above the level of an average grade 2/3 and will require more challenging and engaging activities to be adapted into the lessons. The class has a great sense of social responsibility that has been instilled by their teacher.

### Overview of the Project Plan:

The students have very little to no prior knowledge of First Nations people. We will have to start very basically, Ex: foods, clothing, medicine, tribes etc. As we progress we can focus on more specific things such as art styles and animals highly regarded by the First Nations people. The goal of this project plan is to educate the students on some of the various types of First Nations people (with a focus on the Métis ) and some of the unique differences amongst them. This plan was done with a variety of goals in mind a few of which were educating students about the fact that First Nations people were the first people of Canada, introducing students to some of the indigenous ways of knowing (with an emphasis on environmental responsibility) and learning about different First Nations languages and different styles of clothing that was worn. This will be accomplished by providing the students with a variety of engaging lessons the first will start with a fable entitled "*Lord of the Sky*" that deals with environmental responsibility and the connection between First Nations people and the animals they share the land with. Students will be assessed by their written work on a worksheet. The next activity will be a lesson dealing specifically with the Métis people and their origins. We will discuss the merging of the French and First Nations culture and how it is represented on the Métis Flag. They will then draw their own versions of this flag and knowledge will be assessed orally at the carpet when the lesson is concluded. The next lesson will be one which is rooted in enactivism, where the students will represent the animals they have studied in earlier lessons. First, students will be read "*Sharing our World*" and will be focused on the key animals that are most important to First Nations' culture. Then students will get into pairs and act out animals which are significant to First Nation's culture by performing a mimed skit. This will be assessed visually when watching the performances and monitoring the social interactions of the children as they work together. The final lesson will be focused again on the Métis culture and a flag will be brought in to have the students make a real world connection to what an actual flag looks like, rather than a picture in a book. A Métis Sash will also be shown to allow them to see what real traditional Métis clothing/artwork looks like. Then a story will be told which will tie in all of the areas we have covered in the previous lessons. The story "*The Giving Tree : A Retelling of a traditional Métis story*" has several connections to prior lessons, there is artwork showing the Métis flag and artwork throughout the story. The story also places a major focus on First Nations ways of knowing and the significance of generosity and sharing to the First Nations culture. Finally the story is told in Michif, the native language of the Métis and at the conclusion of the story we listened to how the story would sound in its native tongue via a Compact Disc that is included with the book. Upon hearing the story the children will get a firsthand experience of how the language sounds similar to both French and First Nations dialects. This will show them one of the key ways the Métis culture was developed and maintained, as we have been taught that language is a significant part of the First Nations culture in Canada.

**4 Fully developed lessons:**

<p><b>Unit: First Nations</b></p>	<p><b>Grade: 2/3</b></p>
<p><b>Date: Jan.16, 2015</b></p>	<p><b>First Nations Lesson 1: “Lord of the Sky”</b></p>
<p><b>Lesson duration</b></p>	<p><b>40 minutes</b></p>
<p>IRP &amp; Prescribed Learning Objectives BC Curricular Expectations - IRPs &amp; Page(s)</p> <ul style="list-style-type: none"> <li>Specifically, what will the students learn (Target level(s) of thinking)</li> <li>Specifically, how will the students demonstrate this learning</li> </ul>	<p>PLOs:</p> <p>English Language Arts:</p> <p><i>A3: Listen purposefully to understand ideas and information, by</i></p> <ul style="list-style-type: none"> <li>-visualizing and sharing</li> <li>- identifying the main ideas and supporting details</li> </ul> <p><i>C7: Use writing and representing to express personal responses and opinions about experiences and texts</i></p> <p>Social Studies:</p> <p><i>D1: Compare ways in which needs and wants are met in communities</i></p> <ul style="list-style-type: none"> <li>-Demonstrate an awareness of how work done by one person in a community benefits others (eg. One person can grow food for many, a police officer helps keep a whole community safe)</li> </ul> <p><i>E3: Demonstrate a sense of responsibility for the local environment</i></p> <ul style="list-style-type: none"> <li>-Identify a locally relevant environmental issue (eg. Over-use of non-renewable resources , Loss of habitat for wildlife</li> </ul>
<p><b>STATED OBJECTIVES AND PURPOSE</b> (student language: SWBAT ... The student will be able to ...)</p>	<ul style="list-style-type: none"> <li>- Explain ways and reasons to be socially responsible to our environment, specifically with regards to animals.</li> <li>- Express themselves with both oral and written words and by drawing pictures which each student will create individually.</li> </ul>
<p><b>PROCEDURE</b></p>	

<b>Unit: First Nations</b>		<b>Grade: 2/3</b>		
<b>Date: Jan.16, 2015</b>	<b>First Nations Lesson 1: "Lord of the Sky"</b>			
<b>Elements of the lesson</b>	<b>Estimated Time</b>	<b>What the teacher says/does</b>	<b>What the students do</b>	<b>Material</b>

<b>Unit: First Nations</b>		<b>Grade: 2/3</b>		
<b>Date: Jan.16, 2015</b>	<b>First Nations Lesson 1: “Lord of the Sky”</b>			
MENTAL SET (Opener/”hook”)	10 minutes	<p>Gather Students at the carpet.</p> <p>Read the story “Lord of the Sky” to the students and explain some key ideas about social responsibility.</p> <p>Ask for questions/comments about what they saw in the book regarding social responsibility.</p> <p>Have them write down 2 things they liked about the story, 1 thing about the story they wished was different and/or a question they have about the story. Have them draw a picture related to the story.</p> <p>Very open-ended:</p> <p>How it made them feel, the animals mentioned, a totem pole, etc.</p> <p>Clearly show the students where to fill in their answers on their journals (or worksheets? If they don’t have journals, we will provide worksheets to fill in, please let me know if this is necessary) and ask if they have any questions and ensure the task is clear.</p>	<p>Listen to the directions, and ask questions if anything is unclear about the directions.</p>	<p>Markers/Crayons</p> <p>Pen/Pencils</p> <p>Journal Booklet/Example Page</p> <p>“Lord of the Sky” By Linda Zeman-Spaleny</p>

<b>Unit: First Nations</b>			<b>Grade: 2/3</b>	
<b>Date: Jan.16, 2015</b>	<b>First Nations Lesson 1: “Lord of the Sky”</b>			
Pre-activity (concept to be taught)	5 minutes	<p>Provide an example of how to fill in the journal page by stating something that I observed or noticed about the book.</p> <p>Provide clear instructions to students and instruct the students to ask for assistance from the teacher if they need help with spelling out their words or if they are lost for ideas.</p>	Students take the journals/worksheets to their table groups and label their work with their name and division.	<p>Markers/Crayons</p> <p>Pen/Pencils</p> <p>Journal Booklet/Worksheet</p>
Activity & concept to be modelled with 1 or 2 activities	20 minutes	Students will be instructed/encouraged to ask questions if they are not certain of an answer or if they need ideas or suggestions. The teacher will float around the room and assist students who need help spelling and/or writing down words and ideas.	Students will fill in their journals/worksheets with answers and illustrations.	<p>Markers/Crayons</p> <p>Pen/Pencils</p> <p>Journal Booklet/Worksheet</p>
Closure: summary of what was taught/learned	5 minutes	Pick 1-2 students' work and read/show their pages to give examples of how everyone noticed different things in the story and had different experiences and views on what they enjoyed about it.	Students will listen quietly and will comment/ask questions after the teacher has finished presenting the examples.	Completed Journal/Worksheet

<b>Unit: First Nations</b>		<b>Grade: 2/3</b>	
<b>Date: Jan.16, 2015</b>	<b>First Nations Lesson 1: “Lord of the Sky”</b>		
<p>Assessment: Determine if the desired goals were achieved.</p>	N/A	<p>Goes over the work to ensure that the desired goal was accomplished. Observational assessment will occur when the assignment is finished. The educator will ensure that the sentences are relevant to the question asked, and are constructed in a coherent manner. The teacher will also ensure that the students have followed directions and written their names on their assignments. At the completion of the assignment, students should be able to display that they can answer questions with both words and pictures. This process illustrates that the student will be capable of thinking independently about their answers and expressing them through literacy.</p>	<p>Submit their work to the teacher for review/marking. Students will learn about the importance of being socially responsible and considerate to the environment and how that extends beyond just animals and that we should treat all beings with the respect we desire.</p>

<b>Unit: First Nations</b>		<b>Grade: 2/3</b>	
<b>Date: Jan.16, 2015</b>	<b>First Nations Lesson 1: “Lord of the Sky”</b>		
Adaptations	N/A	For students who will have trouble with the activity: The educator will provide extra assistance and help spell out words for them, while having the student focus on the illustration. The educator will assess these situations and adapt the work based on the needs on individual students and will provide help as necessary.	Students who have difficulty will focus on drawing only the picture and will be assisted in writing the words to answer their question as they may have difficulties spelling and/or writing.(or vice versa if they can write but struggle with drawing)

## First Nations Lesson 2: Learning About the Métis

<b>Date:</b> January 23, 2015	<b>TC:</b>	<b>Time:</b> 45 minutes	<b>Grade:</b> 2/3
<b>Curriculum Area:</b> Social Studies		<b>Unit of Study:</b> First Nations	
<p><b>Objectives:</b> SWBAT</p> <ul style="list-style-type: none"> <li>- Identify who the Métis people are and some basic information about where they live.</li> <li>- Draw the Métis flag.</li> </ul>			
<p><b>PLOs</b></p> <p>Grade 2:</p> <p>Visual Arts</p> <p>C1 describe a variety of reasons people make and use visual arts - give examples of how visual arts can express the identity of a community (e.g., school or town symbols, sports team logos, images of important local landmarks and geographic features)</p> <p>Social Studies</p> <p>B4 – identify significant language and cultural characteristics of Canadian Society - demonstrate awareness that Canada is a multicultural society (e.g., name diverse cultural groups represented in Canada)</p> <p>Grade 3:</p> <p>Social Studies</p> <p>A2 identify a variety of symbolic representations - recognize that symbols are used to represent concrete and abstract ideas (e.g., the sheaves of wheat on the Saskatchewan flag represents the importance of wheat farming to that province, a dove represents peace)</p> <p>B2 describe the importance of communities - give examples to explain how identities are shaped by living in Canada as well as by living in a particular region, province, or territory</p>			
<p><b>Assessment:</b> Formative Observational assessment</p> <ul style="list-style-type: none"> <li>- Participation in group discussion during/ after reading</li> <li>- Display ability to draw a representation of the Métis flag.</li> </ul>			

**Materials:**

- Book: *Canadian Aboriginal Art + Culture: The Métis* by Jennifer Howse
- Blank white paper
- Pencil Crayons for colouring/ drawing

**Introduction/ Hook: 5 minutes**

- Students sit in circle on carpet.
- “Last week Mr. Wall introduced us to the Coast Salish people. There are many different types of First Nations people and today we are going to learn about another group known as the Métis. First I will read you another quick myth like we heard last week and then we will learn a few interesting facts about the Métis and their artwork.”

**Procedure:****Reading “How the people hunted the Moose” – 5 minutes**

- Teacher reads *How the people hunted the Moose*
- After reading - Questions: Why did the people hunt the moose? Why did the moose think he could escape the hunters? Have you noticed anything about these fables and how they tell us to treat animals?
- Talk about how First Nations people show respect to things in nature. – Story showed respect/admiration for the Young Bull Moose and his wanting to associate with the humans. The moose were only killed to have food and make supplies from their fur, not for pleasure.

**Activity: Learning about the Métis and Drawing their flag – 25 min**

- Who were the Métis people? Does anyone know? The word Métis means “mixed” in French and this name was chosen because the Métis people are a mix of children from Europeans (mostly French) and First Nations people. These relationships started because people from Europe came here to work in the fur trade, when animal furs were used for supplies, just like we saw in the story!
- The Métis people were mostly located in Manitoba and Saskatchewan because that is where the fur trade companies’ routes went and large fur trade forts were present.
- Discuss some of their traditional food such as Pemmican. Pemmican is Dried Buffalo or Beef Jerky and dried berries. All cultures have different unique foods and they ate this one because it was available to them when they were travelling and it could last for years without going bad and was easy to carry. Has anyone here tried mixing two foods like that together? Having something sweet with some savoury?
- Much of the clothing that the Métis wore was made from Elk skin (Like we saw in the book, that’s why they hunted the moose). Show pictures of the traditional clothing in the Métis book.
- Teacher will explain the significance of the Métis Flag. The flag has two circles joined together. This represents the merging of two different heritages that created the Métis people.
- The Métis flag is 150 years older than Canada’s maple leaf flag. The flag is the oldest flag that is indigenous to Canada.
- Teacher will then draw an example on the drawing board at the carpet and will have the students do it alongside him/her on the carpet.

**Conclusion/Connections: 5 minutes**

- Think, Pair, Share: Students will share their drawings with a partner and discuss the Métis and things they found interesting about their history. Students will gain an appreciation of the history of this unique people and their history in Canada.

**Modifications:**

- Students struggling to draw the flag can receive help from other students or the teacher. They can alternatively turn the paper sideways and draw a large number 8 as that is how the flag is represented and this may be easier than drawing the symbol horizontally.

**Extension Activity: Draw Métis Flower art**

- If time permits the students can attempt to replicate Métis style artwork, the majority of which features flowers and roots of flowers, which signifies how all things are connected.

**First Nations Lesson 3: The Significance of Animals to First Nation Peoples**

<b>Date:</b> January 30, 2015	<b>TC:</b>	<b>Time:</b> 45 minutes	<b>Grade:</b> 2/3
<b>Curriculum Area:</b> Social Studies		<b>Unit of Study:</b> First Nations	
<b>Objectives: SWBAT</b> <ul style="list-style-type: none"> <li>- Understand the significance that animals play in the lives of First Nation Peoples</li> <li>- Create a presentation on one animal, acting out the animals characteristics and/or significance</li> </ul>			
<b>PLOs</b> <u>Grade 2:</u> A3 gather information from a variety of sources for presentation A4 present information using oral, written, or visual representations  <u>Grade 3</u> A2 identify a variety of symbolic representations A4 gather information from a variety of sources A6 create a presentation on a selected topic B3 identify cultural similarities and differences			
<b>Assessment:</b> Formative Observational assessment <ul style="list-style-type: none"> <li>- Miming: groups work together to portray their animal. Groups present animal’s characteristics and significance to First Nations Peoples</li> </ul>			
<b>Materials:</b> <ul style="list-style-type: none"> <li>- <i>Sharing our World : Animals of the Native Northwest Coast</i></li> <li>- Animal information cards* enough for 1 for every 2-3 students *(See Attached Photos)</li> </ul>			
<b>Introduction/ Hook: 5 minutes</b> <ul style="list-style-type: none"> <li>- What animal am I? Teacher mimes animal to student (bear). Students try to guess what animal teacher is pretending to be</li> </ul>			

**Procedure:****Activity 1: Sharing our World 15 minutes**

- Review: respecting the nature and the environment – recall or suggest new ways to respect environment, discuss the pattern we have shown in prior lessons.
- Explain that animals are an important part of nature and First Nation Peoples see several different animals as having special significance to their culture.
- Students will listen to information about animals and their significance to First Nations Peoples from *Sharing our World*, they will also contribute any ideas they have via discussion.
- After reading: students will make a list, as a class, of the animals they remember hearing about.
- Students volunteer to write on white board/chart paper each of the animals they heard and if they can remember a fact, something significant about the animal.

**Activity 2: Acting Out Animals 15 minutes**

- Students will be split into groups of 2-3 students
- Each group will receive an animal card that they will read, discuss and then mime out (no words or sounds can be used)
- Teacher will show an example of the bear animal card to explain activity, modelling how to mime and incorporate the animal's significance into the presentation.
- Groups will get 7-10 minutes to discuss and come up with a quick skit to show the rest of the group their animal

**Conclusion/Connections: 10 minutes**

- Mime animal to the class (limit 30 seconds to 2 minutes). Class will try to guess each animal
- Once guessed group will briefly talk about the significance of their animal to First Nations culture

**Modifications:**

- Students who are struggling to understand the connection between animals and First Nation cultures can be placed in groups of 3 or 4 (rather than pairs)

**Extension Activity:**

- Students can try to mime animals talked about in the book that were not used as animal cards

## First Nations Lesson 4: Learning About the Métis

<b>Date:</b> February 6th, 2015	<b>TC:</b>	<b>Time:</b> 45 minutes	<b>Grade:</b> 2/3
<b>Curriculum Area:</b> Social Studies		<b>Unit of Study:</b> First Nations	
<b>Objectives:</b> SWBAT <ul style="list-style-type: none"><li>- Explain who the Métis people are, understand their origins and name the language they speak.</li><li>- Recognize a Métis flag and also realize the significance of generosity and sharing to First Nations culture.</li></ul>			
<b>PLOs</b>  Grade 2:  Social Studies  E2 describe their responsibility to the local environment - create a list of things they can do to positively affect their local environment (e.g., not wasting water, reusing paper, litter less lunches, planting gardens and trees)  English Language Arts  C1 - Create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring ideas developed through the use of relevant details that connect to a topic    Grade 3:  Social Studies  A2 identify a variety of symbolic representations - recognize that symbols are used to represent concrete and abstract ideas (e.g., the sheaves of wheat on the Saskatchewan flag represents the importance of wheat farming to that province, a dove represents peace)  C7 - use writing and representing to express personal responses and opinions about experiences and texts - respond in writing or representing by expressing feelings or thoughts about experiences and texts (e.g., something they have read, heard, or viewed)			
<b>Assessment:</b> Formative Observational assessment <ul style="list-style-type: none"><li>- Participation in group discussion during/ after reading</li><li>- Will fill in a “giving tree” worksheet that expresses their beliefs on what they care about and respect.</li></ul>			
<b>Materials:</b> <ul style="list-style-type: none"><li>- Pencils/Pencil Crayons for colouring/ drawing</li></ul>			

- Book: *The Giving Tree : A Retelling of a traditional Métis story* By Leah Dorion
- My Giving Tree Worksheet
- My Giving Tree CD with Michif Translation

**Introduction/ Hook: 10 minutes**

- Students sit in circle on carpet.
- Follow up on who the Métis people are and ask for connections on what the students remember. What does the flag look like? What two people combined cultures to make the Métis? What is normally shown on Métis artwork? Show the flag and artwork that will be brought in and give them a real life connection to the drawings of the flag that they have worked on/completed. (Is it okay to collect some of these items to use for our display? Maybe I can ask the students if they would like to volunteer their work to be displayed?)

**Procedure:**

**Reading “The Giving Tree” and listening to Michif translation (briefly) – 20 minutes**

- Teacher reads *The Giving Tree* and expresses to the children the big idea of giving to others in need and respecting the environment.
- After reading - Questions: Was there anything unique about the giving tree? What did people leave in the giving tree? And why did they leave it there?
- Talk about how First Nations people show respect to things in nature and others in need. The story talks about why we should respect the environment and look out for others who may need help.
- After talking briefly we will listen to a minute or two of the story read in Michif (the story is on CD, I think there is a CD player near the reading area but just wanted to check if it is useable) and we will discuss briefly the language. If anyone in the class has heard French before (I believe they don’t start taking French until grade 4...) they may be able to notice a similarity in the Michif language and French. This will further drive home the concept of two cultures joining together and merging their language amongst other things.

**Activity: Filling in Giving Tree Worksheet – 10 min**

- Discuss the big idea of generosity and the giving nature of the First Nations people. State that the Métis came to be because the First Nations people welcomed the French Traders onto the land to share it with them instead of telling them they were not welcome on their land.
- The concept of the significance of the Métis Flag will be explained again. The flag has two circles joined together. This represents the merging of two different heritages that created the Métis people. The students will be able to see the flag and compare the flags they drew with an actual flag.
- Students will fill in the worksheet and say what they “care about” “respect” and “share” and will make a connection to the Métis way of being generous and showing concrete examples of how they do this in their daily life (or if they don’t already, how we can learn to do so as a group)
- Students will fill in their sheets and if they finish early they will draw their favorite part of the story or Métis artwork on the page or on the back of the worksheet (if they want more space to draw bigger pictures).

**Conclusion/Connections: 5 minutes**

- Pass to the right, compliment the work of your neighbor and repeat process.
- I will ask for volunteers to use some of their work for our group project that will be shown in the school next week during our expo (if this is acceptable?)

**Modifications:**

- Students struggling to think of ideas can ask the teacher for help with writing/spelling words or formulating sentences. If students still struggle they can draw their thoughts on the worksheet and visually represent their ideas.

**Extension Activity: Draw Métis Flower artwork on the tree of life sheet or items from the story.**

- If time permits the students can attempt to replicate Métis style artwork (they can use the book or sash for reference), the majority of this artwork features flowers and roots of flowers, which signifies the significance of the environment and the nature of giving to the Métis culture.
- Students will be able to continue working on their Métis flag from last class if they had not finished previously.

### Resource Critique:

*Grade 4 Cross Curricular Kit on the Métis People.* Call #: KT 970.3 MET Barcode #: 33372

Contained Métis Flag, Métis Sash, The Giving Tree Story and Audio Compact Disc with a reading of the story in English and Michif. The Kit is available from the District Resource Centre in Richmond. The strengths of this resource are that the book had several connections to the previous lessons; there were rich illustrations which showed the Métis flag on top of the horse the main character traveled on. Another strength was that flag and sash in the kit can actually be touched by students allowing them to see more than just pictures in a book. Some of the weaknesses of this resource would be that the recording of the compact disc was fairly quiet and thus the audio on the CD player has to be turned all the way to the maximum. Another issue that needs to be cautioned is that the book's pictures are fairly basic with not many details (ie no eyes or identifying characteristics on faces) so the children may be slightly confused as to why this occurs.

*"Lord of the Sky" By Linda Zeman-Spaleny.* Available from the UBC Education Library. Call #: E98.F6 Z44 2009

This text is an illustrated book which was adapted from a short film of the same name. The pictures are incredibly detailed and children will likely be very engaged when reading this text. The story focuses on a key factor of First Nations culture which is environmental responsibility and respecting animals. The text does an excellent job of making these points clear for the students to see and learn. One big negative this resource has working against it is the graphic violence of the book. The book shows an eagle piercing the neck of a bird and there is blood shown. This could be a challenge for a less mature class, but when questioned, the teacher can state that it was very bad to be violent and mean to the birds and can turn this negative image into a positive learning experience.

*Canadian Aboriginal Art + Culture: The Métis* by Jennifer Howse Available from the UBC Education Library. Call #: FC109 .H68 2008

This text is an informational book which has both text and photos which show many facts about the Métis people. There are sections of the book which display numerous areas of interest that will be covered in the lesson plan such as the Métis flag, clothing, food and the origins of the Métis people and are/where they were located in Canada. The book has many key informational facts which are the basis for our introductory knowledge of the Métis. There is not a large amount of detail in the text as each topical area is covered in a page or two; however this weakness is not much of a hindrance as the children's knowledge of First Nations people are very limited and the text works well for providing a brief introduction of key facts.

*“Sharing our World: Animals of the Native Northwest Coast”* Available from the Vancouver Public Library. The book does not have a defined author but the publisher’s information is listed. Publisher: Vancouver: NativeNorthwest.com, 2010 ISBN: 9781554768764

This text is an illustrated book with rich drawings that display traditional native art work of animals. There are many animals shown which are sacred in First Nations culture such as Whales and Bears. The book can be found at the Vancouver Public Library or can be purchased online at Amazon.ca or directly from the [canadiannativeproducts.com](http://canadiannativeproducts.com) website. One strength of the book was the brief commentary on each animal; this allowed students to not get bored while each page was being read. Conversely, this is also a weakness of the text, because many children wanted more information about the animals. Overall this is a good text and if additional information is required one can print out sheets with information on each animal to show the students.

*“How the people hunted the Moose”* Available online at <http://www.historymuseum.ca/cmhc/exhibitions/aborig/storytel/crme2eng.shtml>

This text is a short story about a Métis fable that involves humans hunting moose and the respect between Man and Animal in First Nations culture. One strength of the story is that it is brief and allows students to listen to the text in full before growing impatient or checking out. One weakness of the text is that it has some confusing items such as moose people and moose smoking pipes. This will not be a major weakness if students have been previously exposed to fables however.