

2. "He was stuck in the thick boughs of a great terebinth tree ..." 2 Samuel 18:9 (NKJV)

stuck: caught, held fast, detained against his will, trapped

thick boughs: substantial limbs, beefy arms, hefty branches, enormous appendages

terebinth tree: turpentine-producing tree, variety of tree or tree from the Mediterranean

1. He was held fast in the substantial limbs of a great turpentine-producing tree.
2. He was detained in the beefy arms of a great Mediterranean variety of tree.
3. He was trapped in the hefty branches of a great tree from the Mediterranean.

### Outline

Summarize the fable by creating an outline.

#### I. Ant searched for food

A. Ran nimbly in sunshine

B. Saw Chrysalis

1. Near change
2. Moved its tail
3. Attracted attention
4. Saw life

#### II. Ant's monologue

A. "Poor, pitiable animal," cried Ant

B. "Sad fate"

C. "I am free"

1. "Run at my pleasure"
2. "Climb tallest tree"

D. "You are imprisoned"

1. "In shell"
2. "No power to move"

E. The Chrysalis heard but did not make any reply

#### III. Reversal a few days later

A. Only shell remained

B. Ant wondered what happened

C. Suddenly shaded and fanned

D. Butterfly's monologue

1. "Behold ... your much-pitied friend!"
2. "Boast if you can make me listen"

E. Butterfly took flight

1. "... Borne along and aloft on the summer breeze ..."
2. Ant never saw Butterfly again

Appearances are deceptive."

### The Ant and the Chrysalis

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- » Ensure that students are keeping the meaning of the sentences intact, while also encouraging them to use variety in their diction (i.e., word choice).

4. Repeat these directions for #2.

## 3. Outline

As a class, summarize the Fable in outline form.

The outline should be a basic account of the sentences in the fable. Its purpose is to clarify the events of the story. Later, the student will use the outline as an aid to writing paraphrases.

1. Ask: "There are three acts to this fable: I, II, and III. How may we summarize them? Tell what happened in each act using as few words as possible."

- I. Ant searched for food
- II. Ant's monologue
- III. Reversal a few days later

2. Ask the students how each act should be further subdivided.

"What happens in I., *Ant searched for food*? Be concise with your words."

- A. Ant ran nimbly in sunshine
- B. Saw Chrysalis

Example: "What happens in I.B., *Saw Chrysalis*?"

3. When finished, go back through the outline and make note of recognition and reversal.

## 4. Narration

1. The students now put the fable aside and narrate it in their own words using their outlines. They should introduce their narration in this way: "(name of fable) by Aesop, as retold by (student name)."

2. Another option is to have the students rewrite the fable in their own words using their outline. Have them title their papers in this way: "(name of fable) by Aesop, as retold by (student name)." When finished, students check their work with the original fable and make any necessary additions or corrections.

## 2. Variations: Part 1

1. Say the sentence in #1 aloud, then repeat the words in bold. Enlist the students to think of synonyms for the bold words; you may guide them as a class or coach students individually. Have them write their best answers in the blanks.
2. Say: "Now compose your first sentence variation by replacing each original bold word with a synonym." (Students may alter the order of the words, but remind them that they must keep the idea of the sentence intact.) Instruct them to write two more variations, using different synonyms each time.
3. When all are finished, have volunteers read their answers aloud.
  - » Ask: "Did substituting your synonyms change the meaning of the sentence or did it add variety?"