

## Stories That Teach

**Directions** Fables are stories that often have a lesson to teach. Read the fable below and answer the questions that follow. Then create your own original fable, as described in the Discovery activity.

There once was a hare who boasted that no one could run as fast as he could. He was so proud of his speed that he challenged all the other animals to a race. However, no one was willing to take his challenge except the tortoise.

The hare thought that was ridiculous. “That old plodder!” he thought. “I could beat him lying down!” But since he had promised to take on any challenger, he had to accept.

On race day, the two lined up at the starting post. The hare took off and soon left the tortoise far behind. He decided to stop and lie down for a nap, thinking that the tortoise

could never beat him. So he curled up by the side of the racecourse and closed his eyes.

Meanwhile, the tortoise kept plodding steadily along, one foot in front of the other. Slowly but surely, he reached the spot where the hare lay sleeping. Slowly but surely, he moved past and toward the finish line.

When the hare awoke, he looked behind him and saw no sign of the tortoise. Then he looked ahead and saw that the tortoise was just a few feet from the finish line. He leapt up and started racing as fast as he could, but it was too late. The tortoise plodded slowly across the line and was declared the winner.

1. How would you describe the character of the hare? \_\_\_\_\_  
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2. How would you describe the character of the tortoise? \_\_\_\_\_  
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3. What lesson does this story teach? \_\_\_\_\_  
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 \_\_\_\_\_

### Discovery

**An Original Fable** Write a new fable that teaches a particular character trait. You can use humans or animals as your characters. Your fable should teach a lesson about the importance of good character. Read your finished fable aloud for the class.

## A Study of Impacts

**Directions** You can learn to make better decisions when you analyze those that others have made. Read the scenario below and answer the questions that follow.

On a Saturday night, Mike and two of his friends were walking down a road in their town. As they passed by a curbside mailbox, one of Mike’s friends yanked the door off the mailbox. Laughing, the teens moved on to another mailbox and did the same thing. Within a short time, they had damaged several mailboxes, knocking some completely down.

A few days after the spree, Mike was invited to meet his girlfriend’s grandparents. As they approached the older couple’s home, Mike saw a destroyed mailbox and realized that this was one of the houses where he and his friends had done damage.

In talking with the couple and getting to know them, Mike discovered that he liked them very much. Something they said made him realize that they lived on a fixed income. In their conversation, the couple mentioned how their mailbox had been destroyed. They were worried that whoever damaged their property might come back again—perhaps even to harm them. As Mike and his girlfriend prepared to leave her grandparents’ home that day, he had a lot on his mind.

1. Why do you think Mike and his buddies decided to damage the mailboxes?

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2. Would Mike have damaged the mailboxes if he had been walking on the road alone? Explain your reasoning.

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3. What is a fixed income and how does it affect people? \_\_\_\_\_

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**CHAPTER 2 Character Development (Continued)**

**Focus on *Analysis***

4. How did the teens' actions impact the older couple? \_\_\_\_\_

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5. Older people often remain fearful (sometimes for life) after they have a frightening experience. Why do you think this is true?

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6. Did not knowing the couple affect Mike's willingness to damage their property? Explain.

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7. What do you think Mike is thinking and feeling now? \_\_\_\_\_

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8. What do you think Mike should do? \_\_\_\_\_

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9. Could Mike have prevented the mailbox bashing spree? What should he have done at the time?

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10. Suppose someone throws rocks through several windows of a small neighborhood restaurant. Identify everyone who might be affected by this action, and how.

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