

One Theme, Three Genres

Compare how a fable, a scene and an argument work.

7.8 "Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the three supplied texts. Label a genre feature in each and mark how it shapes the message. Text A adapts a traditional fable; B and C are original fictional classroom texts.

Working Together: Three Different Designs

Text A: The Bundle of Sticks - traditional fable

A father's sons argued so often that advice no longer helped. He handed each son a tied bundle of sticks and asked him to break it. Each tried, but the bundle held. Then the father untied it. The sons easily snapped the separate sticks. He explained that helping one another would make them stronger, while quarrelling would leave each alone. The ordinary sticks had made his lesson visible: unity brings strength.

Adapted from Aesop's "The Bundle of Sticks," The Aesop for Children, Library of Congress.

Text B: The Last Table - contemporary dramatic scene

[A school fair opens in ten minutes. Rina carries a game board. Tomas holds a stack of signs.]

RINA: There is only one table left. My game needs it.

TOMAS: And my welcome station needs somewhere to stand.

[They each grip an end of the table. It stays in the doorway.]

RINA: We could spend ten minutes arguing.

TOMAS: Or put your game at one end and my signs at the other.

[Rina releases her grip. Together they turn the table through the door.]

RINA: Then the first people who arrive can play while they wait.

Text C: Share the Fair - contemporary argument

Our fictional school should ask fair teams to share tables when space is limited. In the scene above, two students cannot move forward while each demands the whole table. Dividing its use gives both projects a place. That example illustrates a possible solution; it is not proof that sharing always works. Some activities need a full surface or separate equipment. Teams should therefore compare their needs before the fair and share only when both activities still work. A flexible plan is more useful than either insisting on separate tables or forcing every team to combine.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** What features make Text A a fable? Explain how the sticks help deliver its purpose.

- 2** How do the dialogue and stage directions in Text B develop its conflict and resolution?

- 3** Identify the claim, illustrative support and qualification in Text C. Why distinguish an illustration from proof?

- 4** Compare how Text A and Text C end. What does each ending ask its audience to accept?

3 YOUR TURN

Your own words

Write a developed comparison of all three genres. Explain how each text's characteristics and structure serve its purpose, using a specific detail from each. Go beyond naming the genres.

Compare form and purpose

Connect the fable, drama and argument. Explain how their different forms shape a related message.

[illegible]

PART 1 • READ AND MARK

Read the three supplied texts. Label a genre feature in each and mark how it shapes the message. Text A adapts a traditional fable; B and C are original fictional classroom texts. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What features make Text A a fable? Explain how the sticks help deliver its purpose.	A brief illustrative story ends in an explicit moral. The tied and separated sticks provide a concrete comparison for unity and conflict; animal characters are not required for every fable.
2	How do the dialogue and stage directions in Text B develop its conflict and resolution?	The spoken demands establish competing goals. Gripping the table shows the stalemate physically; turning it together shows cooperation. The drama communicates through speech and action rather than a narrator stating a moral.
3	Identify the claim, illustrative support and qualification in Text C. Why distinguish an illustration from proof?	The claim favors compatible teams sharing limited tables. The fictional scene illustrates a possible benefit; activities needing separate space qualify the claim. An invented example cannot establish that the proposal always succeeds.
4	Compare how Text A and Text C end. What does each ending ask its audience to accept?	The fable ends with a broad moral about unity. The argument recommends a conditional plan that respects differing needs. Both favor cooperation, but the latter explicitly limits when it should apply.

PART 3 · YOUR TURN (SAMPLE ANSWER)

All three texts value cooperation, but their forms guide readers differently. Text A uses a short conflict, a demonstration and an explicit lesson. Its sticks turn an abstract idea into a memorable comparison. Text B presents the conflict through dialogue and stage directions. The unmoving table lets an audience see the problem, while the characters' actions reveal the solution. Text C instead states a proposal, uses the scene as an illustration, and addresses a limitation. It qualifies cooperation rather than treating it as a rule for every situation. Thus the fable teaches a broad moral, the drama lets viewers witness a change, and the argument asks readers to judge a practical recommendation.

TEACHER ASSESSMENT NOTES

Judge analysis of actual genre features and effects within and across the supplied texts. Do not require all fables to have animals or all plays to state a moral. Aesop is a traditional/classical source; the contemporary scene and argument were authored for practice. Text C uses the scene as an illustration and labels its limits; there is no claimed survey or ridership map. Fable adapted from the public-domain text hosted by Library of Congress: <https://read.gov/aesop/040.html>. Other supported comparisons are welcome.