READ IOWA HISTORY

EDUCATOR MATERIALS



Rules and Responsibilities

LESSON PLAN FOR SUPPORTING QUESTION

What does it mean to be a responsible citizen?

KINDERGARTEN

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

Primary sources (from the digital **Primary Source Sets collection**) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as you see fit for your students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the **Primary Source Sets toolkit** to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary lists or cards, a materials list and instructions. There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create their own with the primary sources.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These reproduceable student worksheets are available in the **Student Materials PDF** (on website, below "Educator Materials") for this topic.



Courtesy of Library of Congress, Lee, Russell, "Boy raking up leaves on front lawn, Bradford, Vermont," October 1939

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproduceable assessment worksheet(s) also are available in this topic's **Student Materials PDF**.

Rules and Responsibilities

Kindergarten

Overview

Students will explore what it means to be responsible in a variety of settings. These lessons will focus on how to be responsible at home, in school, in the community and in the world. Students also will work together to establish classroom/school rules and determine how to be a responsible citizen to improve their community.

Unit Compelling Question

Why do rules matter to our lives?

Unit Supporting Question

What does it mean to be a responsible citizen?

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Compelling and Supporting Questions

Kindergarten

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the **Primary Source Sets**, which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 **Primary Source Sets**.

Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

Why do rules matter to our lives?

Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** question below is the supporting question for this Read Iowa History unit.

1) What does it mean to be a responsible citizen?
2) What does it mean to be a respectful citizen?
3) How are rules and laws different in Iowa from other places?

Read Iowa History: Rules and Responsibilities

This Read Iowa History lesson addresses “Why do rules matter to our lives?” and “What does it mean to be a responsible citizen?” and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards	
No.	**Standard**
SS.K.8.	Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities. (21st century skills)

Iowa Core Literacy Standards	
No.	**Standard**
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.

Objectives

- I can identify rules that keep me safe.
- I can explain and apply how to be responsible.
- I can identify and apply ways to help the environment.
- I can collaborate and explain my thinking to others.
- I can ask and answer questions.
- I can have meaningful conversations.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding about rules and responsibilities. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

Rules are patterns of behavior that a group agrees to enforce in some manner, with anything from disapproval to severe penalties. When those **rules** are adopted by government, they become laws that can be enforced with penalties of fines or even jail time. **Rules** and laws provide us with the ability to plan what we will do and how others will behave in response. Traffic laws are a good example. Driving on the right side of the road, obeying speed limits, requiring drivers licenses all make the highways safer. Not everyone will obey the laws all the time, but in most cases, drivers know what is expected of them and what they can expect from an oncoming vehicle.

A **responsible** citizen knows and understands what the laws are and obeys them. They may not always agree with them, but for the most part, agrees to follow what the established regulations are. However, civic responsibility goes beyond legal requirements. Responsible citizens look for ways to make their communities better places to live. They support their families and their communities. They volunteer for community projects and clean up their **environment**.

While responsibility involves personal behavior, respect relates to the way we treat others. Respectful citizens allow others to express their opinions and tries to understand why they hold them. Respectful citizens acknowledge others contributions to the community. Sometimes respect means just leaving others alone. It acknowledges others' rights to live their own life in their own way when it is not harming anyone else.

In the United States, the authority to write laws is divided among different levels of government. Congress writes laws that apply to the entire nation that are essential to maintaining peace and order as citizens travel and do business around the country. The state and local governments write laws about matters closer to home. Many state laws are similar across the nation but they are enforced in state and local courts. Education is a good example of state authority. The state legislature establishes the system of Iowa public schools, writes **rules** on what they teach and how they are governed and authorizes taxes to support them.

Vocabulary Words

- Responsible
- Rules
- Environment

Creating and Following a Rule

Unit Compelling Question

Why do rules matter to our lives?

Unit Supporting Question

What does it mean to be a responsible citizen?

Overview

This pre-lesson activity will provide students with background information and tools they can use to help them analyze primary sources in later parts of this unit. In this activity, you will have students identify what a rule is and why they are important. Then, as a class, they will create rules that will apply to the entire classroom. You will explain to students about why rules are important to set guidelines for your classroom, school and community. Rules are ultimately meant to help keep everyone safe.

Instructions

1. Explain to students that in social studies, they will be learning how to ask and answer questions about actions they take and why they are taken. This is related to this Read Iowa History's compelling question, "Why do rules matter to our lives?"
2. Introduce the **definition** for the word "Rule." Refer to the definition in the **background essay** and the **vocabulary card**.
3. Students will brainstorm rules they can think of as a class. You will make a T-chart of rules for home and rules for school. Discuss with students how rules at home may not be the same for everyone and why.
4. As a class, have students determine classroom/school rules together and post them for reference in the classroom.
5. **Formative Assessment:** Each student can have a **Rules and Responsibilities booklet** to fill out throughout the course of these lessons. Using the booklet, students will each draw a picture(s) of school rules. Ask students to explain why it is an important rule verbally or on a digital platform.

Materials

- **Vocabulary card for "Rule"**
- Chart paper
- **Rules and Responsibilities booklet**
- **Suggested Book:** *Who Makes the Rules?* by Gail Hennessey

Rules and Responsibilities Booklet

This is a condensed version of the Rules and Responsibilities booklet for students to use during this Read Iowa History unit. This layout of the booklet is for you, the educator, to utilize. A full-size, printable version of this booklet for students is available in the Student Materials PDF.

1

Rules and Responsibilities by

_____

2

My Classroom Rules

Draw a picture of a classroom rule(s).

3

How can people be responsible?



How could these people be more responsible?

_____

_____

_____

4

Scenarios

Joe forgot to bring his library book back on time. What should Joe say?	The teacher noticed Jamie was coloring when (s)he instead of picking up. The teacher asked Jamie again to pick up. What should Jamie say?	Johnny started yelling at his friend, "You took the ball from me at PE." What should Johnny say?
Joe needed a pencil so he took Jamie's. When Jamie asked him about it, he... What should Joe say?	Jamie and Joe were playing at recess. The bell rang and Joe ran to line up, but Jamie continued to play. What should Jamie do?	Johnny ask Jamie to stop, Jamie didn't listen. What should Johnny say or do?

5

Blaming vs. Responsible Statements

It's her fault that I'm late...
I'm sorry I'm late. What did I miss?

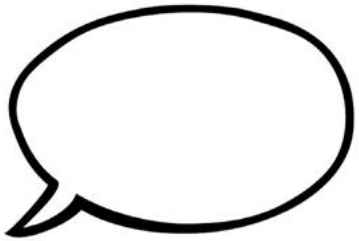
He made me miss the ball...
We bumped into each other. I'll get it next time.

You didn't tell me what to do...
I wasn't listening. Could you tell me again?

She didn't clean up...
We haven't cleaned up yet. We will do it now.

6

Speech Bubble



Rules and Responsibilities Booklet

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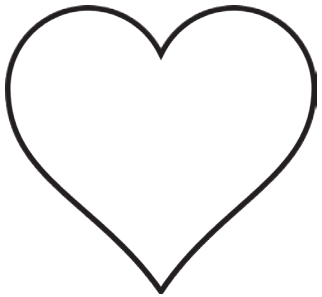
7

Kind words make a happy heart.



8

This is how I can help my environment:

9

Things I am <u>Responsible</u> for:

Blaming Statements vs. Responsible Statements

Unit Compelling Question

Why do rules matter to our lives?

Unit Supporting Question

What does it mean to be a responsible citizen?

Overview

The target of this activity is for students to take ownership for their actions. You will use a "Blaming vs. Responsible Statements" worksheet to help students understand how to respond with a responsible statement rather than a blaming statement in regard to their choices and actions.

Instructions

1. Remind students that as a class, you have been talking about what it means to be respectful and responsible. Tell them part of being respectful and responsible is accepting responsibility for your own actions.

2. You will use the **"Blaming vs. Responsible Statements" worksheet in the Rules and Responsibilities booklet** to discuss the difference between blaming statements and responsible statements with students.

3. Read a statement to students. Ask them to determine how to respond.
   - It's her fault that I'm late... I'm sorry I'm late. What did I miss?
   - He made me miss the ball... We bumped into each other. I'll get it next time.
   - You didn't tell me what to do... I wasn't listening. Could you tell me again?
   - She didn't clean up... We haven't cleaned up yet. We will do it now.

Materials

- **Rules and Responsibilities booklet: "Blaming vs. Responsible Statement" worksheet; scenarios; speech bubble**
- **Suggested Book:** *But It's Not My Fault* by Julia Cook

4. **Formative Assessment:** Model to students how to complete a speech bubble using the scenario(s) available in the **Rules and Responsibilities booklet**. Choose a scenario for students to complete on their own in their booklet.

5. **Optional Step:** This is an additional direction to introduce students about ways to "take action" to be responsible. Tell students you will be watching for them to take action by using the responsible statements in the classroom, on the playground or anytime they are at school. Point out times when you see students doing it so you can reinforce the behavior.

Accepting Responsibility, Responding to Unkind Words

Unit Compelling Question

Why do rules matter to our lives?

Unit Supporting Question

What does it mean to be a responsible citizen?

Overview

Students will review what it means to accept responsibility for their actions. They will also practice how to handle situations when someone else is not responsible with their actions.

Instructions

1. Review with students what it means to act responsibly and how to respond with responsible statements.
2. Have a **paper heart** (red, or whatever color works) ready to use. On the heart, please write: "Before you speak, think and be smart. It is hard to fix a wrinkled heart."
3. Have your class sit in a circle. You will crumple up the paper heart while explaining that this is how someone's heart feels when someone says unkind things.
4. Now, uncrumple the heart, and pass it around so each student can try to rub the wrinkles out. When the heart makes it back around the circle to you, hold it up and explain how words can hurt. Tell students to look at the heart, and even though they all tried, they could not get all the wrinkles out. Explain to students that the same thing happens with people. When unkind words are spoken, they cannot be taken back or erased. Like the wrinkles, the hurt doesn't go away.
5. Hang the heart up in the classroom as a reminder of using kind words.
6. **Formative Assessment:** Students write a kind word/sentence in the center of their **heart in their Rules and Responsibilities booklet**.

Materials

- **Paper heart**
- **Rules and Responsibilities booklet**
- **Suggested Book:** *Peace Week in Miss Fox's Class* by Eileen Spinelli

Images of Responsibility

Unit Compelling Question

Why do rules matter to our lives?

Unit Supporting Question

What does it mean to be a responsible citizen?

Overview

Students will learn to identify responsibility. When students are responsible, they make choices and take an active role in their learning. In a larger context, showing students ways people responsibly participate and take an active role in their community and world encourages them to be good citizens.

Source Background

Source 1: This image shows two young girls working on school work together. Respect is a way of treating or thinking about something or someone.

Source 2: This image shows people crossing the street at this crosswalk in Harlem, New York. The photo features a woman in a bright red coat with matching hat walking across the street in 2008.

Source 3: This image shows girls playing soccer in October 1943. Participating on a team - like these girls are - requires teamwork, working together and playing by the rules.

Source 4: This image shows a boy raking leaves in a front lawn in Vermont. There are two other boys helping him by putting the leaves in a box.

Instructions

1. Introduce the **definition** for the word "Responsible." You want students to understand that they are supposed to do the things they are expected to do and to accept the consequences (results) of their actions.
2. Students are going to explore what being responsible looks like through different photographs. Have the **primary source images** for this lesson available to display. Show each image one at a time and ask students what it means to be responsible in each image at school and in their community.
3. Add other images that reflect your classroom and what they will need to be responsible for as students. Examples include checking out and reading library books, how to line up, picking up toys, classroom jobs, recycling paper or other items, following rules of a game and listening to the you, their teacher.

Instructions continued on next page

Materials

- **Vocabulary card for "Responsible"**
- Four primary sources images
- **"Classroom Rules" video**
- **Rules and Responsibility booklet**
- **"A Responsible Person..." Anchor Chart**

Images of Responsibility

Instructions continued

4. Next, have students watch this **"Classroom Rules" video**. The video shares ways that students can be responsible at school. Follow up the video by asking students the question below.
   - In what ways were the kids responsible in the video?
     Examples include: doing chores, taking care of a pet, trying your best, do things without being told, get up on time for school, brush teeth, comb hair, complete homework

5. Create an **anchor chart** to complete this prompt: A responsible person… Write this sentence prompt in the center of the chart and have students share ideas to be recorded around it. You can add to this chart through the supporting question lessons (does what they say they will, does what they are told, follows directions, is kind to others and property, makes good decisions, tries their best, does not make excuses).

6. **Formative Assessment:** Have students view the images again and share either written or verbally their answers to this question: What could these people do to be more responsible? Have them refer to the **Rules and Responsibilities booklet,** and have students draw five things that they are responsible for in their life.

Girls Working Together at School, December 12, 2015



Courtesy of Pixabay, 12 December 2015

Woman Walking Across Crosswalk in Harlem, New York, 2008



Courtesy of Library of Congress, Vergara, Camilo J., "Frederick Douglass at W. 125th St., Harlem," 2008

Children Playing Soccer in Washington, D.C., October 1943



Courtesy of Library of Congress, Bubley, Esther, "Washington, D.C. Playing soccer in a physical education class at Woodrow Wilson High School," October 1943

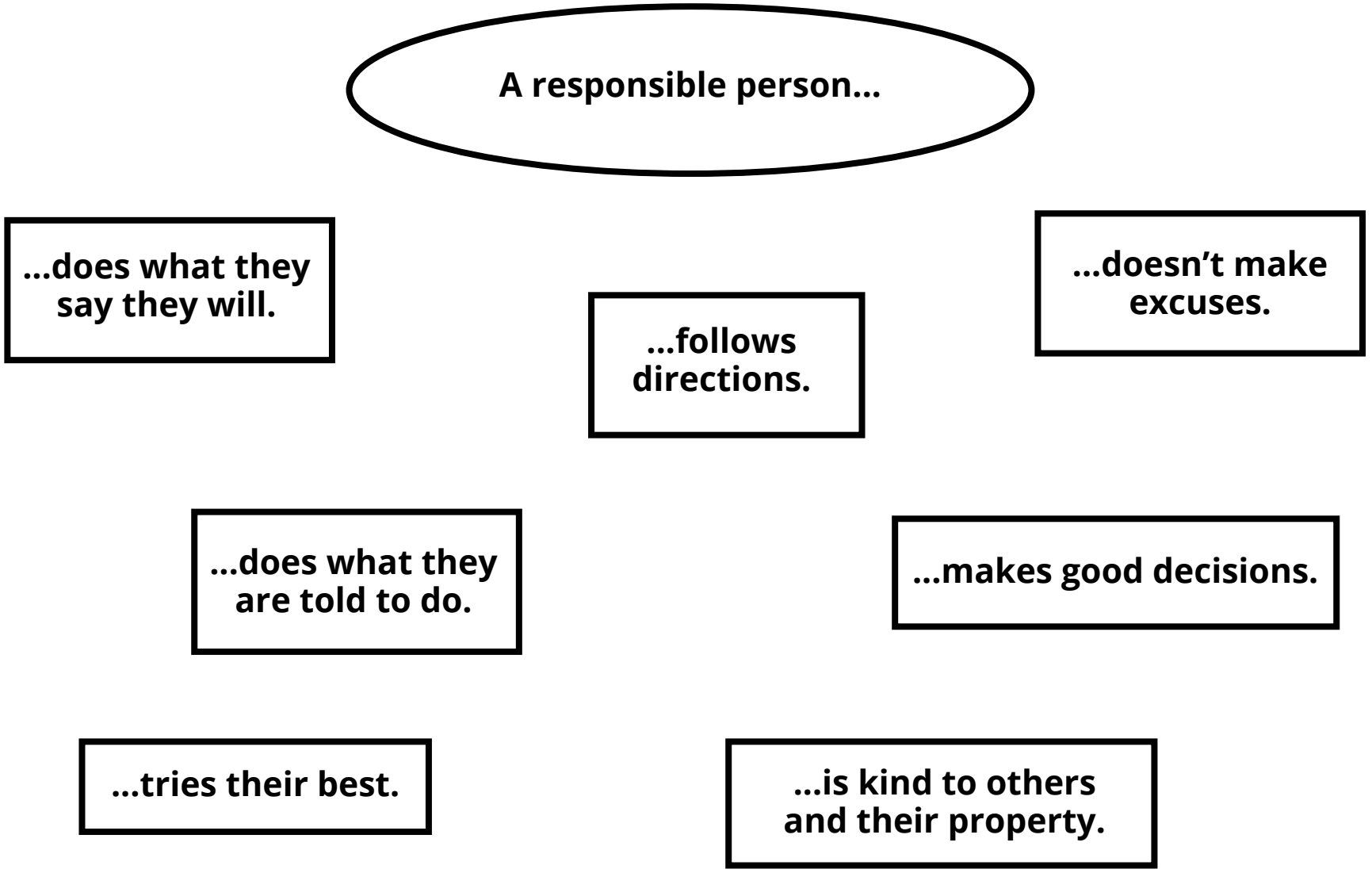
Boy Raking Leaves on a Front Lawn in Bradford, Vermont, October 1939



Courtesy of Library of Congress, Lee, Russell, "Boy raking up leaves on front lawn, Bradford, Vermont," October 1939

A Responsible Person... Anchor Chart

These are examples to use with the anchor chart in Part 1 to help students describe acts performed by "a responsible person." You, the educator, can write on this sheet, cut out the possible answers or use it as you see fit.



"Compost Pile" and "Open Trash Cans"

Unit Compelling Question

Why do rules matter to our lives?

Unit Supporting Question

What does it mean to be a responsible citizen?

Overview

Using primary sources, students will learn about how being a responsible citizen also includes taking care of the environment. Students will determine ways to help protect and conserve the environment in a way applicable to kindergartners.

Source Background

Source 1: This image shows open trash cans along a street in New York City in April 1943. Picking up litter is part of being a good citizen. If you are walking through a street and you see a bag floating through the air, pick it up and fill it with other trash you find. If you see a full bottle of water on the side of the road, make sure you have gloves on unless the bottle is empty, then pick it up then put it in recycling.

Source 2: This image shows a large compost pile in 2014. Responsible citizens make composting areas. Composting is a process to create clean, rich soil that will grow just about anything. Composting helps reduce garbage in the landfill and makes rich soil for planting.

Instructions

1. Explain to students another responsibility they have is to take care of the environment.
2. Display the two primary sources for students. Read them the background information about the sources.
3. You will use the "I See, I Think, I Wonder" worksheet to record student thinking about the images. You also can use their questions to help you determine what possible books or websites to use in later lessons.
4. After students have generated questions, brainstorm ways they can help the environment. Some examples include: turning off the lights when not using a room, recycling, turning off the water when brushing teeth, using both sides of paper, taking shorter showers, creating a compost pile, turning off electronics when not using them, carpooling, using less items made of plastic, etc.
5. **Formative Assessment:** Have students draw a picture to explain how they will help the environment in their Rules and Responsibilities booklet.

Materials

- "Compost Pile, August 6, 2014" image
- "Open Trash Cans Along a New York City Street, April 1943" image
- "I See, I think, I Wonder" worksheet
- Rules and Responsibilities booklet
- **Suggested Book:** *Saving the Environment* by Vic Parker

  *More suggested books are available in Additional Resources

Open Trash Cans Along a New York City Street, April 1943



Courtesy of Library of Congress, Parks, Gordon, "New York, New York. Street scene showing open trash cans along the curb," April 1943

Compost Pile, August 6, 2014



Courtesy of Pixabay, Zimmer, Manfred A., 6 August 2014

I See, I Think, I Wonder

This is an example "I See, I Think, I Wonder" worksheet that corresponds with the instructions to analyze the primary source for Part 2. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's Student Materials PDF.

I See 	I Think 	I Wonder 
What do you see in the images?	What are you thinking?	What questions do you have?

Lesson Summative Assessment

Unit Compelling Question

Why do rules matter to our lives?

Unit Supporting Question

What does it mean to be a responsible citizen?

Assessment Instructions

1. Remind students that they have been learning about being responsible. Display both images (**WPA Workers Serve Lunches in Mason City, Iowa** & **Kids Play the Parachute Game at Friday Fest in Des Moines, Iowa**) for the lesson summative assessment. Have students choose an image to analyze.

2. Ask students the following questions about the image they choose:
   - How is someone being responsible or could be responsible in the image?
   - What would they do to be responsible?
   - What are they doing?
   - What might they say?

Assessment Scoring Options

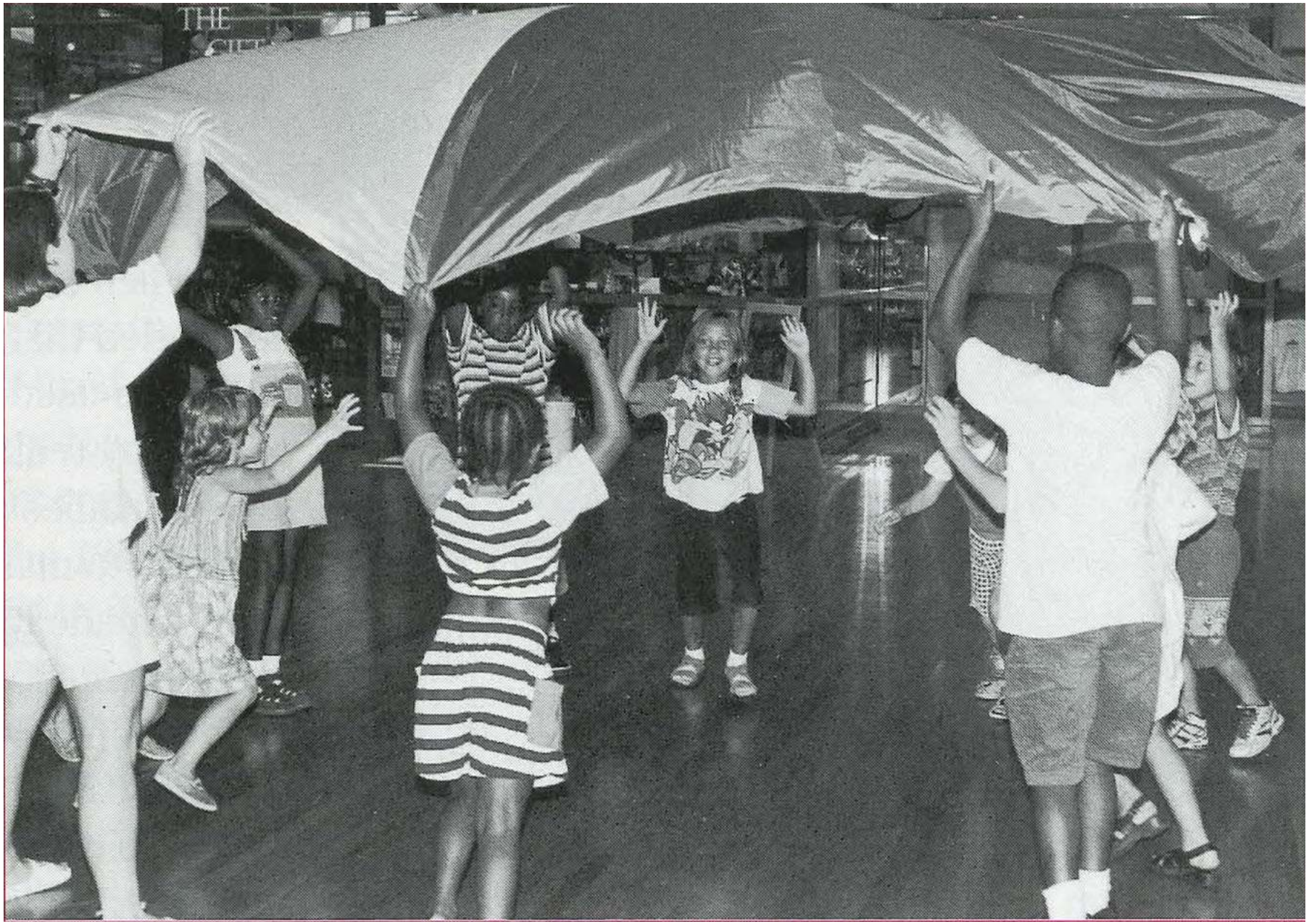
Proficient	Explains three things the kids in the image are responsible for, and explains their thinking to the teacher verbally or on a digital platform.
Developing	Some ideas and understanding, but unable to give three examples of how the kids in the image are/or could be responsible.
Beginning	Unable to give or contribute any ideas of how the kids in the image are/or could be responsible.

WPA Workers Serve Lunches in Mason City, Iowa, 1940



Courtesy of State Historical Society of Iowa, The Goldfinch: Making a Living, Vol. 17, No. 4, pp. 22, 1996

Kids Play the Parachute Game at Friday Fest in Des Moines, Iowa, 1997



Courtesy of State Historical Society of Iowa, The Goldfinch: Toys and Games, Vol. 19, No. 2, pp. 23, 1997

Vocabulary Flashcards

READ IOWA HISTORY

Responsible

READ IOWA HISTORY

Rules

READ IOWA HISTORY

Environment

READ IOWA HISTORY

Responsible

To be responsible is to do things that one is expected to do or accept the consequences (results) of their actions. A responsibility is a duty someone has to do. For example, it might be someone's responsibility to feed the dog or wash the dishes.

Rules

A rule is something a person must follow to be safe. It is a statement that tells a person what is or is not allowed in a particular game, situation, etc.

Environment

All the physical surroundings on Earth are called the environment. The environment includes everything living (people, animals, plants) and everything nonliving.

Additional Resources for Educators

Rules and Responsibilities Primary Source Set
This digital source set offers a number of other rules and responsibility-related primary sources, source-dependent questions and links to additional resources.

ReadWorks.org: Community Life
This digital set provides audio, photos, text and more to help students look at ways to be a good citizen.

"Reduce, Reuse, Recycle" - EPA
This helpful webpage from the Environmental Protection Agency provides resources for educators to teach students about how reducing, reusing and recycling can help them, their community and the environment by saving money, energy and natural resources.

***Who Makes the Rules?* by Gail Hennessey**
This storybook focuses on who determines the rules for various places, from the classroom to the entire country. It includes vivid images in conjunction with easy-to-read text, and readers are encouraged to recognize and follow rules that impact their own lives.

***Saving the Environment* by Vic Parker**
This book features the stories of young people from around the world who have used their talents and skills to help save the environment in their local communities and in the wider world.

***Be Careful and Stay Safe* by Cheri Meiners**
This book teaches children how to avoid potentially dangerous situations, ask for help, follow directions, use things carefully and plan ahead. It includes questions, activities and safety games that reinforce the ideas being taught.

***That Rule Doesn't Apply to Me* by Julia Cook**
Julia Cook's third book in the Responsible Me! series focuses on Noodle and describes the variety of rules he deals with daily. His mom helps him visualize the consequences of no rules at all and Noodle begins to understand that rules help create a safe environment for everyone.

***I Just Want to Do It My Way* by Julia Cook**
RJ's way of doing things isn't working out for him, especially in math class. His teacher is upset because so many of his assignments are missing or incomplete. RJ blames Norma the booger picker and Rodney the alphabet burper for distracting him during class.

***What If Everyone Did That?* By Ellen Javernick**
Using humorous illustrations rendered in mixed media, questions about responsibility are answered in a child-friendly way and show the consequences of thoughtless behavior.

***But It's Not My Fault* by Julia Cook**
This can be a helpful storybook when speaking with students about blaming versus responsible statements. Follow Noodle on his journey as he learns not to blame others or try to find fault; but instead practices accepting responsibility.

***Peace Week in Miss Fox's Class* by Eileen Spinelli Peace**
It's Peace Week, and the rules are simple: don't say mean things, and help others! This book follows Miss Fox's class as they try to keep the peace. A possible follow-up discussion could focus on the question: What could you do instead of reacting to unkind statements?

Additional Resources for Educators

Compost Stew: An A to Z Recipe for the Earth **by Mary Siddals**
This illustrated book is perfect for an Earth Day focus or year-round reference. This inviting book provides all the answers for kids and families looking for simple, child-friendly ways to help the planet.

Wiggling Worms at Work **by Wendy Pfeffer**
Read and find out about the wonders of worms. This Stage 2 LRFO lets readers know about all the important ways worms work to help the environment — and people.

Where Do Garbage Trucks Go?: And Other Questions About Trash and Recycling **by Ben Richmond**
What is a landfill? What makes some garbage dangerous? Why it is good to recycle — and can we recycle water? Kids see the garbage truck all the time, but this entertaining and educational book will tell them what it does and where it goes, along with other facts about the trash we create and how it affects the environment.

Luna and Me: The True Story of a Girl Who Lived in a Tree to Save a Forest **by Jenny Sue Kostecki**
This is the story of Julia Butterfly Hill and Luna, the redwood tree she lived in for two years, never once coming down.

The Tree: An Environmental Fable **by Neal Layton**
For the rabbits, birds, and squirrels, the big tree is home. But then come two new arrivals with wonderful plans, all ready to create their dream house. With empathy and imagination, Neal Layton offers a hopeful outlook in this fable about the harmony of the natural world.