

Lesson 26

Comparing Patterns of Events in Stories



Learning Target



Noting similarities and differences among events in various stories and myths will help you understand stories told in many parts of the world.

- **Read** Traditional stories come from different parts of the world, but many share similar **patterns of events**, or the likely or expected ways things happen.

One kind of story that follows a pattern is a **quest**. In a quest, a character goes on a journey to reach a certain goal, often to help other people. **Myths** that explain human behavior or ancient beliefs about nature also may share similar patterns. By comparing story events and outcomes, you will gain a better understanding of the tales you read.

As you look at the cartoons below, think about the story each one tells. How is the pattern of events similar and different?



The villagers are tired of Tall Boy's constant bragging.



The villagers are hoping she'll bring warmth back to the world.

- **Think** What have you learned about the patterns of events in stories? What are the similarities and differences in the events in each cartoon? Complete the *Patterns of Events Chart* below to tell what happens.

	Story About a Boy	Story About a Girl
Order of Events		
Beginning		
Middle		
End	<i>The villagers become angry at Tall Boy's foolish ways.</i>	

- **Talk** Share your chart with a partner.
- What events did each of you list for the beginning, middle, and end of each story? Which are similar?
 - How do the patterns of events compare to each other?



Academic Talk

Use these words and phrases to talk about the text.

• **patterns of events**

• **quest**

• **myth**

TARA AND THE SUN

BY EMMA ROUNDTREE

- 1 For many years, the Clan had faced hardship after hardship. The rivers had dried up, and the once plentiful herds had moved away. Worst of all, the air had become much colder. The people feared they would freeze to death, alone amidst a cold and ruined Earth.
- 2 Tara could bear to see her people suffer no longer, so she braved the dangers of the Mountain. After many days of climbing, she reached the top and called forth the Sun.
- 3 “Should my people die,” she told the Sun angrily, “you shall have no one to shine upon. No one will be left to care about you, and you’ll fade away, friendless and alone.”
- 4 The Sun mulled this over and arrived at a decision. “Very well,” he answered. “Here, take this small piece of me.”
- 5 Tara returned to the Clan with the piece of Sun. Slowly, the air warmed, the herds returned, and the rivers began to flow once again.

Lonely MOON

by Luna Merison

- 1 Long ago, a young boy noticed a glowing white stone and picked it up. The moment his fingers touched the stone, the boy could hear Moon speaking to him. “I am terribly lonely,” said Moon. “I offer this part of myself to you so that, with it, we may talk.” The boy and Moon became good friends, and they shared many secrets.
- 2 As time passed, however, the Earth grew cold, and soon, all was frozen. Moon realized that he had caused the problem; the Moon-stone was harming the world. Sorrowfully, Moon lowered himself to Earth, gathered back the piece of himself, and returned to his lonely existence in the heavens. And, in due time, the Earth warmed once more.

Close Reader Habits

Underline the events that are similar in each story. Also write brief notes to tell *when* they occur.

Explore

How are the patterns of events similar and different in the two folktales?



Use a chart to help you compare and contrast the events in each story. Then you can look for patterns of events.

Think

- 1 In "Tara and the Sun," Tara is on a quest. Identify story details that show the pattern of events of a quest. Then summarize Tara's quest.

- 2 What are some ways that "Lonely Moon" is different from Tara's story? Describe three or more of these differences.

Talk

- 3 The characters in both stories get a piece of a heavenly body. Compare what happens when Tara gets a piece of the Sun with what happens when the boy gets a piece of the Moon. Use a chart to organize your ideas.

Write

- 4 **Short Response** Describe the similarities and differences in the patterns of events in "Tara and the Sun" and "Lonely Moon." Include details from both stories in your response. Use the space provided on page 438 to write your response.

HINT Is the boy in "Lonely Moon" also on a quest? Think of how your answer affects your response.

The Monkeys and the MOON

a Tibetan folktale,
from *Tibetan Tales Derived from Indian Sources*



- 1 In long-past times there lived a band of monkeys in a forest. As they rambled about, they saw the reflection of the moon in a well, and the leader of the band said, "O friends, the moon has fallen into the well. The world is now without a moon. Ought not we to draw it out?"
- 2 The monkeys said, "Good; we will draw it out."
- 3 So they began to hold counsel as to how they were to draw it out. Some of them said, "Do not you know? The monkeys must form a chain, and so draw the moon out."
- 4 So they formed a chain, the first monkey hanging on to the branch of a tree, and the second to the first monkey's tail, and a third one in its turn to the tail of the second one. When in this way they were all hanging on to one another, the branch began to bend a good deal. The water became troubled, the reflection of the moon disappeared, the branch broke, and all the monkeys fell into the well and were disagreeably damaged.
- 5 A deity uttered this verse, "When the foolish have a foolish leader, they all go to ruin, like the monkeys which wanted to draw the moon up from the well."

Close Reader Habits

Why do the monkeys fall into the well? **Underline** important events that lead up to that story event.

The King's Fire Dogs

a Korean folktale,
retold by Mary Hoffman
in *Sun, Moon, and Stars*



- 1 Heaven contains just as many countries as the Earth does. There is one called Land of Darkness where there is a king who keeps huge, fierce dogs called fire dogs. This king is always trying to think of ways to bring more light to his country.
- 2 One day, he called the biggest and most ferocious of his fire dogs and told it to go and bring him the sun. Off loped the dog and tried to seize the sun in his jaws. But the sun was so hot that it burned the dog's mouth. He snapped at it again and again but could not hold on. He had to go back to his master with his tail between his legs.
- 3 The king summoned his next biggest dog. He sent it to steal the moon for him, thinking that the moon wouldn't be as hot as the sun. But the second dog fared no better than the first. The moon was so cold that when he tried to bite it, the moon froze the dog's tongue to his mouth and made his teeth sing with pain. Hard as he tried, he could not hang on to the moon and had to spit it out. He too slunk back to the king.
- 4 Still, the king of darkness never gives up hope. Every now and then he sends one of his fire dogs to try and steal the sun or the moon. You can see the bite marks whenever there's an eclipse.

Close Reader Habits

How does the king try to steal the sun and moon? Why? **Underline** events that help you answer these questions.

Think Use what you learned from reading the stories to respond to the following questions.

- 1** Complete the chart by drawing Xs in the boxes next to the statements that describe events in “The Monkeys and the Moon,” “The King’s Fire Dogs,” or both tales.

Statement	“The Monkeys and the Moon”	“The King’s Fire Dogs”
A leader wants to bring more light to his land.		
A leader wants to rescue the moon.		
A leader sends out a dog to bring back the moon.		
Characters reach out to touch the moon.		
A character cannot hold on to the moon.		
A character never gives up hope of capturing the moon.		
The characters never reach their goal.		
The characters agree to work together on a solution to a problem.		
Some characters leave marks showing that they are still trying to reach their goal.		

- 2** Which statement below **best** describes a pattern of events that is true of both passages?
- A** To avoid hurting themselves, the characters give up on their plans.
 - B** The characters capture the moon to bring more light to their countries.
 - C** Though trying to be helpful, the characters make unwise decisions.
 - D** Because they don’t listen carefully to orders, the characters make mistakes.

- 3** Read this saying from paragraph 5 of “The Monkeys and the Moon.”

When the foolish have a foolish leader, they all go to ruin

Which **two** statements, one describing details from “The Monkeys and the Moon” and one describing details from “The King’s Fire Dogs,” explain what the saying means?

- A** The characters are hurt because they obey impossible orders.
- B** The characters agree to bring more light into the world.
- C** The characters never learn their lesson and still give advice.
- D** The characters wrongly conclude that a problem exists and fail to fix it.
- E** The characters try to reach for a thing that keeps disappearing.
- F** The characters decide to follow their leader on a hard and dangerous journey.



To compare and contrast these stories, mark details showing similar and different patterns of events.

Talk

- 4** Compare and contrast the patterns of events in both stories. What are the leaders like? What happens when the other characters help their leaders? How do earlier events influence the story outcomes? Use the Patterns of Events Chart on page 439 to list important story details and to organize your thinking.

Write

- 5 Short Response** Use the information in your chart to compare and contrast the patterns of events in both folktales. Include details from both tales to support your response. Use the space provided on page 439 to write your response.

HINT Look for details that show how the patterns of events are similar or different.



Write Use the space below to write your answer to the question on page 433.

TARA AND THE SUN

Lonely MOON

- 4 Short Response** Describe the similarities and differences in the patterns of events in “Tara and the Sun” and “Lonely Moon.” Include details from both stories in your response.

HINT Is the boy in “Lonely Moon” also on a quest? Think of how your answer affects your response.



Don't forget to check your writing.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

The Monkeys and the MOON

The King's Fire Dogs

4 Use the Patterns of Events Chart below to organize your ideas.

Order of Events	"The Monkeys and the Moon"	"The King's Fire Dogs"
Beginning		
Middle		
End		



Write Use the space below to write your answer to the question on page 437.

5 Short Response Use the information in your chart to compare and contrast the patterns of events in both folktales. Include details from both tales to support your response.

HINT Look for details that show how the patterns of events are similar or different.

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **pity**
- **stationed**
- **pursue**

How **MAUI** Snared the **SUN**

from *Hawaiian Folk Tales: A Collection of Native Legends*

- 1 Maui was the son of Hina-lau-ae and Hina, and they dwelt at a place called Makalia, above Kahakuloa, on West Maui. Now, his mother Hina made *kapas*. And as she spread them out to dry, the days were so short that she was put to great trouble and labor in hanging them out and taking them in day after day until they were dry.
- 2 Maui, seeing this, was filled with pity for her. The days were so short that, no sooner had she got her *kapas* all spread out to dry, than the Sun went down, and she had to take them in again. So he determined to make the Sun go slower.
- 3 He first went to Wailohi, in Hamakua, on East Maui, to observe the motions of the Sun. There he saw that it rose toward Hana. He then went up on Haleakala, and saw that the Sun in its course came directly over that mountain.
- 4 He then went home again, and after a few days went to a place called Paeloko, at Waihee. He cut down all the cocoanut-trees, and gathered the fibre of the cocoanut husks in great quantity. This he manufactured into strong cord.
- 5 One Moemoe, seeing this, said tauntingly to him: "You will never catch the Sun. You are an idle nobody."

6 Maui answered: “When I conquer my enemy, and my desire is attained, I will be your death.”

7 So he went up Haleakala again, taking his cord with him. And when the Sun arose above where he was stationed, he prepared a noose of the cord. Casting it, he snared one of the Sun’s larger beams and broke it off. And thus he snared and broke off, one after another, all the strong rays of the Sun.

8 Then shouted he exultingly: “You are my captive, and now I will kill you for going so swiftly.”

9 And the Sun said: “Let me live, and you shall see me go more slowly hereafter. Behold, have you not broken off all my strong legs, and left me only the weak ones?”

10 So the agreement was made, and Maui permitted the Sun to pursue its course. And from that time on it went more slowly; and that is the reason why the days are longer at one season of the year than at another.



WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **efficiently**
- **exhausted**

How Crow Brought DAYLIGHT

adapted from an Inuit folktale

- 1 Long ago when the world was young, the Inuit knew nothing about daylight. They lived and hunted under the stars of the northern darkness and thought nothing of it. Crow, however, had traveled far and wide and had seen daylight for himself. He told the Inuit about the light he saw at the horizon and how it made the earth glow with warmth and brilliance. The people began to think how wonderful it would be to have light. They could hunt more efficiently and gaze upon each other without need of a fire. The village elders begged Crow to find the daylight and bring it to them.
- 2 Crow agreed to make the journey south, flying endless hours until he reached a village where the sky turned bright with colors soft and wondrous. Crow saw a man who looked like the village chief and followed him home. Through an open window, Crow spied a ball glowing like a jewel resting in a corner. He knew the ball must be daylight. Waiting until the man went out again, Crow flew through the window, grabbed the ball, and flew away.
- 3 Crow's journey back north was long and even more tiring because he had to hold the ball in his beak. By the time he reached the Inuit village, he was exhausted from his journey. Crow looked like a spark of light as he flew closer, flapping his wings as hard as he could. But Crow could not hold the ball any longer. It fell to the ground and exploded into a brilliant light, chasing away the night. The sky became a bright blue. The shadowed mountains took on color and form.
- 4 As the people screamed in delight, Crow warned them that the daylight would not last forever. "It must rest every six months to regain its strength," he explained.
- 5 So, from that day until this, the Inuit have lived half a year in darkness and the other half in light. And they always treat Crow kindly, for it was he who first brought them daylight.

Think Use what you learned from reading the stories to respond to the following questions.

1 The box below contains events from both stories.

He flies south, finds a ball of daylight, and brings it to the Inuit.
 The people beg him to bring daylight to them.
 The Sun does not shine long enough. He decides to slow it down.
 He had traveled far and wide and had seen daylight.
 The Sun promises to shine longer. He is successful.
 One Moemoe warns him not to capture the Sun.
 The ball gives the people daylight. He is successful.
 He makes a cord, captures the Sun, and threatens to kill it.

In the chart, write details about similar story events in the appropriate column. You will not use every detail.

	"How Maui Snared the Sun"	"How Crow Brought Daylight"
Beginning		
Middle		
End		

2 Read the first sentence in paragraph 2 from "How Crow Brought Daylight." What does the suffix *-less* mean in the word *endless*?

- A** full of
- B** similar to
- C** without
- D** in a state of

3 Which **two** statements below **best** describe story details that are true of both passages?

- A** A character makes a secret agreement with the Sun.
- B** A character has never seen daylight before.
- C** A character wants to help improve the lives of others.
- D** A character captures sunlight for his own benefit.
- E** A character goes on a quest to get daylight.
- F** A character steals light from other characters.

4 Which statement below **best** describes **one** difference between “How Maui Snared the Sun” and “How Crow Brought Daylight”?

- A** Maui causes the Sun to stay. Crow makes the daylight go away.
- B** Maui uses cord to slow the Sun. Crow carries a ball of daylight.
- C** Maui tries to help only himself. Crow tries to help others.
- D** Maui does not have to travel. Crow travels a long way.



Write

“How Maui Snared the Sun” and “How Crow Brought Daylight” were told by people in different places, yet the tales share many similarities. Reread the stories. Find events that make them similar and different.

5 Plan Your Response Identify **two** similarities between the stories and at least **one** difference. Use a chart to organize your thoughts.

6 Write an Extended Response Use your chart and details from both tales to describe similarities and differences in the patterns of events of “How Maui Snared the Sun” and “How Crow Brought Daylight.”

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Learning Target

Now you've learned how to compare and contrast patterns of events in different stories and myths. Explain how this skill helped you better understand the stories you read.

This image shows a blank sheet of white paper with horizontal blue lines. At the top, there is a decorative border consisting of a row of small, light blue circular patterns. The rest of the page is empty except for the five horizontal ruling lines.