**Dos Lobos**

You should be familiar with the several author’s craft terms: metaphor, simile, allegory, and theme. Begin by impressing a classmate and Mr. Foster with what you already know. Fill in the chart below and publish your results in a creative way: tweet (or social media) it, go tell Mr. Moore or Mrs. Wilson, tell it to the person in class that you know the least, or tell Mr. Foster while speaking in a foreign accent.

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| **Author’s Craft technique** | **Definition in my own words** | **Example Text** | **Example Words** |
| Simile |  | My brain |  |
| Metaphor | Indirect, “replacement” comparison, usually between two unlike objects | My brain |  |
| Allegory |  | *The Crucible* by Arthur Miller |  |
| Theme | A complete sentence that is universal and describes the author’s message. |  | “You never know someone until you walk in their shoes.” |

Now let’s apply what you know. Read the following ancient Cherokee legend. As you are reading, look for the author’s craft techniques from the chart above.

**“Two Wolves”**

**An old Cherokee was teaching his grandson about life. “A fight is going on inside me,” he said to the boy.**

**“It is a terrible fight, and it is between two wolves. One is evil – he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.” He continued, “The other is good – he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith. The same fight is going on inside you – and inside every other person, too.”**

**The grandson thought about it for a minute and then asked his grandfather, “Which wolf will win?”**

**The old Cherokee simply replied,**

**“The one you feed.”**

Use the space below to just write a reaction to the legend. Simply write. Hopefully the tale generated some thoughts in your brain, heart and/or soul. Record them below.

Now, can you dissect the text and apply what you already know? Fill in the chart below and publish it in a new, creative way: write some insights on the board, text an answer to your parental figures, find that person of the opposite gender that you have always wanted to talk to in class and use this assignment as an excuse to talk to him/her, ask Mr. Foster what he thinks and critique his replies, or any of the ways listed at the beginning of this Dos Lobos activity.

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| **Author’s Craft technique** | **Words from “Two Wolves” that demonstrate it** | **Explanation of how I know the words are a demonstration of the author’s craft technique** | **How the usage of this author’s craft technique compares (sim. and diff.) to the text example in the previous chart)** |
| **Metaphor** | “two wolves” |  |  |
| **Allegory** | The whole text. |  |  |
| **Theme** |  |  | Both are abstract and universal and what they author intended. However, Lee’s theme is about judgment of other people and compares characteristics on the outside while the Cherokee legends is about judgment of ourselves and compares characteristics on the inside |
| **Juxtaposition, Dialogue, OR Listing (pick one)** |  |  | **Not applicable** |

**Student name:**

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Determine the **author’s craft of narratives, informational and persuasive texts.** | **I can insightfully**  **explain** **all examples**  of author’s craft  **accurately beyond**  **teacher’s expectations.** | **I can plainly explain**  **several examples** of  author’s craft **relatively** **accurately and consistently.** | **I can mention some**  **examples** of author’s craft  **somewhat** **accurately and somewhat consistently.** | **I can partially identify**  **a few examples** of  author’s craft with  **some inaccuracies & teacher assistance.** |

Student Critique of this lesson: What worked, what didn’t, how should Foster fix it, did it actually help you learn author’s craft better?