

Week 8 - Myths

Lesson 1 - Nasty writing - Comma after a fronted adverbial

WALT identify features of a myth

Lesson 2 - Nasty writing - Inverted commas and other punctuation in speech

WALT understand the structure of a myth

Lesson 3 - Nasty writing - Expanded noun phrases.


WALT plan a myth

Lesson 4 - Slow write

WALT use descriptive language

WALT identify features of a myth

Lesson 1

What is a myth? 

We will be looking at Greek Myths.



WALT identify features of a myth

Lesson 1

What myths have we already read?



Echo and Narcissus

All the goddesses liked to run through the silent woods on Mount Olympus, playing and chasing the deer. There was Queen Hera, soundless as the sun's rays; there was Diana, quiet as moonlight; there were the wood nymphs flitting like thistles down . . . and then there was Echo.

Echo was always chattering, arguing or shrieking with laughter. The deer scattered as soon as Echo opened her mouth.

"Echo!" said Hera sternly to her one day. "You've done it again!"

"What? Didn't do anything," said Echo perty.

"Yes you did. You talked. You're always talking."

"I'm not!"

"You are. Don't tell me you're not."

"Not," said Echo, who always had to have the last word. "Not, not, not."

Hera was so angry that she pointed a magic finger at Echo. "Once and for all, be silent!"

The nymph was struck dumb. She put her hands to her throat, her fingers to her lips, and looked around in horror.

"Let this be a lesson to you. You always wanted the last word. Now you shall have nothing else!"

" . . . nothing else," said Echo. She found the words in her mouth, and they were the only ones she could speak.

"You may go now," said the queen of the gods.



Odysseus

The war was over at last. At last, after ten long years, the soldiers who had fought in it could sail home. Among them was Odysseus, King of Ithaca. He and his men rowed out to sea on their ship the *Odyssey*, leaving the battlefields far behind them.

There was little room aboard for food and water, but some huge jugs of wine stood in the prow, taken from the defeated enemy. Unfortunately, the first time they tasted it, the men fell asleep over their oars. "A bit too strong," decided Odysseus, watching them snore. Then a storm overtook them and blew them off course—to an island, who knows where?

Odysseus pointed up at a cliff. "I'm sure those caves up there are inhabited. Let's climb up and ask for directions and a bite to eat. Leave your swords here, and bring a jug of wine, to show we're friendly."

The first cave they came to was huge and smelled of cheese. But nobody was in. A fire burned in one corner. The soldiers sat down and waited. Soon there was a clatter of hoofs on the cliff path, as the island shepherd drove his flock home from the fields to the caves. And what sheep entered the cave! They were as big as cows, with fleeces like snowdrifts.

But the shepherd made his sheep look tiny. He was as big as the wooden horse of Troy, and his hair hung down like creepers. A single eye winked in the centre of his forehead. He rolled a massive boulder across the cave mouth, then turned and saw his visitors.

WALT identify features of a myth

Lesson 1

Myth vocabulary

enchanting
courageous
fearless
resentful
mischievous
defenceless
betrayed
quest
mystical
legendary

Class discussion on key vocabulary

WALT identify features of a myth

Lesson 1



Theseus and the Minotaur

There used to be a great many kings in the world, because every city and island called itself a kingdom. But one king and one island struck fear into all the rest. King Minos of Crete so terrified his neighbours that they paid him tributes every year to be left in peace. It was King Minos who built a palace with a cellar like a maze. It was King Minos who kept a monster called the Minotaur in this famous Labyrinth and fed it on human flesh.

"Why do we send tributes to Crete every year?" Prince Theseus asked his father, the King of Athens.

"To keep King Minos from sinking our ships or making war on us," said King Aegeus (though he did not like to talk about it).

"And what do we send?"

"Seven men and seven women," said the king.

"As slaves?"

"Not as slaves," said the king reluctantly. "To feed the Minotaur."

"How revolting! Never again!" Theseus vowed. "This year I'll go as one of the fourteen, and kill this Minotaur!"

Nothing the king could say would change his mind. As the tribute-ship set sail, the old man called from the dockside, "Good luck, Son! I shall keep watch on the cliff-top every day. If you succeed, raise a new white sail. If you fail, raise this black one."

"I shall succeed!" called Theseus.

THESEUS AND THE MINOTAUR

King Minos laughed to see the prisoners arrive from Athens. "Who'll be first into the Minotaur's den?" he asked.

"I shall," said Theseus, stepping forward. "I, Prince Theseus of Athens, claim that honour!"

"You boasting young puppy," snarled Minos. "My Minotaur will make short work of you. Guards! Put the prince into the Labyrinth!"

Behind the throne, the king's plain little daughter, Ariadne, sat listening. She was ashamed of her father's cruelty, and hated to see how he fed the horrible beast in the basement. She was still more unhappy when she saw brave and handsome Theseus dragged away to feed the monster.

Down went Theseus, into the dark, but he paused, not knowing which way to go. The guards marched away.

"Prince Theseus!"

It was Ariadne. "Here. Take this." She dropped down to him a ball of string. "Even if you can kill the Minotaur, you won't ever find your way back to the entrance unless you use this."



"Excellent!" exclaimed Theseus. "I could marry a girl as clever as you!" Then he tied one end to the entrance and set off, unwinding the string as he went, forgetting everything but the Minotaur.

But Ariadne did not forget.

Theseus felt his way in the dark. It was true: without the string he would soon have been hopelessly lost in the maze of winding corridors. Suddenly, his fingers brushed warm, wiry hair, then the bony curve of a horn. The Minotaur bellowed in his ear and flung him through the darkness. It stamped on him with sharp hoofs. The string was knocked out of his hand.

They fought in utter darkness. The monster, half-man, half-bull, crushed him between hairy arms and lashed him with its tail. But Theseus took hold of the horns and twisted them first one way, then the other. He kicked and butted and struggled, and at last the beast gave a gurgling gasp and fell dead.

Filled with panic, the prince scrambled around for the ball of string. There! No, that was the Minotaur's ear. There! Yes! Now he had only to wind it in and so retrace his steps.

THESEUS AND THE MINOTAUR

At the door of the Labyrinth, Ariadne stood waiting.

"You're alive! You escaped!" she cried, and she took him by the hand and hurried him away.

They freed the other thirteen prisoners, then ran to the harbour. "You must take me with you, or my father will kill me too!" said the princess.

"Of course! Come aboard!" said Theseus, raising the old black sail with two pulls of his strong arms. The sail filled, and they were at sea before anyone knew they had escaped.

Theseus sat on deck in the sunshine and thought about what he had done. He was proud. His father would be proud, too. "I must change this sail for a white one," he was thinking.

Just then, Ariadne came and sat at his feet, gazing up at him. "How wonderful!" she sighed. "To be free of my wicked father and to be married to a brave prince!"

"Married?" said Theseus, turning rather pale. He suddenly realised that just because Ariadne had saved his life, she expected to marry him! He studied her face. That nose was very big. And those eyebrows were very thick. "Mumm," he said. "How wonderful."

On the way home, the ship put in at an island for supplies. Theseus sent Ariadne ashore to buy wine and bread. While she was gone, he set sail and hurried away, breathing a sigh of relief.

"When I marry," he thought, "it will be to a beautiful queen or a goddess." He was in such a hurry to get away that he quite forgot to change the black sail for a white one.

King Aegeus, watching day after day from the cliff below Athens, saw the ship as it hove into view. He saw the black sail full of wind. And in that moment, he believed that his son Theseus had been killed and eaten by the Minotaur. He threw himself off the high white cliff into the water below.

And ever afterwards the sea was called the Aegean Sea, after the father of that ungrateful hero, Theseus.



WALT identify features of a myth

Lesson 1

What features do you notice?

What makes a myth a myth?

enchancing
courageous
fearless
resentful
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defenceless
betrayed
quest
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legendary



Theseus and the Minotaur

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Greek Myth		SA
	Past tense	
	Conventional myth setting and characters	
	Expanded noun phrases	
	Prepositional phrases	
	Fronted adverbials with comma	
	Power of three	
	Narrative language e.g. On a cold, winter's day	
	Relative clauses to add description	
	Action or character shown through dialogue	
	Show don't tell	

Class model -
annotation of
features

What impact does it have on the reader? Why?

WALT identify features of a myth

Lesson 1

Task: Look through the Greek myths - what features can you identify?

Annotate the texts, explaining what impact it has on the reader.

WALT: identify features of Greek Myths.

All the goddesses liked to run through the silent woods on Mount Olympus, playing and chasing the deer. There was Queen Hera, soundless as the sun's rays; there was Diana, quiet as moonlight; there were the wood nymphs flitting like thistledown . . . and then there was Echo.

The war was over at last. At last, after ten long years, the soldiers who had fought in it could sail home. Among them was Odysseus, King of Ithaca. He and his men rowed out to sea on their ship the *Odyssey*, leaving the battlefields far behind them.

"Seven men and seven women," said the king.
"As slaves?"
"Not as slaves," said the king reluctantly. "To feed the Minotaur."
"How revolting! Never again!" Theseus vowed. "This year I'll go as one of the fourteen, and kill this Minotaur!"

And that is why, in the summertime, the flowers bloom, the grass is green and the trees wear blossom, then leaves, then fruit. Demeter, you see, is rushing happily here and there, tending the earth like a garden. When she and her daughter walk hand in hand, talking and singing and laughing, the evening primroses open just to see them pass by.

The first cave they came to was huge and smelled of cheese. But nobody was in. A fire burned in one corner. The soldiers sat down and waited. Soon there was a clatter of hoofs on the cliff path, as the island shepherd drove his flock home from the fields to the caves. And what sheep entered the cave! They were as big as cows, with fleeces like snowdrifts.

In the distance they could see that a Trojan soldier was still on guard.
"How will we get past him?" one of the men asked Odysseus. But as they grew closer and closer to the gates, they could see that the soldier was asleep at his post. Odysseus nodded to his men and they pulled back the huge wooden bolt that held the gates shut. It made a very loud creak. The guard began to stir. The soldiers looked at each other - was he about to wake up? But no, the guard simply turned over and continued to snore.

She started chanting a spell and, in an instant, her hair turned from lifeless grey to a dazzling, shining gold. The wrinkles disappeared from her face. The crowd fell back.
"It can't be..." gasped a farmer.
But it was! There in front of them was the great goddess Athena herself.
"May the best weaver win," said Athena and she took a selection of brightly coloured threads and started to weave.

Greek Myth.		SA
First lines		
Conventional myth setting and characters		
Expanded noun phrases		
Repetitional phrases		
Formed adverbials with commas		
Power of three		
Repetitive language e.g. On a cold, winter's day		
Relative clauses to add description		
Return of character shown through dialogue		
Show don't tell		

WALT identify features of a myth

Lesson 1

Plenary

Class success criteria

WALT understand the structure of a myth

Lesson 2

Perseus and Medusa

There was once a young man called Perseus whose mother was very beautiful. His father had died when he was a baby, so Perseus and his mother were all alone in the world.

The evil king of the land was desperate to marry Perseus's mother. But every time he asked her, she said no. She did not like his angry, mean face. Perseus did his best to protect his mother from the king's anger. So the evil king plotted to get rid of Perseus.

One day the king called Perseus to his court. "I will leave your mother in peace," he said, "but only on one condition".

"What condition is that?" asked Perseus.

The king chuckled.

"Bring me the head of the monster Medusa on a plate."

"Your wish is my command!" said Perseus, trying not to tremble, and off he stamped.

Medusa and her sisters were scary monsters called Gorgons. Instead of hair, they had snakes sprouting out all over their heads. Anyone who looked at Medusa's face was instantly turned to stone! Perseus was brave, but not foolish. He knew he would need help to defeat her. So he went to see a wise man.

"How can I help you, Perseus?" asked the wise man.

"I've promised to take the evil king the head of Medusa on a plate!" replied Perseus.

"You are a silly boy!" gasped the wise man.

"Help me, I beg you," pleaded Perseus.

The wise man gave Perseus a shield. It was so shiny that Perseus could see his own reflection in it.

"When you are about to kill the Gorgon," he said, "do not look directly at her. Use this as a mirror."

Then he gave Perseus a sword with a crystal blade to cut off Medusa's head.

"Thank you." Said Perseus and he turned to leave but...

We are going to
read a new myth

Perseus and
Medusa

WALT understand the structure of a myth

Lesson 2

Class discussion

What happens?

In what order?

Who are the main characters ?

What do you notice about the structure?

What help, skill or trick enables the hero to outwit the beast?

WALT understand the structure of a

Lesson 2

Let's have a think about Theseus and the Minotaur/Perseus and Medusa - what is similar? Different about each stage?



Problem

How does it affect the main character?
What happens between the characters?

Build-up

What is the problem?
How does it start?
Why?

Resolution

How is the problem solved?
What is the outcome of the confrontation?

Beginning

Who are the main characters?
What are they like?
Where does it take place?

Ending

What happens to the main character next?

Model class idea

WALT understand the structure of a myth

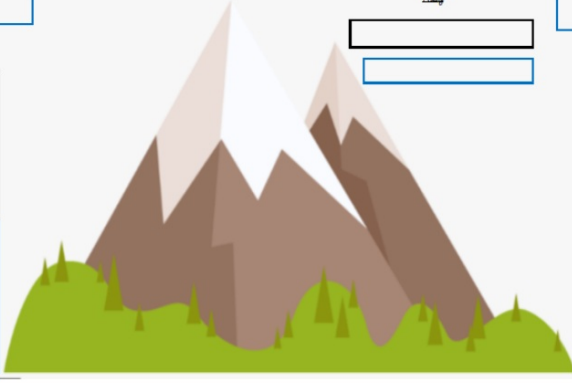
Lesson 2



WALT understand the structure of a myth Lesson 2

Task - You will be given two different myths.
Can you identify and compare what happens in
each part of the myth?

Build up	WALT understand the structure of a myth		Resolution
<div></div> <div></div>	<div></div>	<div></div>	<div></div> <div></div>
<div></div> <div></div>	<div>Key</div> <div></div>		<div></div> <div></div>



Plenary

Lesson 2

Class discussion

What did you notice?

WALT plan a myth

Lesson 3

Can you remember what happens in each part of a myth?

Problem

Build Up

Resolution

Opening

Ending



WALT plan a myth

Lesson 3

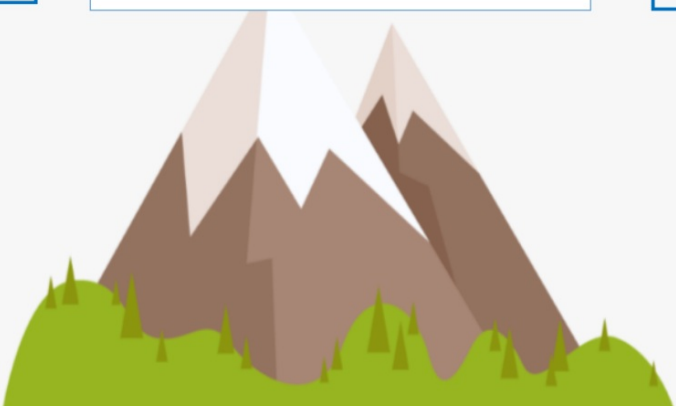
Over the next couple of weeks, you will be writing your own myth.

A hero will go on a quest to retrieve something or solve a problem by killing the beast!

WALT plan a myth

Lesson 3

We are going to have a go at plotting Perseus and Medusa on our plan.

WALT plan a myth		
<p><u>Build up</u></p> <p>How does the problem begin and why? What needs to be created in the world?</p>	<p><u>Problem</u></p> <p>What effect does this have on main character and on others? What happens between the characters?</p>	<p><u>Resolution</u></p> <p>Problem is solved What is the outcome of the confrontation? What comes to be in the world (Hurricane, flood?)</p>
<p><u>Beginning</u></p> <p>Who is the main character? What are they like? What is the world like at that time?</p>	<p>My Myth Title:</p> 	<p><u>Ending</u></p> <p>Say how everyone feels and or look why things are as they are today</p>



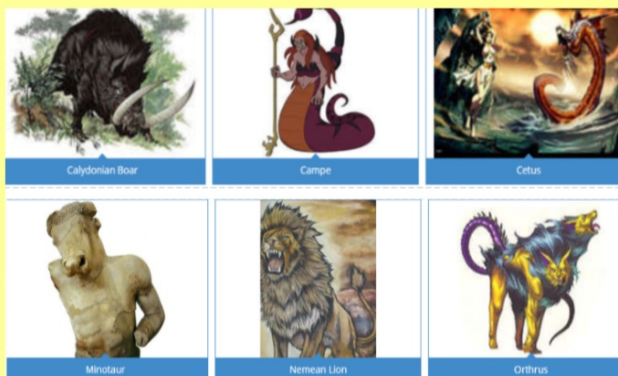
Metacognition

Model planning proce

WALT plan a myth

Lesson 3

Task - plan your own myth



Use one of these as your beast!

WALT plan a myth

Build up	Problem	Resolution
How does the problem begin and why? What needs to be created in the world?	What affect does this have on main character and an others? What happens between the characters?	Problem is solved. What is the outcome of the confrontation? What comes to be in the world (Hurricane, flood)?
Beginning	My Myth Title:	Ending
Who is the main character? What are they like? What is the world like at that time?		Say how everyone feels and or look why things are as they are today



Use one of these as your hero!

WALT plan a myth

Lesson 3

Plenary Share your plan with your partner.
Without looking, can they identify the different stages of the myth story mountain?

Problem

Build Up

Resolution

Opening

Ending



WALT use descriptive language

Lesson 4

Slow write - setting and introduction of character

Recap key vocab

WALT use descriptive language

Lesson 4

Today we are going to be slow writing

Greek Myth

In the centre of the quaint, fishing village was something rather unusual. It was a huge, majestic fountain. The fountain was in the shape of Aphrodite, who was the Greek Goddess of Love. Ambrus loved to hear the trickle of crystal clear water as he fell to sleep at night. He was listening to the waves when he looked with his piercing emerald green eyes out to sea. Exhausted, he could just about make out another island in the distance. Suddenly, there was commotion near the fountain. "Help! Help! Help!" someone yelled. Quickly, Ambrus ran towards the fountain like a bolt of lightening and asked "Are you okay?"

"No, that man, who is as big as a bull, took my bag and left on his horse" said the old, frail lady.

"I will get it back for you!" exclaimed Ambrus. Then, he jumped on a horse and headed away from the fountain although he hasn't left his village in all of his 24 years of life.

What grammatical features do you notice in each sentence

WALT use descriptive language

Lesson 4

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WALT use descriptive language

Lesson 2

Task

You will be slow writing your introduction for your Myth

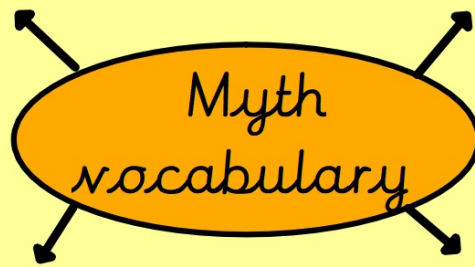
- Prepositional phrase
- Expanded noun phrase
- Relative clause
- Subordinate conjunction
- Fronted adverbial of time

—————→
Let's gather some
ideas and vocabulary

WALT use descriptive language

Lesson 4

Word bank



WALT use descriptive language

Model / my turn, your turn



Lesson 4

Metacognition

enchanted
courageous
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	Past tense	
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WALT use descriptive language

Lesson 4

Task

You will be slow writing your introduction for your Myth

- Prepositional phrase
- Expanded noun phrase
- Relative clause
- Subordinate conjunction
- Fronted adverbial of time

Slow write criteria	
Prepositional phrase	
Expanded noun phrase	
Relative clause	
Varied subordinating conjunctions	
Fronted adverbial of time	

