

Plot, character and setting

SECTION

4

Understanding character

Objective: To deduce characters' reasons for their behaviour from their actions.

What you need: Copies of *Greek Myths*, photocopiable page 15, writing materials.

Cross-curricular link: PSHE.

What to do

- Read 'Pandora's Box'.
- Guide the children in scanning the text and revising events. Suggest that there are four main characters and ask the children to identify them. (Zeus, Prometheus, Pandora, Epimetheus.) Ask: *Who is the most important person for this myth?* Suggest Pandora because of the title and what she does, even though we do not meet her until halfway through.
- Share ideas on how Marcia Williams reveals characters' personalities. Captions give some information, but most information is in the pictures and speech bubbles. For example, when Zeus receives guts and eyeballs, the picture and

speech tell the reader of his quick temper. Suggest that the text offers traditional characterisation of these 'historical' figures; in the cartoons, Williams adds her modern interpretation.

- Direct the children to the third page, and hand out photocopiable page 15. Advise the children to concentrate on one cartoon at a time and work with a partner, checking where each incident occurs and the context for Pandora's behaviour. From the evidence of each cartoon, which adjectives best describe her?
- Ask the children to write four new adjectives, one for each cartoon.

Differentiation

For older/more confident learners: Ask the children to add the cartoon where Pandora has captured the box and write three adjectives to suit her then. Progress to a full character sketch of Pandora.

For younger/less confident learners: Reduce the choice of adjectives, leaving only the most appropriate.

Collecting information

Objective: To identify and summarise evidence from a text to support a hypothesis.

What you need: Copies of *Greek Myths*, photocopiable page 16, writing materials.

Cross-curricular link: Geography.

What to do

- Read to the end of the second page of 'Arion and the Dolphins'. When posing the questions suggested here, encourage partner discussion before progressing to whole-class exchanges.
- Guide the children in scanning the first two pages. Ask: *Where is the story set?* (Corinth, Sicily and the sea between.) *Which characters are important?* (Periander, Arion and the sailors.) *What do we learn about them?*
- Give out photocopiable page 16. Ask the children to fill in the 'What I know...' section, summarising their information so far.
- Identify some unanswered questions: Will Arion be saved? Will Periander see him again?

Where will the sailors go? Ask the children to summarise missing information in 'What I don't yet know...'

- Point out Dolphins in the title and note that they have not appeared in the story yet. Recall the similar 'Pandora's Box', and make the point that its themes of punishment and revenge are common to myths.
- Invite the children to write a prediction for this plot. Advise them to consider the title, what they know already and their knowledge of other myths. Encourage them to listen to one another's ideas, and then see whether they are correct.

Differentiation

For older/more confident learners: Widen the study of known and unknown to include the music prizes.

For younger/less confident learners: Make partner discussion a preparation for mainly pictorial recording of answers.