

DAY 1 What are the features of a myth?

Key features	Stages	Additional opportunities
<p>Enquiry: identify the key features of a myth through reading</p>	<p>Introduction Discuss with the children what they understand by the term <i>traditional tale</i>. Discuss some examples, such as <i>The Hare and the Tortoise</i>. What was the key message in this story? (It doesn't pay to cheat.) What other traditional stories do the children know? For example, <i>King Arthur and the Knights of the Round Table</i>; <i>Robin Hood</i>. Discuss the content and how they might have originated, for example Arthur based on fact and the story changed over time. <i>The Hare and the Tortoise</i> is a Greek fable that carries a message. Explain that the Unit is going to cover myths in some detail to link with Greek work.</p> <p>Independent work Provide children with photocopiable page 44 'Pandora's box' and page 45 'Pan Gu'. Explain that these are two creation stories (one Greek and one Chinese) that have been chopped up into sections. Ask children in pairs to sequence each of the stories in the order that they think makes sense so that they have a clear chronology of events in the two stories.</p> <p>Plenary Gather the children together and discuss what the stories' sequence of events were. Discuss the children's ideas of what a myth is. Ask the children to identify whether any of the characteristics are in the stories they sequenced. Clarify with children different definitions of myths, legends and fables: 1 A traditional story based on real events but changed over time. 2 A traditional story with heroes and gods that explain how things occurred.</p>	<p>see the web links from the CD-ROM for more examples of myths and traditional stories</p>

DAY 2 What did Pandora do?

Key features	Stages	Additional opportunities
<p>Enquiry: explore how the writer uses language for dramatic effect</p>	<p>Introduction Read <i>Pandora's Box Extract 1 and 2</i> with the children and discuss the author's use of language to describe the different characters, setting and narrator voice. Focus particularly on the how the writer shows Pandora's curiosity about the box. Through shared reading, identify the different techniques the author has used to show the characters of Epimetheus and Pandora. Discuss the effects of the choice of vocabulary on the reader. Explore how the text would sound with different adjectives or phrases that are less powerful. Ask the children to discuss the images the words create in their heads as they are reading them.</p> <p>Independent work Provide children with copies of the extracts. Ask them to underline all the words or phrases that describe the box; Pandora; Pandora's feelings; Zeus' feelings; Epimetheus feelings and so on.</p> <p>Plenary Return to the text and discuss with the whole class the details the author uses to show how the box tempts her. Record or highlight these on the text.</p>	<p>differentiate the work by changing the types of language features you are asking the children to identify</p> <p>Support: be specific about features you want them to identify, for example three things Pandora says</p>

DAY 3 Compare different versions of story

Key features	Stages	Additional opportunities
<p>Enquiry: compare different versions of the same story</p> <p>Communication: contribute to class discussion</p>	<p>Introduction Use <i>Pandora's Box Extract 1 and 2</i> and a version of the story from the internet, such as http://atschool.eduweb.co.uk/carolrb/greek/pandora.html as source material for this lesson. Read the version shown on the internet and discuss the similarities and differences between the two versions. Create a chart on a board or flipchart to record observations; use the following headings: <i>Background to the story; Story-telling techniques; Insight into characters' feelings and motivation; Use of descriptive language; Events of the story.</i> Discuss with the children the different purposes of the stories and why the writers might have emphasised different parts. Record these observations onto the chart.</p> <p>Independent work Return the children to their sequenced versions of <i>Pandora's Box</i> and the <i>Pan Gu</i> (Day 1, Independent work). Provide them with copies of the grid on photocopiable page 46 'Creation stories', on which they should record their observations about these two stories. The categories are: the setting, the characters, the temptation, the consequence of the action. Remind children to record their details in as full sentences as possible.</p> <p>Plenary Conduct a whole-class discussion where the children identify and explain the comparisons they have made. <i>What are the common themes between the two?</i> Record the children's ideas on a flipchart, using the following categories: settings, characters, main events, ending. Discuss the similarities and differences the children have noted.</p>	<p>Extend: practise spelling words with stressed and unstressed vowels</p> <p>Support: modify photocopiable page 46 to suit the ability of the children</p>

Guided reading

Read a number of different Greek myths, for example *Theseus and the Minotaur*, *Jason and the Golden Fleece*. Discuss and add any additional features that these myths show, for example characters are superheroes; they often have to carry out tasks to prove themselves before getting the prize. Discuss settings and contexts for these texts.

Assessment

Monitor children's understanding of the features of myths through whole-class discussion and oral contributions as well as through marking the children's work, for example comparison grid, and language features annotated. Refer back to the learning outcomes on page 31.

Further work

Read aloud *Arthur High King of Britain* by Michael Morpurgo explaining that this is a legend – it is based upon some truth that over the years has changed. Discuss common characteristics that the legend has with a myth, for example superhero character, magic sword and so on. For homework, ask children to research facts about Robin Hood and King Arthur.

DAY 1 How are myths structured?

Key features	Stages	Additional opportunities
<p>Enquiry: compare and identify the structure of similar stories</p> <p>Reasoning: class discussion</p>	<p>Introduction Use photocopiable page 44 'Bones of the story Pandora's Box' to help children identify the structure of the story in pairs. Copy enough of the sheet and cut each statement into a strip so each pair has a set. Ask the children to reduce the statements by two so that the story still makes sense as they read the statements together. Repeat this each time so that eventually each pair is left with six statements that tell the bare essence of the story. Discuss with the children their decisions for discarding certain statements and how the ones that remain are really relevant. Use the Story mountain from the CD-ROM to discuss with the children how the statements could be organised in height so that they reflect the differing levels of interest, excitement and tension of the story.</p> <p>Independent work Ask the children to repeat the activity for photocopiable page 45 'Pan Gu'. Print copies of the Story mountain for the children to refer to.</p> <p>Plenary Discuss the different statements and levels that the <i>Pan Gu</i> story has and how it compares to the <i>Pandora's Box</i>. Can the children do the same for other myths that they have read?</p>	<p>Extend: children draw their own story mountain for the six statements deciding which is the most exciting</p> <p>Support: provide the statements for another story to sort and discard</p>

DAY 2 What do Pandora and Epimetheus think?

Key features	Stages	Additional opportunities
<p>Evaluation: exploring the text</p> <p>Creative thinking: understand how empathy and working in role can explore complex issue</p>	<p>Introduction Return to <i>Pandora's Box Extract 1</i> and re-read it with the class, this time focusing on the differences between the characters and their relationships with each other. In the text look for key descriptions of the characters, for example <i>Epimetheus was captivated</i> – tells the reader how he is feeling about Pandora.</p> <p>Speaking and listening Explain to the children that they are going to interview the two characters Epimetheus and Pandora. Encourage them to think of the types of questions that they might want to ask. Choose two children to be the characters and conduct the interview.</p> <p>Independent work Set up paired role play for the children where they explore the conversation and behaviour between the two characters the morning after Pandora has opened the box. Encourage the children to develop a small piece of dialogue that develops the characters and shows their feelings</p> <p>Plenary Read with the children <i>Pandora's box Extract 2</i> and look for clues that show how Pandora was feeling before she opened the box and then how she felt after opening it.</p>	<p>play spelling games that reinforce spelling patterns and rules, for example doubling letters, rules for adding <i>-ed</i> and <i>-ing</i></p> <p>Extend: encourage the children to think of different question types</p> <p>Support: provide key questions for the children to ask in role play</p>

DAY 3 Why did Pandora do it?

Key features	Stages	Additional opportunities
<p>Reasoning: identify key parts of the story and characters' motivation</p> <p>Creative thinking: practical group work</p>	<p>Introduction Read <i>Pandora's box Extract 2</i> with the children – the point where Pandora opens the box. Discuss how the writer shows that the box is irresistible to Pandora. Remind the children of the Story mountain from the CD-ROM and to identify which part of the story structure this extract is from. Then ask: <i>What are Pandora's choices? How do we know that her need to open the box is greater than her need to obey Epimetheus?</i></p> <p>Speaking and listening Explain to the children that they are going to explore Pandora's thoughts at two key moments in the story. One just before she opens the box and one at the point when the box is open. Use the conscience alley method. Divide the children in two lines; choose one child to be Pandora; explain that one line is going to voice all the thoughts that tell her she has to open the box, while the other is going to voice all the thoughts that tell her not to. Encourage the children to think carefully about their contributions, referencing them from within the story.</p> <p>Plenary Recap Pandora's thoughts as a class. Then briefly discuss what Epimetheus might think when he sees the box open. Discuss how the relationship between Pandora and Epimetheus might have changed.</p>	<p>Extend: ask children to write sentences about how the characters are feeling</p> <p>Support: involve children in conscience alley by reminding them they can repeat a thought or question</p>

DAY 4 Planning a letter from Pandora

Key features	Stages	Additional opportunities
<p>Information processing: to make notes and use evidence from the text to justify ideas</p>	<p>Introduction Provide children with copies of <i>Pandora's box Extracts 1 and 2</i> and discuss whether Pandora was right to do what she did. Remind the children what the world was like prior to the box being opened and what it was like after. Have a brief discussion about what the effect of letting Hope out of the box might have and how it changed things. Track Pandora's thoughts through the text. Does she feel responsible for what she did? Is there any evidence for her regretting it? Briefly make notes of the board to show what her thoughts are. Explain to the children that they are going to re-interview Pandora to discuss how she justifies what she has done. In pairs, ask the children to think of questions to ask. They should record these on their individual whiteboards. Discuss briefly how they may have to ask an open question first and then a follow-up question to get the answer they want. Then ask the children to carry out the interview in their pairs, with one child acting as Pandora.</p> <p>Independent work Explain to the children that they are going to write a letter from Pandora to the Gods, explaining and justifying what she did. They are going to plan this today and write the letter another day. She is going to argue that she was right. Children should plan the letter using photocopyable page 47 'Pandora's justification'. They will write the letter on Day 6.</p> <p>Plenary As a class discuss Pandora's reasons for what she did. Take and give feedback.</p>	<p>Extend: children use expanded reasons in their notes explaining Pandora's thoughts</p> <p>Support: provide a simpler version of photocopyable page 47 with prompts</p>