

MY MYTH: CHECKLIST

Materials

- Resource Materials (myths from many cultures)

Warm-up Activity

- *Tsunami Stretch* – This warm-up activity allows students a few minutes to get their brains and bodies awake and functioning before beginning the lesson! Do the Tsunami Stretch as a whole class. Have students stand and complete some stretches. Suggestions include: stand on tiptoes and reach for the ceiling, bend over and reach for the floor, side stretches, arm stretches, leg stretches, etc. Define the word *tsunami* (a huge wave produced by an underwater earthquake or volcano) as you stretch. Tell students that a tsunami is like a big stretch of the ocean!

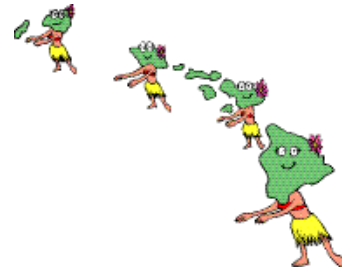
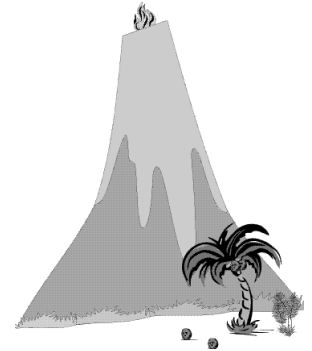
Procedure

1. Introduce the activity. Read or tell:



Today we are going to talk about myths and their importance around the world. I am going to read some myths and then you will summon your creative energies to write an original one!

2. Distribute MY MYTH: CHECKLIST to each student.
4. Define *myth* (a story used to explain some natural phenomenon).
5. Cover background information about myths and read some selections to the class from your resources. These resources may include any number of cultures (e.g., Greek, Roman, Norse, Hawaiian, Egyptian, etc.). Identify the natural phenomenon being explained in these myths, and discuss the author's craft.
6. Discuss the elements of a myth with emphasis on purpose, characters, setting, and plot.
7. Review MY MYTH: CHECKLIST with students. This checklist clearly establishes the expectations for this exercise. After students have sufficient understanding of the requirements for the myth, give them time to write an original myth. (*Writing a well-crafted myth is a tough task! Guide your students carefully through the writing process as your time allows.*)



MY MYTH: CHECKLIST



Purpose — (The “why” of the myth)

What natural event (earthquake, hurricane, fire, volcano, thunder, snow, etc.) are you trying to explain with your myth?

Characters — (The “who” of the myth)

Create at least three people (your heroes and heroines) that are important in your myth.

Describe:

- How they look
- How they communicate
- What they believe
- What they feel
- How they act

Create:

- Interesting personalities with vivid details

Setting — (The “where” and “when” of the myth)

Describe the *place* and *time* of your story:

- Use vivid details such as *a deep, dark canyon with a loud stream running through the middle and long ago, in the time of dragons and castles.*

Plot — (The “what” of the myth)

The plot tells what is happening in your myth. Every myth has:

- A main idea
- A problem that the hero or heroine solves
- An ending that follows the high point of the story

Sentences and writing structure

Write complete sentences and use your best writing skills.