7th grade Lesson 2

Creating an Origin Myth

“Plot it out”



**Objectives:**

Vocabulary: Recognizing important words for this lesson and for future lessons. Consult general and specialized reference materials.

Reading Literature: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the charters or plot).

Writing: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Language: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Speaking & Listening: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

1. **Vocabulary**: Recognizing important words for this lesson and for future lessons. Have students become familiar with the words below. Refer to previous lessons for ideas on teaching vocabulary words.
   1. Perpetual
   2. Nuptials
   3. approbation

1. **Reading Informational:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the charters or plot).
2. Have students read the following myth about Cupid and Psyche.
3. <http://www.pitt.edu/~dash/cupid.html>
4. Students should answer the questions below using evidence from the text to support each of their answers.

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| --- | --- |
| Questions | |
| 1 | How does the dialogue affect the understanding of this myth? They use a higher elevation of words, but why do you think the gods/goddesses speak so well? Use examples from the text to back up your reasoning. |
| 2 | What is the moral of this story or theme of this piece? Use examples from the text to back up your reasoning. |
| 3 | How does the pacing work for this myth? Too fast, too slow, just right, explain why using words that deal with plot structure (climax, resolution, etc.)hat do you think the author was trying to do when they were writing this story? What were they trying to teach their audience? Remember these are people that believed and worshipped Greek gods and goddesses. They believed in rituals and sacrifices. Use examples from the text to back up your reasoning. |
| 4 | Write a short summary, which explains this myth. Use examples from the text to back up your reasoning. |
| 5 | Describe in detail where Psyche lives with her husband. Why should this tip her off as to who her husband is? Use examples from the text to back up your reasoning. |
| 6 | How does Psyche and her husband’s relationship work and not work for them? Use examples from the text to back up your reasoning. |
| 7 | How does the various tasks given to Psyche from Venus shape Psyche is? Does it help her character or does she stay the same? |
| 8 | Who do you think loves the other more and why? Use examples from the text to back up your reasoning. |

1. **Writing:** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
2. It’s time for students to make some decisions about their myth. They’ve had feedback from some classmates, so now is the time to decide.
3. Below is an example of a plot chart from the previous lesson, have students use it to help create their own.
4. Students need to create their own plot chart based on their myth. They need to include the following items:
   1. Basic situation, which includes the setting, major conflict and whether it’s external or internal, and main characters.
   2. A list of complications/events that build up to the…
   3. Climax or most exciting part of the story
   4. A Resolution should be put into place at the end to tie up any lose ends.

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| **Climax:** Bad guy vs. good guy  -Confession of bad guy  -good guy to start winning  -Others to be affected by bad guy  -Conflict with girl **Resolution:** Good  Guy win and get the girl.  -Bad guy revealed and out there  **-**Intro love interest **Complications**  -Intro conflict  -Intro characters  **Basic Situation: Setting- 2000+, America**  **Conflict- Bad guy vs. good guy, external, people dying**  **Characters- boy, guy friend, girl, bad guy** |

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| **Climax:**  **Resolution:**  **Complications**  **Basic Situation: Setting-**  **Conflict-**  **Characters-**  Create a summary of your plot chart: |

1. Speaking & Listening: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
2. Have students share their summary of their plot chart with their neighbor. Students should look for strengths and weaknesses.
3. **Language**: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
4. If you have computer access allow students to work through the exercises below. If not then, show on the LCD projector and do them together. If you also have access to technology that allows students to take quick exams and send you the results in class, then this activity would be great for that.
5. Students need to do Beginner exercises 4 & 5 on synonyms <http://wps.ablongman.com/long_licklider_vocabulary_2/6/1627/416757.cw/index.html>

|  |  |  |
| --- | --- | --- |
|  | Words given | You answers |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

1. Do Beginner exercises 4 & 5 on antonyms and submit the score to your teacher.

<http://wps.ablongman.com/long_licklider_vocabulary_2/0,6658,417045-,00.html>

|  |  |  |
| --- | --- | --- |
|  | Words given | You answers |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

1. Go to this website and click start now: <http://www.quia.com/quiz/168422.html?AP_rand=43221515>
2. Rewrite the sentences in the chart below:

|  |  |
| --- | --- |
|  | Sentences |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |
| 11 |  |
| 12 |  |
| 13 |  |
| 14 |  |
| 15 |  |

Rubrics

Writing

|  |  |  |
| --- | --- | --- |
| Questions | Yes | No |
| Did they complete their plot chart? |  |  |
| Did they fill out every section? |  |  |
| Did they write a summary? |  |  |

Reading

|  |  |  |
| --- | --- | --- |
| Description | Yes | No |
| Did they fill out the worksheet correctly answering the questions? |  |  |
| Is it obvious that they read/evaluated the text? |  |  |
| Did they use examples from the text to support every answer where applicable? |  |  |

Language

|  |  |  |
| --- | --- | --- |
| Description | Yes | No |
| Did they complete the synonym exercises 4 & 5? |  |  |
| Did they complete the antonym exercises 4 & 5? |  |  |
| Did they complete the analogy chart? |  |  |
| Did they rewrite the sentences and words accordingly? |  |  |

Speaking and Listening

|  |  |  |
| --- | --- | --- |
| Description | Yes | No |
| Did they share a summary of their story? |  |  |
| Did they review others’ summaries and critique them? |  |  |
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