

It's a myth

Student



ENW314 It's a myth

Cultural narrative

A cultural narrative is an imaginative story that entertains and has a message for the audience. Some of the different types of cultural narrative are myths, legends, fables and fairy tales.

This unit of work will focus on myths.

Learning intention

I am learning to write a myth to:

- entertain an audience
- imaginatively explain a natural phenomenon.

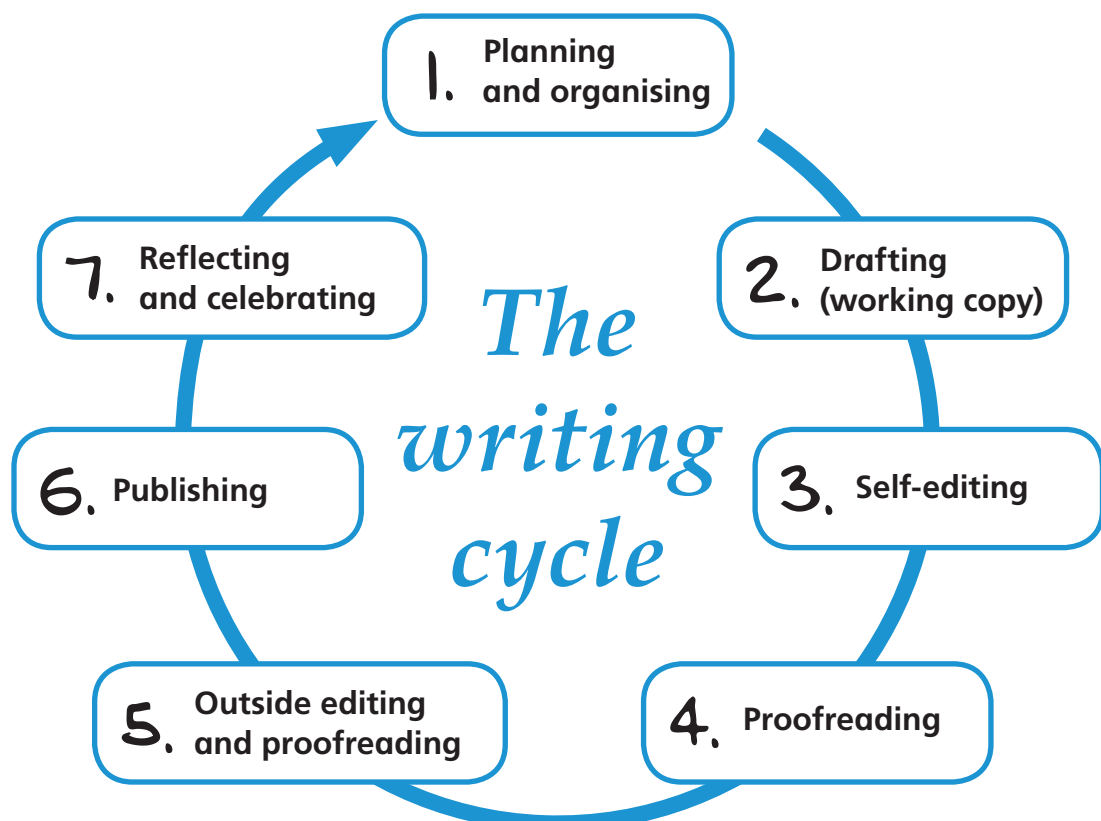
Success criteria

I will know I have achieved this when my myth:

- entertains my audience
- imaginatively explains a natural phenomenon.

Glossary

A **myth** is a made-up story to imaginatively explain something in nature, such as why kiwis can't fly, why deciduous trees lose their leaves or how Lake Taupo was formed.



Section 1

Learning intention 1

I am learning to identify the features of myths.

✓ **Success criteria 1**

I will know I have achieved this when I have

- identified the orientation, complication and resolution of myths.



Activity 1

Introducing myths



Talk with your family and friends about myths they know. See how many stories the adults can remember from their childhood

When you have finished talking about myths, complete the chart below.



Name of the person you talked to	Myths they remember
Myths I know	

Why do you think we have myths?



We have myths to

Myths are stories that were told long ago to answer questions about things that people didn't understand. Listen to the myth 'Night is a blanket' to hear how a grandfather explained what night is.



Turn on the CD.

What questions do you have about the environment at your place that someone could explain in a myth? You may think about specific birds, plants or the land.



Turn on the CD again and listen to the myth 'How the kiwi lost its wings'.



Write your ideas about why you think this myth was written.





Turn on the CD and listen to the myth, 'The first boomerang'.



Write your ideas about why you think this myth was written.



Listen to the myths 'Ira Waru', and 'Tane and the stars' on the CD and discuss these with your supervisor.

Other myths you could read can be found at

http://www.tki.org.nz/r/maori/nga_pakiwaitara/index_e.php

<http://www.planetozkids.com/oban/legends.htm>

<http://www.afro.com/children/myths/myths.html>

The myth 'The first boomerang' suggests one way that boomerangs may have come about, but it is not true. **It's a myth.**



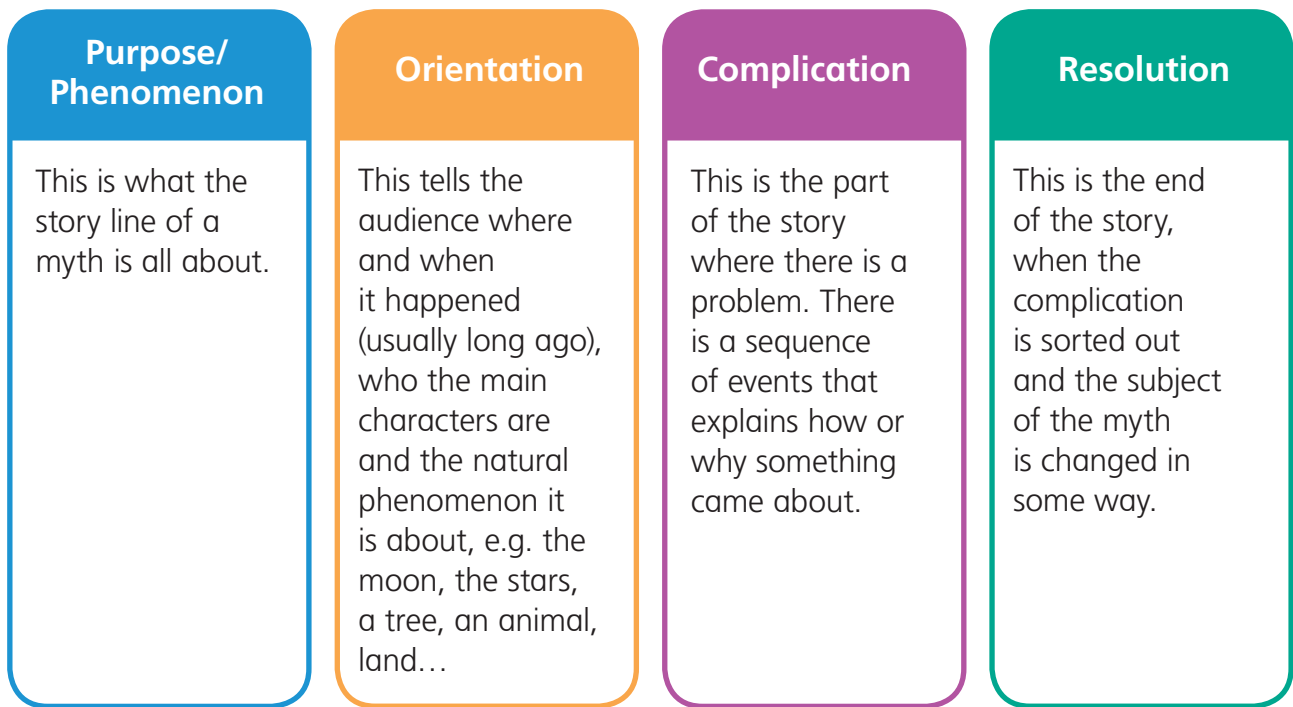
Talk to someone about:

- what each myth was trying to explain
- why people would want to create myths.

Myths are narratives that imaginatively explain a natural phenomenon. They have an **orientation**, a **complication** and a **resolution**.



Myths have four main features:



Glossary

Natural phenomenon: an unusual fact, object or event in nature.

Orientation: the who, when and where of a story.

Complication: the things that happen in a story that become a problem.

Resolution: how the problem is solved at the end of the story.

Read the chart below to see the features of 'The first boomerang'.

Title	Phenomenon that is explained	Orientation			Complication	Resolution
		Where (setting)	Who (characters)	When (time)		
The first boomerang	How boomerangs were invented	The outback of Australia	Hesaw, snake	Many years ago	The snake Hesaw had carved was bent in the middle. It was useless.	It came back to him when he threw it away.

Choose one of the myths you have read to complete the chart below.

Optional: Complete the second row with another myth you know.



1.

2.

	Title	Phenomenon that is explained	Orientation			Complication	Resolution
			Where (setting)	Who (characters)	When (time)		
1.							
2.							



Go back to the success criteria 1 for learning intention 1.



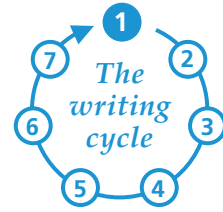
Mythology is a collection of myths that belong to a group of people and comes from the Greek word 'muthologia', which means storytelling.

2

Activity 2

Planning plant and animal myths

Stage 1 of the writing cycle



Learning intention 2

I am learning to plan a myth.

✓ **Success criteria 2**

I know I will have achieved this when

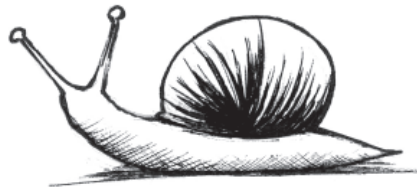
my planning includes the features of a myth.

Look in your community and see if there are any plants or animals that you could write a myth about.



Here are some plants and animals that you could write a myth about. Add some of your own ideas.

Why a snail has a shell.



Why the hoiho (penguin) has a yellow eye.



Why plants have berries.



Why owls come out at night.

Myth planning



Complete the flowcharts below for the myths you have read: 'The first boomerang', 'How the kiwi lost its wings' and 'Night is a blanket'.



Orientation

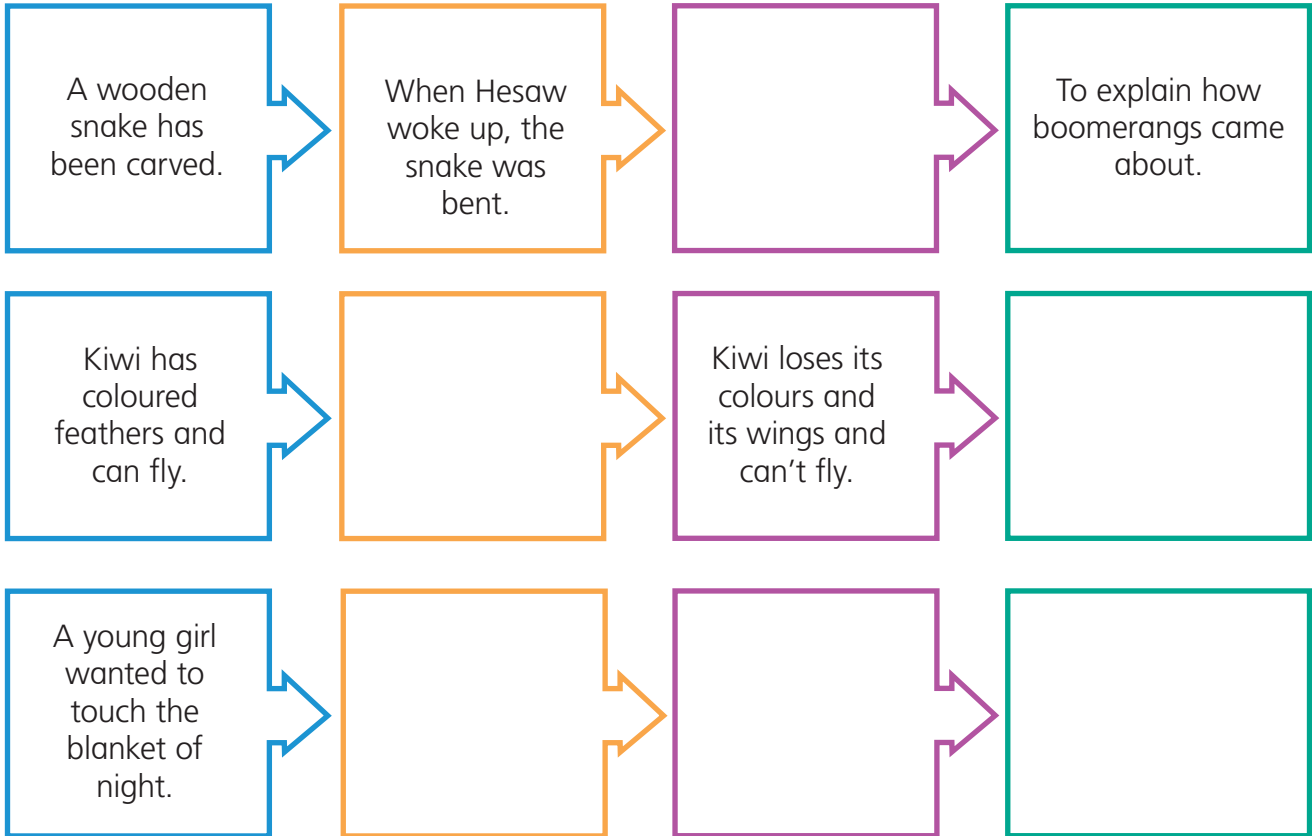
Complication

Resolution

Purpose

(Change that happens)

(What the myth explains)



Check the answer guide.

Now decide on what you will write your myth about and write your planning ideas for the orientation, complication, resolution and purpose in the flowchart below.



My idea _____

Orientation

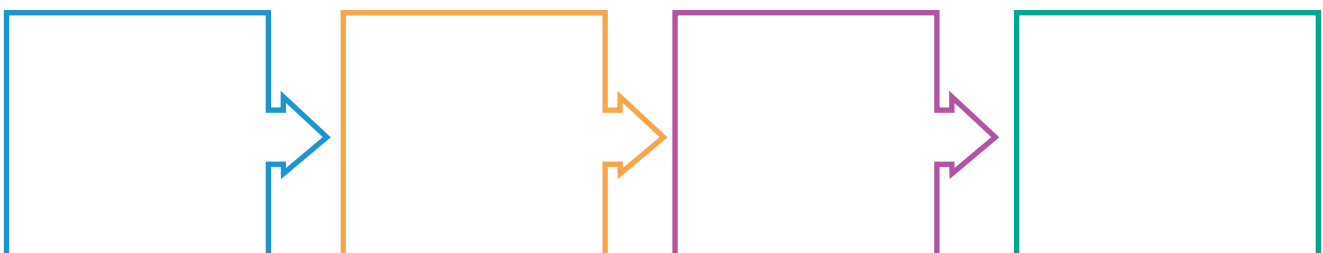
Complication

Resolution

Resolution

(Change that happens)

(What the myth explains)





A narrative is written to entertain an audience. Your audience could be your teacher, your family, friends or other students in your class. Keep your audience in mind as you plan your writing.

The setting



Choose the setting for your myth. The setting is **where** and **when** it happened.

Where?

Ideas for where:

- in a forest
- in the outback
- in the sky
- in the sea

When?

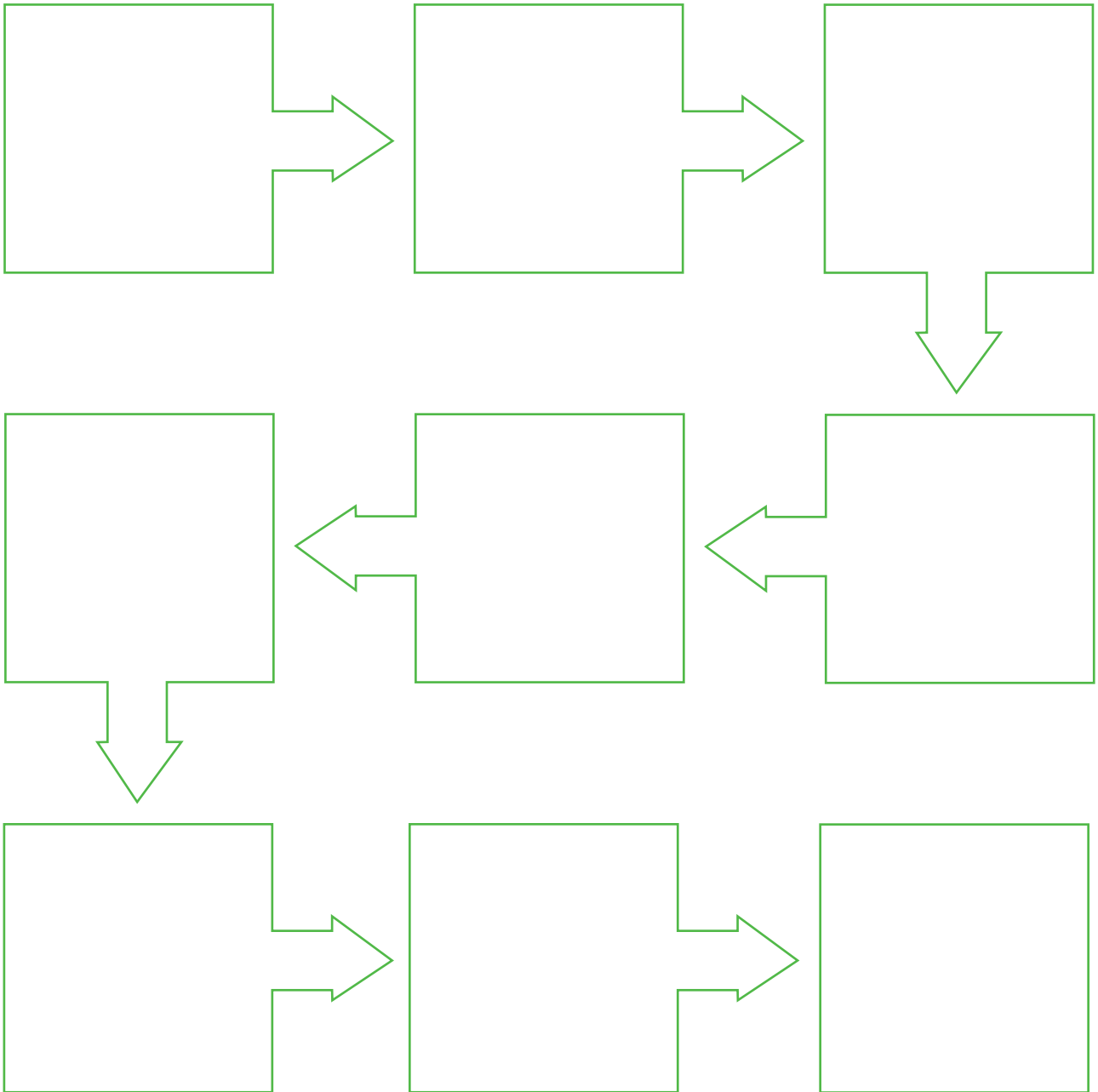
Ideas for when:

- long long ago in ancient times
- many moons ago
- at the beginning of time

Events in sequence



Think about the events in the order they happened and write them in some or all of the boxes.



Add more boxes if you need to.



Summary

At the end of a myth the writer will tie the ideas together by stating the purpose of the myth again, including that whatever has changed will be like that forever.

For example:

'And that is why the kiwi is at the bottom of the forest and to this day cannot fly.'

'Hesaw had made the first boomerang.'

'Now, Ira Waru was a little black dog with four legs and a long tail and sharp teeth and a black nose. And he stayed that way forever because he had been so greedy.'



Write a **summary** you could use for your myth.
You may change it later if you need to.



Go back to the success criteria 2 for learning intention 2.



Learning intention 3

I am learning to write a myth.

✓ **Success criteria 3**

I know I will have achieved this when my myth includes:

- an orientation
- a complication
- a resolution
- events in sequence
- a purpose (it clearly explains how a natural phenomenon could have come about).

3

Activity 3

Word study

Similes and metaphors are language features that help to grab and hold the audience's interest.

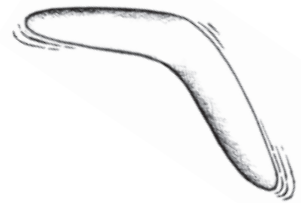
Similes

Writers use similes to **compare** things so that the audience can visualise both of them. The words '**as**' or '**like**' are used.

For example: She was **as slow as** a snail.

The stars shone **like** glow-worms in a cave.

The boomerang flew **like** a swift hawk.



Highlight the similes used in each of the sentences below. Then write at least one sentence of your own using a simile.

The forest floor was as dark as night.

The snake spun through the air like a spinning top.



Write a simile that you might use in your myth:

Metaphors

Writers use metaphors to compare one thing with another, like a simile, but the words 'as' and 'like' aren't used. One thing is said to be the other thing because it shows the same characteristics.

For example: *The boy is a donkey.*

This describes the boy as having the characteristics of a donkey – stubborn and lazy.

See the difference between simile and metaphor.

For example:

Simile	Metaphor
Tama was as quick as a dolphin.	Tama was a quick dolphin as he swam in the sea.
Beth was as sleepy as a koala.	Beth was a sleepy koala as she ate her breakfast.



Write a sentence with a metaphor in it that you could use in your myth.

Past tense

Myths are written in the past tense because they have already happened.



Fill in the missing words.

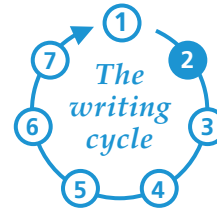
present tense	past tense
goes	got
is	_____
_____	flew
looks	_____
lives	_____
_____	felt



Check the answer guide.

4

Activity 4 Writing your draft myth Stage 2 of the writing cycle



Now write your draft myth in your English exercise book or on a piece of paper. Leave a blank line after each line you write, so that you can edit it later.



Use a **blue pen** for your draft.

Use all your myth planning notes and the deeper features insert as you write.

As you write, think about:

- your **audience**: who will read your myth
- the **purpose** of the myth: to explain how a natural phenomenon came about.



Include:

- **a way to grab the audience's interest** at the beginning
- the **orientation**, a **complication** and a **resolution**
- **language features**: verbs, adjectives, metaphors, similes
- direct speech between the characters using the present tense
- a range of different **sentence starters**
- time sequenced words: at the beginning, before, after, next.

Glossary

Direct speech is a conversation that characters have with each other. The spoken words are in speech marks.



Too much **direct speech** can make the story hard to read. Only use it to make the story more interesting or to tell the readers more about a character. Look at the journal stories you were sent to see how the writers use direct speech.

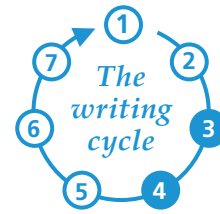


Go back to success criteria 3 for learning intention 3.

5

Activity 5 Editing/crafting

Stages 3 and 4 of the writing cycle



Learning intention 4

I am learning to edit my writing.

✓ **Success criteria 4**

I will know I have achieved this when my writing

includes the deeper features from the checklist.

When you've finished your draft you are ready to do some self-editing. This is the stage when you **craft** your writing using language features so that it is more entertaining for your audience.

Use the **deeper features checklist** on the next page to **self-edit** your myth and make any changes to it as you go.



Use a **green pen** to make these second changes.

You can add, cross out or change words.

Keep using your green pen so your teacher can see how you edit your work.



Deeper features checklist

- ✓ My myth:
- has an audience grabber at the beginning
- has an orientation that tells who the story is about, where it is set, when it happened
- has a complication that creates excitement and makes the reader want to read on
- has a resolution that solves the complication
- imaginatively explains the natural phenomenon
- has a variety of language features such as action verbs, adjectives, adverbs, metaphors and similes
- is written in the past tense
- has direct speech between the characters
- uses time sequenced words like 'at the beginning', 'before', 'after', 'next', 'long, long ago', 'ever again'
- has a summary that states the purpose of the myth again and also that whatever has changed will be like that forever.

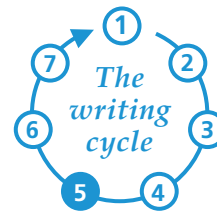
Proofreading is checking the surface features of writing.



Check the **surface features** of your myth using the **surface features checklist** below. **Make any changes to your draft using another coloured pen.**

✓ Surface features checklist

- I have checked and corrected any spelling errors.
- I have used capital letters and full stops correctly for all sentences.
- I have used commas correctly.
- I have written it all in the past tense (except for direct speech that may be in a different tense).
- I have written in paragraphs.



Editing and proofreading by someone else

Stage 5 of the writing cycle

Ask at least one other person to read your draft myth.

Ask them to write in the box:

- what they found entertaining
- if you imaginatively explained a natural phenomenon
- at least one idea that you could add to your writing to improve it.



Use a different coloured pen to make the last changes to your myth.

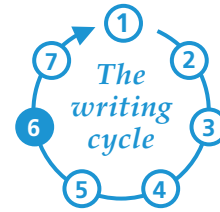


Go back to success criteria 4 for learning intention 4.

Activity 6

Publishing your writing

Stage 6 of the writing cycle



Learning intention 5

I am learning to publish my writing.

✓ **Success criteria 5**

I will know I have achieved this when my published writing

- is presented so other people can read it
- is laid out in paragraphs
- has a title.

You will now be publishing your myth.

You can handwrite it or use the computer.

Your myth needs to:

- be presented in your best handwriting or a clear font, so other people can read it
- be laid out using paragraphs
- have a catchy title.

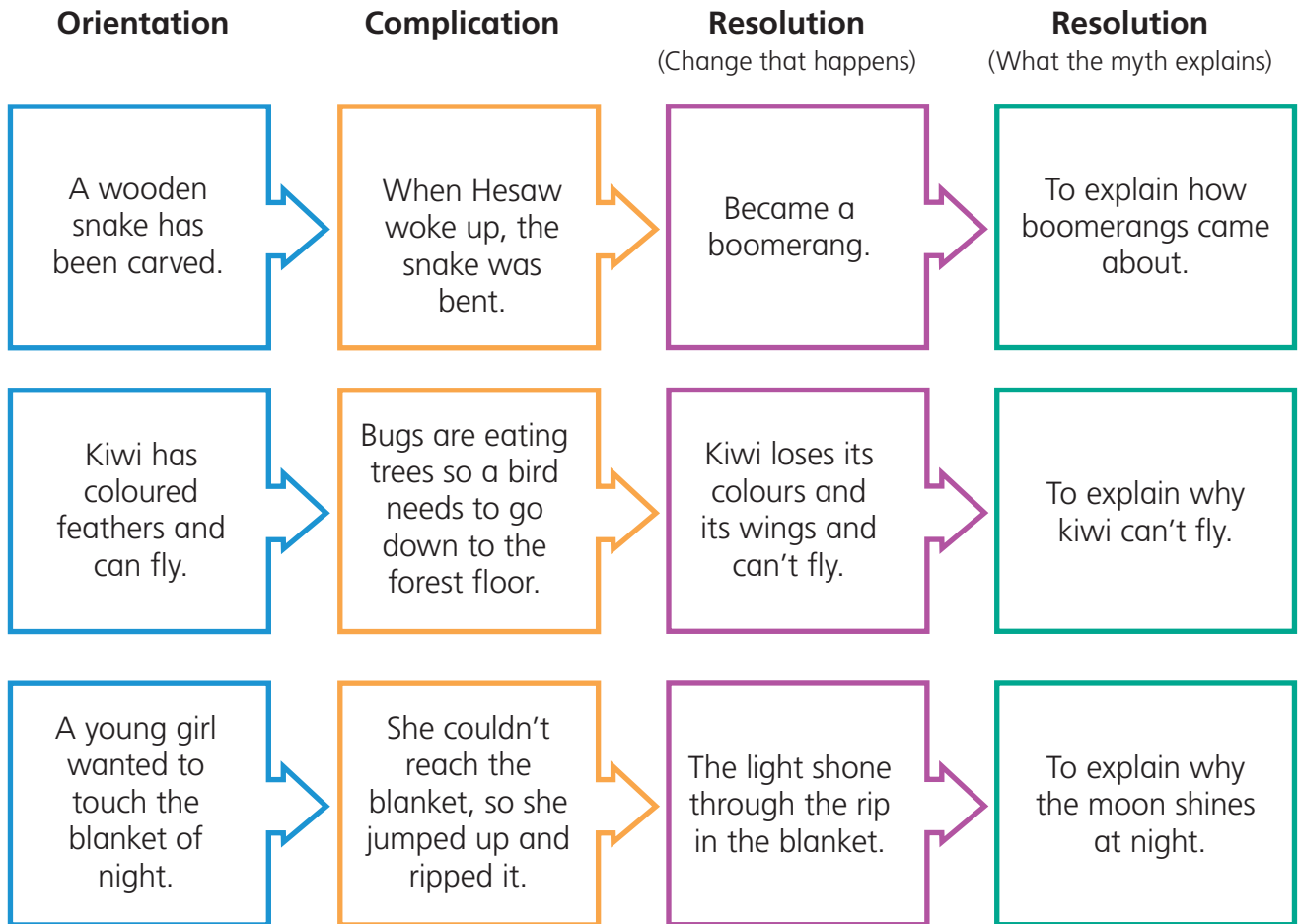
You may include illustrations.



Go back to the success criteria 5 for learning intention 5.

Answer guide

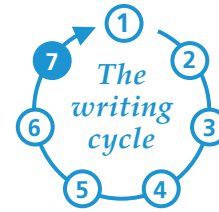
1 Activity 1



3 Activity 3

present tense	past tense
goes	got
is	was
flies	flew
looks	looked
lives	lived
feel	felt

Self assessment



Reflect

Stage 7 of the writing cycle

Complete the self assessment using the success criteria.



I was able to write a myth that:

- entertained my audience
- imaginatively explained a natural phenomenon.

✓

yes	no
yes	no



What I have done well.

The things I have done well are:

I know I have done them well because:

My **next learning steps** for writing a myth are:

One thing I would like my teacher to comment on is:

Supervisor's comment:

Celebrate

Share your myth with an audience and tell them about the things that you have done well.



Send in your draft with the rest of this work.

Feedback form 1

Your teacher will complete this feedback form and send it back to you.

Once you have received this, you will use the feedback and next learning steps to write your second myth.

Goal

To write a myth to:

- entertain my audience
- imaginatively explain a natural phenomenon.

Feedback

Feed forward

Your next learning steps (one or two things to focus on):

-
-

How you will achieve these steps

Section 2

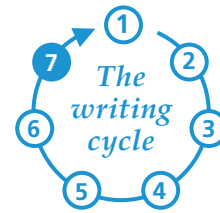
Write another myth

Use this thinking frame and the deeper features checklist the next time you write a myth.

Cultural narrative thinking frame

Title	Notes / drawings
Orientation Setting When and where will your story begin? What will the setting look like? Use words to describe the location, time and atmosphere to help the readers visualise.	
Characters Who are the main characters?	
Complication	
Resolution	
Resolution	
Summary	

Self assessment



Reflect

Stage 7 of the writing cycle

Complete the self assessment using the success criteria.



I was able to write a myth that:

- entertained my audience
- imaginatively explained a natural phenomenon
- included my next learning steps.

✓

yes	no
yes	no
yes	no



What I have done well.

The things I have done well are:

I know I have done them well because:

My **next learning steps** for writing a myth are:

One thing I would like my teacher to comment on is:

Supervisor's comment:

Celebrate

Share your myth with an audience and tell them about the things that you have done well.



Send in your draft with the rest of this work.

Feedback form 2

Your teacher will complete this feedback form and send it back to you.

Once you have received this, you will use the feedback and next learning steps to write another myth.

Goal

To write a myth that:

- entertained an audience
- imaginatively explained a phenomenon
- included my next learning steps.

Feedback

Feed forward

Your next learning steps (one or two things to focus on):

-
-

How you will achieve these steps

Acknowledgements

Every effort has been made to acknowledge and contact copyright holders. The Correspondence School apologises for any omissions and welcomes more accurate information and contact.

"Night is a Blanket", © Barbara Hill 1986, from "Night is a Blanket", first published in the Ready to Read series by Learning Media Limited for the Ministry of Education, Wellington, NZ. Recorded by The Correspondence School. Used by permission

"How the Kiwi Lost Its Wings", trad., adaptation © The Correspondence School, Wellington, NZ. Recorded by The Correspondence School

"The First Boomerang", © Jason P 1994, from "Writing Resource Book", Melbourne, AUS: Longman Cheshire, 1994 / Reed International Books Australia Recorded by The Correspondence School. Used by permission

"Ira Waru, a Māori Legend", retold © Ron Bacon 1985, from "School Journal", Pt.1 No.1 1985, first published and recorded by Learning Media for the Ministry of Education, Wellington, NZ. Dubbed. Used in any medium for education and its promotion by permission

"Tane and the Stars", from "Māori Legends (The Creation Stories)", retold by Ron Bacon, © Shortland Educational Publications 1984, Auckland, NZ. Recorded by The Correspondence School. Used by permission

