

3. A modern Arachne

Objective

To create settings, characters and plot in narratives.

What you need

Copies of *Greek Myths*, photocopiable page 41 'A modern Arachne'.

Cross-curricular link

Art and design

What to do

- After reading 'Arachne versus Athene', point out that the myth has a message that can be applied to modern life. Suggest writing a modern version of Arachne's story.
- Identify four main parts: 'Opening' (setting and characters are introduced); 'Events' (Arachne challenges Athene); 'Climax' (Athene resolves to punish Arachne); 'Ending' (Arachne is a spider).
- Invite partners and then the class to share ideas for a new story. Ask: *Where is it set?* (For example, the school hall) *Who is the main character?* (Molly, a girl talented at acting) *What happens?* (Molly mocks someone else's acting) *What is the climax?* (The teacher loses patience and takes Molly's leading role away from her.) *What is the ending?* (Molly admits she was wrong. The main role has gone; she can only have a minor part.)
- Demonstrate writing notes on an enlarged copy of photocopiable page 41 'A modern Arachne'. Use a different simple story, perhaps an updated 'Cinderella'. Alongside words and phrases, use quick, annotated sketches to plan cartoon frames.
- Give out individual A3 copies of the photocopiable page. In pairs, let the children discuss their story ideas and then make notes and annotated sketches.
- Use further writing sessions for the children to write and draw their modern cartoon stories.

Differentiation

Support: Let children work with partners, writing only one or two notes for each section.

Extension: Ask children to add one or two time connectives to each section's notes.

4. The dogs' tales

Objective

To assess the effectiveness of their own and others' writing and to suggest improvements.

What you need

Copies of *Greek Myths*, photocopiable page 42 'The dogs' tales'.

Cross-curricular link

History

What to do

- After finishing the book, find the dog in the final strip of 'Theseus and the Minotaur'. Ask: *Where else is it in the myth?* (The frame showing Theseus' departure.)
- Comment that other myths also feature ordinary dogs. Locate them in 'Arion and the Dolphins', 'Orpheus and Eurydice' and 'Perseus and the Gorgon's Head'. Read the accompanying captions; the dogs are not mentioned. Suggest that these dogs seem like modern observers of ancient happenings.
- Direct the children to the third strip on the first page of 'Daedalus and Icarus': one frame has a speech bubble, the other has thought bubbles. How are they distinguished?
- Give out photocopiable page 42 'The dogs' tales'. Ask partners to locate the first myth, the relevant story part and the dog without a bubble. Let partners share ideas for a bubble. Will words be thought or spoken? Will they add humour? Suggest partners try out words on each other before writing them.
- Invite the children to work through the other cartoons in this way, writing a speech or thought bubble for each dog. Afterwards, let the children view and listen to one another's results.

Differentiation

Support: Provide vocabulary or sentence starters.

Extension: Ask children to create bubbles for the dogs in 'The Twelve Tasks of Heracles' and 'Arachne versus Athene'.