

NOTE: If possible, before this lesson, low-level readers (and possibly students with alternative communication devices) should have read "How the Raven Steals the Light." You can do this by having them read with someone at home or by having them use textHELP! to read through the myth on the computer. All students with alternative communication devices should also have a paragraph or two (that you know about) programmed in so they, too, can read aloud.

TITLE OF LESSON

English 1 Unit 1 Lesson 4 – Creation Myth Plot Diagram

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 3.0, 3.3-4, 3.6; L/S1.1

MATERIALS

Plot Diagram – Student Page (one for each student)
The Raven Steals the Light – Reading
paper and pens/pencils

LESSON OBJECTIVES

- To begin to look at the elements of stories
 - To recognize patterns in literature
 - To determine meaning based on context and their own experiences
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded work and have students place it in their folders.
- 2) Agenda – Have students copy the agenda you have posted on the board.
- 3) Individual Definition – First you'll be working with the students to have them generate a group definition. Write the word *myth* on an overhead projector or on a chalkboard. Ask students to write out their individual definition of a myth in their notebooks. You may want to write the question, "What is a myth?" underneath the word *myth* on your overhead. Give the students two to three minutes to write. Some students will want to look in the dictionary. Discourage students from looking the word up. Ask them to trust their knowledge. It may help to tell them there are no right or wrong answers. All definitions will be accepted while the class is creating the definition. Then the class will agree upon the answers that fit.
- 4) Present – After two minutes or so, ask for volunteers to share their definitions. Write the different definitions on the overhead as students share them. Ask students to look at the definitions that have already been given. Ask if there are any more definitions that are different. Add them to your list. Tell students they are going to make a class definition.
- 5) Combining Definitions – Ask if anyone can combine all the different sentences or definitions to create one big definition that keeps the important points of all the definitions. As students volunteer, you write their answers on the overhead. Students may like a particular answer and want to make some changes to it. Since this a class definition, go ahead and make the changes as appropriate, checking in with students to make sure it fits. Encourage students to make changes and remind them that is exactly the point.
- 6) **Group Definition** – When you have come up with one single definition, read it back to the students. (Some ninth grade students came up with this definition the first time they tried together, "A myth is a story that is not true, but is used to explain how and why things happen in nature.")
- 7) Dictionary Definition – Now, ask a student to look up *myth* in a dictionary. Have the student read it out loud to the class. How close is their definition? Is there anything they would like to add or delete? Do this with them on the overhead, as they will use their definition to determine whether or not a story is a myth throughout this unit. Do not allow them to use the dictionary definition, as they have worked hard to put their knowledge and ideas into their own words. It is important that students discover they are able to work together to figure out the meaning of words.

- 8) Poster – Ask for a volunteer to write the group definition of a myth on a large piece of butcher paper and post it in the class where everyone can refer to it when needed.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Setting – Ask: "When you're reading or listening to a story, what does the word *setting* mean?" Get ideas/definitions. If the definition is fairly complete and all students demonstrate an understanding, do a quick Q & A: What is the setting of:

A book they read last year	<i>Last Samurai</i>
<i>The Matrix Revolutions</i>	<i>Freaky Friday</i>
<i>Love Don't Cost a Thing</i>	<i>Lord of the Rings</i>
<i>Stuck on You</i>	<i>The Haunted Mansion</i>
<i>X2: X-Men United</i>	

(Add things you know your students are interested in: current movies, books they read last year, etc.) Get as much detail as possible: where? when (year, day, time of day...)? what do they see? hear? smell? taste? feel? who's there? When who comes up, ask what the word is that refers to the people and/or animals in the story. If no one knows, tell them "characters."

2. Examples – If, when you ask what setting means, no one comes up with much, ask them to describe their favorite amusement park in as much detail as they can while you record their responses on the board. Put columns (See Hear Smell Taste Feel) on the board. As soon as someone mentions a new ride or exhibit, add a When column to the board. After they've exhausted their descriptions, add 1920 to the When column and ask them to guess how the other answers might change if the description were of an amusement park in 1920.
3. **Plot Diagram** – Draw a plot diagram on the board. Ask students to imagine they're reading or writing a story about an amusement park. They would describe the setting as: and begin to transfer (or rewrite) their answers into the "setting" box. Be sure to include city, state, country, year, etc. As you finish, change one of these and ask the students if/how the others would be affected. If the story were at an amusement park in Beijing, China? If it were in Iowa? Would the characters also change? What could be true to make the characters stay the same? Put their characters in the character box.
4. Elements of a Story – Ask what the word plot means. Once you get a sense that the students have the idea, explain that the setting, characters, and plot are all elements of a story." When you're writing your own, which you will do, you can decide these things and change them around as you choose. When you're reading someone else's he or she has already decided all of these things. What you're going to do is look for them. The elements of a story help you to establish a framework for reading. If you're aware of and looking for a pattern, in general, you have some sense of where you are in the story and can anticipate where you are going."
5. Mini Lecture – Deliver the following mini-lecture: What about the rest of the picture? This is where you note what's going on in the story, the action. In general, it's like a time line. The things that happen here (indicate on the plot diagram) *normally* happen before the things that happen here (indicate) and here (indicate). But you're not just going to be recording the order of events. If I tell you, "(Name of someone in the class) stood up, walked to the front of the class, asked the teacher if he/she could interrupt for a moment, burst into song (the name of a popular song), said 'Thank you', and sat back down," is (student's name)'s act of standing up as important as his/her breaking into song in front of the class? Probably not. When you're reading or telling a story, some parts are more important than others. Stories frequently begin with some introduction to the characters and setting. Following this, the conflict is laid out. The conflict is not always what we normally think of as a conflict. In a story, the conflict is the point of tension, that issue that must be resolved. After the conflict has been presented, the story builds toward the most important point, called the turning point or the climax. Following the turning point, the details of the conflict and the turning point are resolved. The three main parts of the plot, then, are the conflict, the turning point or climax, and the resolution. (Add these to the diagram.) The action that takes place leading up to the climax is sometimes called rising action. (Add to diagram.) The action that follows the climax and develops into the resolution is called falling action. It's easier to see this if we plot out a story that we're actually going to read."

6. **Read Aloud** – Pass out blank **Plot Diagrams**. Explain to students that they should listen closely to the story and fill in the elements they think they hear. Begin to read aloud from "The Raven Steals the Light" from *Mythic Voices*. (You can use any 3-5 page creation myth.) After the first page or so, stop, and fill in what you can of the two boxes with student descriptions of the setting and characters.
7. **Read Aloud 2** – Continue the story for a page or so more. What is the conflict? What is the central problem? Have them spell this out. What are the events after the conflict is revealed? Do we know what the climax is yet? The climax is that point at which, after this, everything has to change. Ask students to fill in the boxes, as they agree upon the answers.
8. **Read Aloud 3** – Finish the story and complete the plot diagram. It is entirely possible that the class will not finish the plot diagram during one class period. In case this happens, the next class period has a smaller workload so you can finish up at the beginning of the next class. If you do finish during this class period, there are activities for the students to do after they finish their activities for class tomorrow/ Lesson 5.

NOTE: Your plot diagram should be completed with ideas similar to those below. (It should **NOT** have these exact words. Use terms and words the students use. Have a student fill the diagram in as you go over the ideas as a class. If a student brings up something not in this sample, you can either 1) if the idea fits, add it to the diagram; or 2) if you don't see the connection, ask the student to explain. Where does he think his addition should go? Why? If it works, even if it's a stretch, add it to the diagram.)

- Setting – before anything exists; one house with no doors or windows, dark – there is no light yet, beside a river, a box inside a box inside a box ... has all the light inside.
 - Characters – old man - frightened, greedy; daughter - obedient, unquestioning; raven - hungry, always trying to change things;
 - Conflict: man has light but won't release it (afraid his daughter is very ugly), raven wants the light;
 - Rising Action: raven, looking for food, finds house with old man and daughter; raven hears old man saying he has light and decides to steal it; house has no openings; raven changes himself into a pine needle the girl swallows at the stream; raven is born as son to girl/grandson to father; raven decides light is in boxes and throws tantrums to get boxes, one by one; raven asks if he can hold light for a minute;
 - Climax: old man agrees to let grandson (raven) hold light and throws it to him;
 - Falling action: raven changes back to self, steals the light and flies away; with the light in the sky, eagle can see raven and starts in pursuit;
 - Resolution: raven drops light which breaks into one big piece and millions of little pieces; these bounce back up and become sun and stars; eagle gets raven; father sees daughter isn't ugly as he had feared, so he doesn't feel so bad.
9. **Theme** – On the bottom of the diagram page is a space for students to record the theme(s) of the story. Ask what theme means. Refer to the Rules for Tribes and their group definition of *myth*. In light of what they know about this culture and the myth they've written, what can the students guess about them? With these thoughts in mind, what do they think is the theme of this myth?
 10. **Folders** – Have students place the finished version of the plot diagram in their classroom folders. You can check them for thoroughness and grade them tonight.
 11. **Homework Assignment:** None (or you may wish to have them finish their Plot Diagram)
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GROUP ROLES

Students are acting individually for this lesson. If a student needs help, have him or her work with an aide or another student.

DOCUMENTATION FOR PORTFOLIO

None