

Teaching notes on 11.04a Behind the myth

Slide 1

Learning objective: To learn about different ways of interpreting mythology and to write our own myth.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, "quid tibi maxime placet... frigor aut calor?" ("What do you like most ... the hot or the cold?"). The conversation starter for this unit is similar to that in Unit 9, but the pupils will encounter some familiar and some new vocabulary. See if they can infer the meaning of the new vocabulary from the picture, derivative English words or the context. In this instance, 'calor' gives us the English word 'calorie', a unit of heat energy burned up by the body. The students may also connect 'frigor' with its associated Latin adjective, 'frigidus'.

Slide 2



Since we're going to think about mythology today, the lesson opens with a chance to talk about all of the Greek and Roman myths we know. On mouse-click, the myths we've encountered on the course so far will appear. See if the pupils can recall and recap each myth. As an extension, they can talk about any other myths they know. They'll also be asked to say which is their favourite and to find an adjective to describe these myths.

Slide 3

Myths can be appreciated as exciting or strange stories, but if you look at myths across many cultures, there are deeper things going on. Three of the main motivators for the creation of myths appear on mouse-click: to teach a moral lesson; to explain a natural phenomenon; to fulfil a wish that humans could do something impossible. On further mouse-click, three myths from the previous slide will appear and students can discuss which of the three categories each myth best fits into.

Slide 4



For a little more practice at seeing the motivation behind the myth, on mouse-click there appear synopses of three new myths (Perseus, the Minotaur and Arachne). Sometimes myths can feature more than one motivation – it's always good to bear all three motivations in mind when encountering a new myth.

Slide 5



...guides the class through the lesson's exercise – to create their own myth. This could be done in groups or in pairs, but using the structured notes worksheet, the aim is to be able to orally retell a new myth, using one of the three motivations. The worksheet splits the myth creation task into four distinct tasks:

1. Deciding what kind of myth (teaching/explaining/wishing)
2. Setting the scene
3. Unfolding the story
4. Working out the story climax and resolution

As an extension or as homework, pupils could be encouraged to write up their stories.

Slide 6

The plenary slide:

Question 1 Name three possible reasons why cultures create myths. [explaining, teaching, wishing]

Question 2 Can you think of a Greek myth that teaches a moral lesson? [Midas – be careful what you wish for, Arachne – don't be boastful, Narcissus – don't be vain]

Question 3 Can you name a hero from Greek myth who has superhuman powers?
[Hercules/Herakles, Achilles, Perseus]