

Phase ② The structure of a myth

Learning outcome

Children can identify different features and the structure of a myth.

Success criteria

I can identify the structure and features of a creation myth.

Setting the context

This activity should be undertaken after the children have had the opportunity to compare the structure of different types of myths and legends, including creation myths from different cultures, in shared and guided reading. Read the photocopiable page 'Iroquois creation myth'. Explain that many Native American cultures, like the Iroquois tribe, believed in many different 'spirits' who lived on an island in the sky and that they believe dreams are very important. Provide the children with copies of the myth and of photocopiable page 'The structure and features of a creation myth (version 1 or 2)' and ask them to answer the six questions about the structure and features of the myth. Children working at levels 2-3 should use version 1 of the photocopiable page.

Assessment opportunity

This activity provides an opportunity to assess children's security about the features and structure of creation myths. When children have completed the photocopiable page, ask them to describe the common key elements of a creation myth that features in the Iroquois myth. Ask questions of children working at lower levels to draw out their responses, for example: *Is this belief common to everyone or just the people who invented the myth? Are there any other myths you have read where someone 'falls' from one place to another and takes something special with him or her? In which other myths does something evil come into the world? Is this evil ever driven out completely?*

Assessment evidence

At levels 2-3, children answer with direct evidence from the text, for example: 'Sky woman fell because she slipped through the hole'. At levels 4-5, children will use inferences, for example: 'Sky woman fell because she was curious'. Make notes of children's oral responses and use the completed photocopiable pages to provide evidence against Reading AF2 (see also Reading AF3 and AF4).

Next steps

Support: Invite children to read other examples of creation myths, for example, from Aboriginal, Chinese and African cultures and compare the common features, such as what is created, what causes evil, how evil is overcome.

Extension: Invite children to draw up a list of 'essential features' for writing a creation myth. Compile their answers into a poster to display in the classroom.

Key aspects of learning

Communication: Children will develop their skills to reflect critically on what they have seen and read. They will develop their ability to present a narrative for different audiences, orally and in writing, and reflect critically on their own and others' work.