


**Learning objectives**

PNS: Understanding and interpreting texts

- Compare different types of narrative texts and identify how they are structured.
- Infer writers' perspectives from what is written and from what is implied.

**Resources** 

'Pandora's Box' Notebook file; writing books or paper and pens.

**Links to other subjects****History**

QCA Unit 15 'How do we use ancient Greek ideas today?'

- Explain that Greek myths are part of our inheritance from the ancient Greeks.

# Myths

**Starter**

Read the story on pages 2, 4, 5 and 7 of the Notebook file. Go to page 8 and ask: *Is this story fiction or non-fiction?* (Fiction.) *Why?* (It is a story, not fact.) Make a note of the children's responses.

**Whole-class shared work**

- Ask: *What genre of story is 'Pandora's Box'?* (Myth.) Write this on page 8 and discuss the term's meaning. Find a definition in an online encyclopaedia.
- Go to page 9. Ask: *What features do you expect in a myth?* Write a list, going back and highlighting relevant text in 'Pandora's Box'.
- Pull out features of myths from the box on page 9.
- Go to page 10 and ask: *Who was Zeus?* (The highest god in Greek mythology.) Use a website to find names of other Greek gods and goddesses. There are many more myths that involve different Greek gods.
- Read the story again, asking the children to think about the characters.
- Go to page 11. Place an adjective inside the discussion circle (for example: *sensible*).
- Ask a child to choose and place the appropriate character to join this word, and to justify the choice. For example, *'Sensible describes Epimetheus because he left the box alone.'*
- Let another child make a change - person, adjective or both - and explain their choice. Encourage reference to the text.
- Vary the use of the discussion circle. For example, both characters could be inside with the same adjective(s) applicable.
- Our opinions of the characters have been moulded by the writer's approach. The writer could have told the story differently, yet still kept the same facts. If Pandora was the narrator, she might have emphasised the importance of knowing the contents of the box.

**Independent work**

- Display or print page 12 of the Notebook file.
- Ask the children to read the text on the page, and then rewrite it in their own words.
- They should retain facts, but treat Pandora sympathetically.
- They can write as the author, or let Pandora narrate.
- Provide less confident learners with a list of useful adjectives.
- Challenge more confident learners to do the same with the third part of the story (see page 5 of the Notebook file).

**Plenary**

- Invite the children to read their new versions of the second part of the story. Ensure that they can distinguish between an author's and a narrator's voice.
- Discuss new reactions to Pandora. Note down the children's responses on page 13.

**Whiteboard tools**

Use a Pen from the Pen tray to write or type the children's responses on the Notebook page.



Pen tray



Select tool



On-screen Keyboard