

Explanatory Myth

Seventh Grade English—Mrs. Haberling
Jobsheet

YOUR JOB

Subject: Your choice from a list you generate. Your list will include the "why" questions you brainstorm.

Speaker: Your choice. Who do you think would be the best, most authoritative narrator for this myth? Choose either a character in the story or an outside narrator as the speaker.

Purpose: To explain a natural phenomenon and to entertain your readers

Audience: Children in grades 3-5 at our local elementaries

Form/Genre: An explanatory myth as told in the form of a children's storybook, complete with illustrations; a non-fiction, researched, scientific explanation of your why question; and an "about the author" section

STAGES of the WRITING PROCESS

Prewriting for Ideas: Remember the work we did brainstorming "why" questions, the kind you asked as a young child. You have already selected one of these to explore. In addition, you have brainstormed some possible problem-solution stories and have selected one. If you are stuck, consult your green brainstorming page for the ideas you had.

Prewriting for Skill: Remember the work we did with creating authentic characters through detailing their words (dialogue), actions, gestures, and descriptions. Focus on showing the story rather than telling (not 'He was mad'... instead 'I could almost see the blood pressure rise as the vein in the middle of his forehead pulsed and his finger jutted in accusation toward my sister.')

Drafting: Focus on writing the story that explains your question. Does your story have a problem that is resolved by the end? Did you include one culture honorably (remember, this may take a little research on your part)? Can we tell who the gods and goddesses are? Be sure all of this is a part of your draft. Before you share it with anyone else, read it through to yourself to check for clarity and completeness.

Revising: While you are looking at your draft with fresh eyes, consider what lesson we might learn from the characters and their actions. Remember the lessons from the myths we read together in class. Does your myth include an implied lesson or moral? Be sure a reader could answer this question of your myth: What do you think the author is trying to teach us?

Editing: Pay careful attention to the way you punctuate dialogue. Be sure your dialogue tags are descriptive, not ordinary. Be sure you have started a new paragraph each time the speaker switches. Check your commas, end punctuation marks and quotation marks against

our examples. Can we tell the difference between narration and dialogue because of your careful punctuation?

Publishing: Your final product will be typed in a book, complete with illustrations you will create. Remember your audience! Which font and size will be easy-to-read for third, fourth or fifth graders? How could your illustrations help create interest and understanding? Once your myths are finalized, we will bind each book in class and they will be delivered to the elementary schools for assessment!

Assessment:

I will be looking for WELL-DEVELOPED CHARACTERS who move fluidly through the story; correctly punctuated DIALOGUE; a clear, interesting STORY to EXPLAIN the why question you chose and to teach a lesson to readers; and HONORABLE TREATMENT of CULTURE. You must also attend to careful editing! See the rubric we have been using in class for more details.

The elementary students will be focusing on WORD CHOICE, ORGANIZATION and FOCUS, and PRESENTATION. They will be evaluating you in their classrooms, too!

Due Dates:

Thursday, April 29	DRAFT #1 DUE! Sharing drafts and working toward revision
Monday, May 3	REVISED DRAFT (#2) DUE; Begin research
Friday, May 7	RESEARCH DRAFT DUE
Monday, May 10	'ABOUT THE AUTHOR' DRAFT DUE
Monday, May 17	FINAL MYTH BOOK DUE, complete with illustrations, story, research, and about the author