



education

Department of
Education
FREE STATE PROVINCE

Grade 5

English HL and FAL

Term 3 Project

Myths

Task 6:

Stage 1: Research (10 marks)

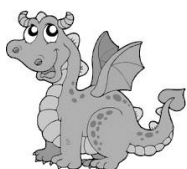
Stage 2: Writing (30 marks)

Task 7:

Stage 3: Oral presentation (20 marks)

Name and Surname: _____

Grade 5 ____



Task 6, Stage 1: Research

(to be handed in by the end of week 4)

Instructions:

- Research the elements of a myth.
- Choose a myth or legend that interests you and read it for enjoyment. (1 – 2 pages)
- Next, study your chosen myth carefully, scanning it for information you need.
- Complete the quiz.
- Write the information you found in the format of your choice.
- Be creative or use the frame provided.
- Work neatly.

What is a Myth?



If you've ever wondered how the camel got its hump or how the leopard got its spots, chances are you'll find the answer by reading a myth.

A **myth** is a **short story** that is designed to **explain how something came to be**. A myth is a type of **folklore**, or a tale that was passed from generation to generation.

In ancient times, people used to use myths to explain why things happened the way they did. For example, they would explain how the world came to be or why the sun shined in the sky. Myths also often explained the origin and actions of different gods and goddesses.

Myths



- Good and evil characters
- Explain how something happened or why
 - Has gods in the story
 - Has fantastical creatures
 - Supernatural forces are included
- Usually uses a classical opening e.g. Long, long ago

TYPES OF MYTHS

There are different types of myths. They include:

Creation Myths

Creation myths describe how the Earth or a group of people came to be.

Nature Myths

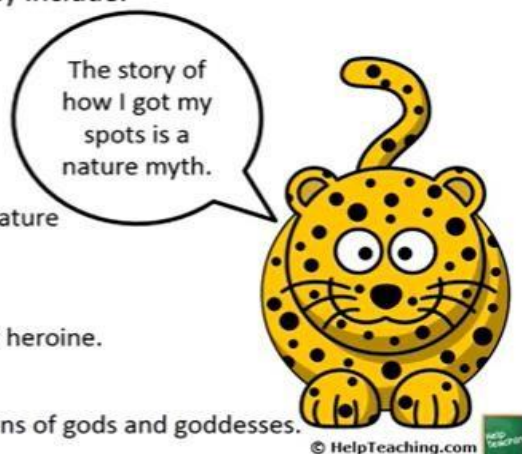
Nature myths describe why something in nature is the way it is.

Hero Myths

Hero myths describe the quest of a hero or heroine.

Greek and Roman Myths

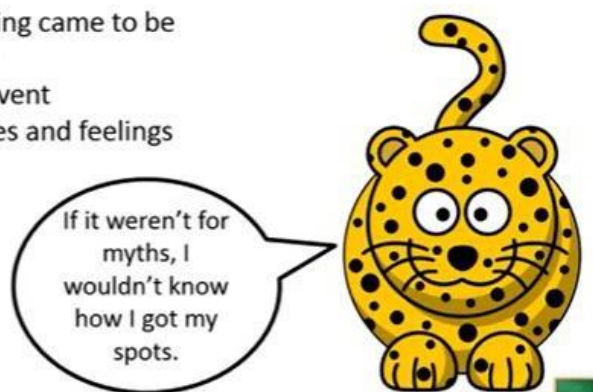
Greek and Roman myths describe the actions of gods and goddesses.



THE PURPOSE OF MYTHS

Myths are usually written for one or more of the following purposes:

- to explain how something came to be
- to teach a moral lesson
- to explain a historical event
- to reveal common hopes and feelings



<https://www.helpteaching.com>

A. Complete the following quiz. Circle the letter of the correct answer.

1. What is a myth?	A Fictional tale explaining actions of gods or heroes. B Fictional tale about a larger-than-life hero. C True story about gods and goddesses. D Story with animal characters.		
2. What are the features of a myth?	A Heroes, gods, elements of nature and teaches a lesson. B Teaches a lesson, heroes and animals. C Animal characters, based on facts. D Teaches a moral.		
3. The theme is	A the central idea, message, or purpose of a story. B the hero or heroine of a story. C the problem in a story. D the historical narrative.		
B. Say whether the following statements are True or False (put a / in the correct column)			
		True	False
4.	Myths explain how phenomena such as earthquakes came to exist.		
5.	Myths explain how historical heroes won battles.		
6.	Myths may tell how the world and human beings came to exist.		
7.	A myth is a story that is not factual.		
8.	A myth is a story about princes, princess and witches.		
9.	Bigfoot and the Loch Ness monster are myths.		
10.	A myth is a story about ordinary people's lives.		

B. Frame for Myth

1. Title of myth: _____	
2. Author: _____	
3. The story I read is a _____. Name 2 elements that make the story a myth.	4. Describe the setting of your myth.

5. Illustrate the main character, with a caption, and complete the character profile.	
Sketch	Character: _____
	Describe the character's personality. _____ _____ _____ _____ _____
	What does the character look like? _____ _____ _____ _____ _____ _____ _____ _____ _____

6. Explain the problem in the myth.

7. How was the problem solved? (How did the story end?)

8. Do you think the events in the story really happened? Motivate your answer.

Rubric: Research (10 marks)

Name and surname: _____ Grade 5 _____

	Myth Quiz: number of correct answers		10-7	6 - 4	3 - 0
1.	Quiz: mark allocation		2	1	0
	Criteria	Excellent	Achieved	Needs Support	Not Achieved
	Content and Structure All the relevant information has been included:				
2.	Title and author of myth		2	1	0
3.	Identify 2 elements/qualities of a myth		2	1	0
4.	Describe the setting	3	2	1	0
5.	Illustrate the main character with caption	3	2	1	0
6.	Describe the character	3	2	1	0
7.	Explain the main character's problem	3	2	1	0
8.	How the problem is solved	3	2	1	0
9.	Did the events really happen? Motivate	3	2	1	0
	Language Structures and Vocabulary				
10.	Language, spelling, punctuation	3	2	1	0
11.	Overall Presentation (creativity, colour, neatness)	3	2	1	0
	Total	_____/30 (÷ 3)		_____/10	

Task 6, Stage 2: Creative Writing

(to be handed in by the end of week 6)

Name and surname: _____

Grade _____

Myth
Purpose: The myth may explain how things are in nature e.g. • How the shooting star came to be • Why caterpillars change into butterflies • Why the rose has thorns on its stem • Why the moon hides during the day • Why the tortoise carries its house on its back • How elephant got its big ears • Why bees buzz • Why ostriches cannot fly <i>(Choose one above or use your own)</i>
Characters: • Gods/goddesses • Characters of your own choice • Any strange/fantastical/supernatural powerful creatures • Has good and evil characters • Includes supernatural/magical powers • Good does not always defeat evil
Setting: • In the past • In a magical place
Plot: • Explain how and why the natural phenomena came to be (see purpose of the myth) • Problem faced by main character(s) • Solution

Final draft (Neat work)

Title:

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

RUBRIC: Myth (30 marks)

Name and surname: _____ Grade 5 _____

CRITERIA	6 – 5	4 – 3	2	1 – 0
Characters and setting	The characters are named and clearly described in the story. Vivid description of setting which makes perfect sense to the story.	The characters are named and described. There is some idea of what they are like. The story has an appropriate setting.	The characters are named. Very little information is given of the characters. The story has little information about the setting.	It is hard to distinguish between characters. The setting does not make sense to the story.
	6 – 5	4 – 3	2	1 – 0
Plot	It is easy to understand the problem and solution. Very interesting and creative.	Fairly easy to understand the problem and solution. The story shows some creativity.	It is not clear what the problem or solution is. The story lacks creativity.	No problem or solution. No creativity.
		4 – 3	2	1 – 0
Purpose		The purpose is clearly stated and relates directly to the events of the story.	The purpose is somewhat related to the events in the story.	The story does not have a purpose.
	6 – 5	4 – 3	2	1 – 0
Sentence structure, vocabulary, language, spelling, punctuation	Excellent sentence structure. Wide range of vocabulary. Less than 5 errors in language, spelling and punctuation.	Sentences are easy to read. Adequate vocabulary. 5 – 8 errors in language, spelling and punctuation	Struggles to construct sentences. Basic vocabulary. More than 8 errors in language, spelling and punctuation	Meaningless sentences. Writing is riddled with errors.
		4 – 3	2	1 – 0
Writing process		Writing process used effectively. Planning, first draft and final draft included. Evidence of editing to eliminate mistakes.	Some evidence of the writing process. Planning, first draft and final draft included. Limited or no evidence of editing. Final draft is a copy of first draft.	Writing process used ineffectively. Planning and first draft not included or do not inform final draft No evidence of editing
		4 – 3	2	1 – 0
Drawing		Drawing is neat, creative and clearly depicts the characters and setting. Includes detail.	Drawing depicts the characters and setting. Lacks detail	Lacks effort. Drawing does not clearly depict the characters and setting.

_____/30

Task 7, Stage 3: Oral Presentation

(to be recorded in term 4)

Name and surname: _____ **Grade 5** _____

Instructions:

Your oral will focus on the following:

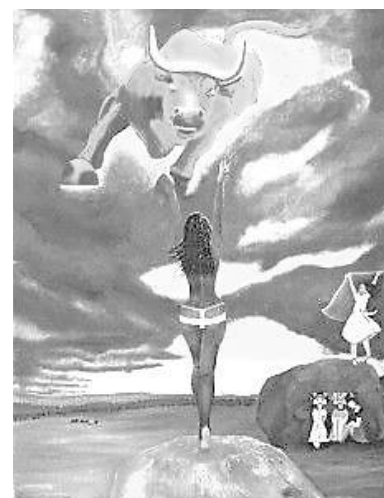
- Appropriate structure: good beginning, middle and ending
- Language use, vocabulary, fluency and how well you pronounce your words.
- Appropriate body language and presentation skills e.g. makes eye contact and volume.
- Presentation of content. Be well prepared. Do not read your oral!
- Use of supporting aids (visual, props etc)

Topics: (choose one)

1. Retell the myth you read.
2. Imagine you are one of the characters and retell the story from your point of view.
3. Retell the myth/legend you read but give it a different ending.
4. Present the information you gained about myths as well as the story you read, by using a poster.
5. Act out the myth you read, with a friend. The dialogue may not be read. You must present without the script.

Note:

Be creative by including visual aids / props for presentations e.g. posters, dress up like a character etc.



RUBRIC: Oral Presentation (20 marks)

Name and surname: _____ Grade 5 _____

Criteria	5 – 4	3	2	1 – 0
Structure and content	Well-structured with capturing introduction, body and conclusion. Highly informative / creative content	Good to adequate structure Fairly interesting introduction, body or conclusion. Fairly informative / interesting	Little evidence of structure Unconvincing	No evidence of structure Uninformative
Language, vocabulary, fluency and pronunciation	Excellent command of the language Wide vocabulary Fluent and expressive Pronunciation clear and unambiguous	Good command of the language Adequate vocabulary Fluent but lacks expression Pronunciation clear	Able to convey ideas Basic vocabulary Repeats self or is hesitant with no expression Sometimes difficult to follow	Has difficulty expressing self clearly Very hesitant Limited vocabulary Difficult to understand
Presentation skills / audience contact	Excellent use of gestures and body language Engages well with audience Excellent eye contact and voice projection. Very confident	Good use of gestures and body language. Makes eye contact most of the time Adequate voice projection Confident	Few gestures Eye contact sporadic with some in audience Inadequate voice projection Self-conscious at times	No gestures No contact with audience Speaks softly No confidence Evidence of incorrect pronunciation
Preparation	Familiar with material Written speech and cue cards available If applicable, interesting audio/visual aids add to presentation	Has memorised material Written speech and/or cue cards available If applicable, audio/visual aids add somewhat to presentation	Not familiar with material, but able to speak Written speech and cue cards not available If applicable, totally inadequate audio/visual aids.	Not familiar with material Unable to present No written speech or cue cards If applicable, no audio/visual aids are available.

_____ / 20