

Fables, Myths, and Fairy Tales

Writing Lessons
in Structure & Style

Student & Teacher Book

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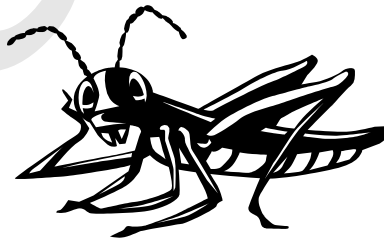
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Appendix

The Grasshopper and the Ants

It happened that a colony of ants spent all summer busily collecting provisions. Just as they were going down into their home for the long winter, a cold, starving grasshopper approached. He begged the ants to take him in. Then one curious ant asked the grasshopper where his provisions were. Grasshopper explained that he ate and danced with his friends all summer. He hadn't thought about wintertime at all. All of the ants shook their heads sadly.

Moral: In some instances it is wise to plan ahead.



Lesson 1: Key Words

Your goals are: to find key words in sentences

to retell a fable—in your own words and using only an outline—to another person

1. Read the fable about the grasshopper and the ants (page 4). Then in each sentence of the fable, circle the words that match the words in the outline below. They are called **key words**. Why? It is because they're the important words that tell you what the fable is about.
2. A **key word outline** is a method for taking notes. The purpose of a key word outline is to help you remember the main ideas you are taking notes on.
3. Notice the structure of the key word outline below. A line has no more than three key words. Each line of the outline corresponds to its own sentence in the fable.
4. Next, retell the fable—using only the outline—to another person. How do you do that? You do that by verbally making sentences out of the key words.

Model of a Key Word Outline

The Grasshopper and the Ants

I. ants, collecting, provisions

1. starving, grasshopper, approached
2. begged, ants
3. asked, grasshopper, provisions?
4. ate, danced, friends
5. not thought, wintertime
6. ants, shook heads
7. moral, plan ahead

Jason and the Argonauts

A handsome hero named Jason and his strong crewmen, the Argonauts, sailed in ancient times across the Aegean Sea to meet the aged King Phineas. Now Zeus, the powerful king of the gods, had blinded Phineas. Zeus also sent three Harpies to torment Phineas. The Harpies were horrible creatures with bodies like birds but faces like ugly old women.

Whenever Phineas tried to eat, they swooped down and violently snatched his food. He was so hungry. So Jason and his men set a trap for the Harpies. Wondrously, two of the Argonauts could fly, because they were sons of the North Wind. They spread a banquet before Phineas.

Then when the Harpies flew down, the brothers took off and chased them far away over the sea. At last Phineas was able to have a meal. He generously rewarded Jason and the Argonauts by telling them many ways to remain safe during their dangerous sea voyages.

Lesson 9b
The Story Sequence Outline

Your goals are: to ask your brain the story sequence questions
to tell the difference between a key word outline and a story sequence outline
to retell the myth using the story sequence outline

1. Read the myth together.
2. Down on the left side of this page are the story sequence questions. On the right side are words that answer the story sequence questions. *They are not words chosen from each sentence.*
3. Ask your brain the questions. Talk about the answers that are given below on the right. Maybe you would have written different answers!
4. Then using the story sequence outline, practice telling the myth to another person. Tell it back and forth several times.

Story Sequence Questions	Story Sequence Outline
<p>I. Characters + Setting who? like? when? where?</p> <p>II. Conflict or Problem what? want or need? think? do? say?</p> <p>III. Climax + Resolution how? after? learned?</p>	<p><i>Jason and the Argonauts</i></p> <p>I. Jason, handsome, hero</p> <ol style="list-style-type: none"> 1. Argonauts, strong, sailors 2. Zeus, Phineas, blinded 3. Harpies, horrible, bird/hags 4. ancient, Aegean Sea <p>II. Harpies, Phineas, meals</p> <ol style="list-style-type: none"> 1. heroes, trap, Harpies 2. 2 sons, N. Wind, fly 3. set, banquet <p>III. brothers, chased, far</p> <ol style="list-style-type: none"> 1. Phineas, eat, lots 2. reward, Jason, Argonauts 3. tells, safety, voyages 4. make, Zeus, angry

The Gift of Fire

Abridged from *Old Greek Stories*, by James Baldwin

Prometheus did not care to live amid the clouds on Mount Olympus, so when the earth was young, he went out among men to live with them. He found them shivering from the cold.

“If only they had fire,” said Prometheus to himself. Then he went boldly to Zeus and begged him to give fire to men. Zeus refused. But Prometheus did not give up. He found a reed with a dry center that would burn for a long time. Prometheus touched the reed to the flaming chariot that daily crossed the sky. “Mankind shall have fire in spite of the tyrant who sits on the mountain top!” he declared.

Then he brought fire to the shivering men, showing them how to warm themselves and build other fires from the embers. After that Prometheus taught men how to build houses with tools, how to tame sheep and cattle, and how to farm. They learned to cook their food and so to eat like men instead of like beasts. They were warm, happy, and thankful for the wonderful gift of fire.

Lesson 10

Your goals are: to ask your brain questions
to discuss answers with your parent or teacher
to fill in the story sequence outline
to retell the myth using your story sequence outline

1. After you read the myth together, ask your brain the story sequence questions. Do you notice that answers to Section I questions might be in the second paragraph of the myth?
2. Remember to choose *words that show the story sequence*, not words from each sentence. Fill in the story sequence outline together.
3. Now practice telling the myth to another person using your story sequence outline. Tell it back and forth several times.

Story Sequence Questions

The Gift of Fire

I. Characters + Setting

I. _____

who?

1. _____

like?

2. _____

when?

3. _____

where?

4. _____

II. Conflict or Problem

II. _____

what want/need?

1. _____

think?

2. _____

say/do?

3. _____

4. _____

III. Climax + Resolution

III. _____

who?

1. _____

like?

2. _____

when?

3. _____

where?

4. _____

The Dreadful Punishment

When Zeus found out that men possessed fire, he got furious. He mercilessly punished man's helper, Prometheus, for stealing. Zeus sent Vulcan, the blacksmith god, to chain Prometheus to the rocks on the highest mountain peak.

There he hung, age after age. Each day an eagle viciously ate his liver, and each night it grew back. Yet Prometheus bore all his sufferings without a groan, and never would he ask for mercy or say that he was sorry for what he had done.

Finally, a great hero named Hercules arrived. In spite of Zeus's thunderbolts, he climbed the mountain peak. He slew the eagle that tormented Prometheus. With a mighty blow, Hercules mercifully broke the chains of Prometheus. The dreadful punishment was over.

Lesson 11a

Your goals are: to fill in the story sequence outline with your parent/teacher to tell someone the myth, using your story sequence outline

The Dreadful Punishment

Characters +
Setting:

I. _____

who?
like?
when?
where?

1. _____

2. _____

3. _____

Conflict:

II. _____

what?
want or need?
think?
say?
do?

1. _____

2. _____

3. _____

4. _____

Climax +
Resolution:

III. _____

how?
after?
learned?

1. _____

2. _____

3. _____

4. _____

The Dreadful Punishment

Lesson 11b

Brainstorming for Dress-Ups

Your goal is: to brainstorm for dress-ups with a parent or teacher

What **strong verbs** could be synonyms?

ate (Prometheus's liver)

asked (for mercy)

What other **-ly words** could you add to your verbs? (See p. 13)

finally

mercilessly

mercifully

What **quality adjectives** could describe these nouns? (See p. 9)

hero

Prometheus

mountain peak

What **who/which clauses** might give your reader interesting details? (p. 25)

Prometheus, who _____,

received a punishment, which _____.

Hercules slew the eagle, which _____.