

Fables, Myths, and Fairy Tales

**Writing Lessons
in Structure & Style**

Student & Teacher Book

Maria Gerber

Acknowledgements

Thank you, Vic, Becca, Andrew & Julie.
Your loving patience made this possible.

Fables, Myths, and Fairy Tales: Writing Lessons in Structure & Style
First Edition, January 2008
Copyright © Maria Gerber
Cover design by Chris Petinak
ISBN: 978-0-9801005-0-1

No part of this publication may be reproduced in any form without written permission of the publisher, with two exceptions: (1) in the case of brief quotations within critical articles or reviews, and (2) parents and teachers may make copies for students within the same family or classroom.

*The purchase of this book entitles its owner to one free downloadable copy of
The Student Resource Notebook, Compiled by Lori Verstegen
Go to: www.excellenceinwriting.com/srn*

Additional copies of this text, as well as many other fine teaching materials, can be ordered from:

Institute for Excellence in Writing
PO Box 6065
Atascadero, CA 93423
800-856-5815
www.excellenceinwriting.com

Table of Contents

Introduction

What's a Fable?

Public Speaking

Unit 1: Note Taking

Lesson 1 The Grasshopper and the Ants

Lesson 2a,b The Eagle and the Jackdaw

Lesson 3a,b The Lion and the Mouse

Lesson 4 The Four Oxen and the Lioness

Unit 2: Writing from Notes

Lesson 5a,b The Milkmaid and Her Pail

Lesson 6a,b,c The Fox and the Stork

Lesson 7a,b The Ass and His Purchaser

Lesson 8 A Fable Festival for Family and Friends

What Are Myths?

Unit 3: Summarizing Narrative Stories

Lesson 9a,b Jason and the Argonauts

Lesson 10a The Gift of Fire

Lesson 11a,b,c The Dreadful Punishment

Lesson 12a,b Arachne

Lesson 13a,b,c Theseus and the Minotaur

Lesson 14a,b Daedalus and Icarus

Lesson 15 Mythical Masterpieces

1

2

3

4

6

10

14

16

22

28

32

34

35

38

40

44

48

53

58

Unit 4: Summarizing References

Lesson 16a,b	Aesop the Author	61
Lesson 17a,b,c	The Brothers Grimm	65
Lesson 18a,b	Influencing Hans Christian Andersen	70
	Why Are They Called Fairy Tales?	76

IEW Unit 5: Writing from Pictures

Lesson 19	Cinderella	77
Lesson 20	Beauty and the Beast	80
Lesson 21a,b	The Ugly Duckling	82

Unit 6: Summarizing Multiple References

Lesson 22a,b	Daedalus and Icarus Escape Again	87
Lesson 23a,b,c	The Knights of the Round Table	92
Lesson 24a,b,c	King Arthur	97

Unit 7: Creative Writing with Structure

Lesson 25a,b	Write Your Own Fable	105
Lesson 26	Write Your Own Myth	113
Lesson 27	Write Your Own Fairy Tale	118
Final Project	The Finale	123

Appendix

Introduction

To the student...

This book is for you. It is full of heroes and princesses, knights and funny animals. These characters and stories have been in books for ages. Why is that? They are still around because they help you to know about goodness, beauty and truth. Plus you get to laugh a lot.

Ask for help whenever you need it. Also, many times in the book you will read the words, "Ask your brain questions." Well, with the help you receive and the answers you get out of your brain, you will find GREAT thoughts. Then the lessons will tell you how to write down those GREAT thoughts. What a concept!

To the parent or teacher...

Let us begin again. The Great Literature in this book is here for your children to imitate, and you are their coach extraordinaire. Inspire them and help them through the structures. Add stylistic techniques along the way. The posters are going up on the walls. Keep your *TWSS Syllabus* handy and refer to it often.

Always find something to compliment in your children's writing. You really can edit a composition and hand it back without the lecture. Above all, plant seeds lovingly. Water, watch, and pray.

May the Lord bless & keep you. May God hold you in the palm of His hand.

Sincerely,
Maria Gerber

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 the words that answer the story sequence questions. *They are not words chosen from each sentence.*
3. Ask your brain the questions and 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

I. Characters + Setting

who?
like?
when?
where?

II. Conflict or Problem

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

III. Climax + Resolution

how?
after?
learned?

Story Sequence Outline

Jason and the Argonauts

I. Jason, handsome, hero

1. Argonauts, strong, sailors
2. Zeus, Phineas, blinded
3. Harpies, horrible, bird/hags
4. ancient, Aegean Sea

II. Harpies, Phineas, ~~meals~~

1. heroes, trap, Harpies
2. 2 sons, N. Wind, fly
3. set, banquet

III. brothers, chased, far

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 the story sequence questions
to discuss answers with your class or with your parent
to fill in the story sequence outline with your class or parent
to retell the myth using your story sequence outline

1. After you read the myth together, ask your brain the story sequence questions. 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

who?
like?
when?
where?

- I. _____
1. _____
 2. _____
 3. _____
 4. _____

II. Conflict or Problem

what want/need?
think?
say/do?

- II. _____
1. _____
 2. _____
 3. _____
 4. _____

III. Climax/Resolution

who?
like?
when?
where?

- III. _____
1. _____
 2. _____
 3. _____
 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 +

I. _____

Setting:

1. _____

who?
like?
when?
where?

2. _____

3. _____

Conflict:

II. _____

what?

1. _____

want or need?

2. _____

think?

3. _____

say?

4. _____

do?

III. _____

**Climax +
Resolution:**

1. _____

how?

2. _____

after?

3. _____

4. _____

The Dreadful Punishment

Lesson 11b

Brainstorming for Dress-Ups

Your goals are: to brainstorm for dress-ups with a parent or teacher

What **strong verbs** could be synonyms?

ate (Prometheus's liver)

asked (for mercy)

got (furious)

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 _____.