

**Curriculum Unit
Title**

Moving From Lists to Myths and Epics

Author

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KEY LEARNING, ENDURING UNDERSTANDING, ETC.

All writers write for a reason. Whether to entertain, persuade, or inform, they try to elicit a response from their readers.

ESSENTIAL QUESTION(S) for the UNIT

How can students take their writing from lists of items or events to a coherent story that either entertains or informs their audience.

CONCEPT A

Early writers created lists

CONCEPT B

Writing changed from lists to myths and epics

CONCEPT C

Student writing can morph from lists to myths.

ESSENTIAL QUESTIONS A

Why did early writers create lists? What information do lists convey?

ESSENTIAL QUESTIONS B

Why did writing change to from lists to narratives? What is different about lists, myths, and epics? What is the same?

ESSENTIAL QUESTIONS C

How can you change your writing from lists to another type?

VOCABULARY A

Lists, cave painting, inform

VOCABULARY B

Myths, epics, entertain

VOCABULARY C

Pourquoi stories, just so stories

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

Kipling, Rudyard, and Barry Moser. *Just so stories*. New York: Books of Wonder, 1996.

"La grotte de Lascaux." Lascaux. Accessed December 18, 2016. <http://www.lascaux.culture.fr/>.

Osborne, Mary Pope., and Homer. *Tales from the Odyssey*. New York: Disney/Hyperion, 2010.