

**Curriculum Unit  
Title**

Moving From Lists to Myths and Epics

**Author**

David Ostheimer

**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.