



negritudelearning@gmail.com

Year 5 / 6		Ancient History	Topic / Unit: Academia & Mythology
Key Vocab		Curriculum Drivers	Inspirational Individuals
<p>Achievements</p> <p>Antiquity</p> <p>Chronological</p> <p>Classicist</p> <p>Culture</p> <p>Deduce</p> <p>Influence</p> <p>Legacy</p> <p>Mythology</p> <p>Protagonist</p> <p>Society</p> <p>Tragedy</p>	<p>Adaptation</p> <p>Canon</p> <p>Civilisation</p> <p>Colonialism</p> <p>Debate</p> <p>Historiography</p> <p>Language</p> <p>Metafiction</p> <p>Phenomena</p> <p>Scholar</p> <p>Subaltern</p> <p>Western World</p>	<p>The Arts</p> <p>Culture and Diversity</p> <p>Civilisation and the Wider World</p>	<p>Toni Morrison</p> <p>Yoruba</p> <p>Fredrick Douglas</p>



Key question to drive enquiry and our assessment goal:

What did it mean to be black in literature in antiquity; what does it mean to be a black writer today in the light of concerns over access to the classical canon and tradition; and, how do these two phenomena inform and shed light upon each other?

Background Information:	Opportunities for Reflection:
<ul style="list-style-type: none"> • Understand the term 'historiography' or 'classical canon' • The role myth plays in cultural identity • How myths can be flexible 	<ul style="list-style-type: none"> • Reflection handout 1 <i>(for teachers)</i> • Creation myth assignment <i>(assignment worksheet 1)</i> • Myth comparison organizer <i>(assignment worksheet 2)</i>
Language Guide	CORE LEARNING at the end
<p>Y6 ARE – Historical interpretations</p> <p>Understand that all history is to some extent an interpretation and can identify a range of reasons for this and why this is beneficial to classical studies.</p>	<ul style="list-style-type: none"> • Students will explain the uses of myths in traditional cultures. • Identify 3 significant classical scholars who have revised a myth • Identify 3 myths that are not from Greece or Rome • Understand the significance of myth in antiquity • Understand the difference between a myth and a story.



Learning Outcomes:	Continued Universal Learning Outcome:
<ul style="list-style-type: none"> • Understand the impact subaltern classicists had and still have on politics, ideas and beliefs, and knowledge. • Language – understand why scholars re-write protagonists in myths as black. • Politics – the classical influence in the speeches made by MLK Jr during the civil rights movement. • Knowledge – key developments in understanding myths • Ideas and beliefs – understand why subaltern myths are so important for understanding ancient beliefs 	<p>(Create universal learning outcomes and tag on a couple for each extra individual lesson)</p>
Cross Curricular Links:	SMSC Links:
<ul style="list-style-type: none"> • Geography – Position of the different major myths in Africa • Art – Theatre adaptations and black classical sculptures • English – Non-chronological report on a chosen myths that are most influential today. The idea of 'historiographic metafiction'. Understanding what the 'western canon' is and how many cultures are excluded from it. • Computing – Understanding bias along with Terms and Conditions when researching. 	<ul style="list-style-type: none"> • Promoting social development: Group working/collaboration • Promoting cultural development: Developing an understanding that in the past advanced civilizations developed in different parts of the World.



Step 1: Teacher motivates pupils to want to learn and scopes the enquiry

<p>Lesson / Activity</p>	<p>Academia and Mythology – It’s all Greek to me!</p> <p>Children to discuss: What do you think you know? What do you want to find out? Post it note and put on display?</p> <p>Share ideas about what the Children think they know about myths – collect ideas together as a class.</p> <ul style="list-style-type: none"> • Quick discussion of the significance of myths from around the world (specifically Yoruba storm god Shango) <p>Introduction to texts – ‘question task’ (15 minutes)</p> <ul style="list-style-type: none"> • Myth or story? – Using handout 1 and 2 (labelled below) students will be given a short summary of a myth or book on the screen and must deduce if it’s a myth or a story using the flow charts. <p>Children to complete Question grid using the images and pictures as clues to add to what they think they know already and what they would like to find out?</p> <p>Group the texts – What links do you think you can find? What do they have in common?</p> <ul style="list-style-type: none"> • Debate this statement as a class: 'Part of a myth is true.' (10 minutes) <p>Watch the video: https://study.com/academy/lesson/gods-stories-from-african-mythology.html</p> <p>Activity: Imagine you are writing your own myth in groups</p> <ul style="list-style-type: none"> • What part of the world do you live in? • What is the environment like? • What is the name of your tribe or group? • What kind of gods or God do you have? • What is your culture like? • What types of challenges do you face? <p>Group presentation: Chose one of your creation myths to present a group. You can use storytelling, art, drama and dance to tell your myth (must make it personal)</p>
---------------------------------	---



<p>Core Learning & Vocabulary</p>	<p>WALT: use our observational skills to deduce ideas about who subaltern classicists are and why they are important</p> <p>Key vocabulary: Mythology Western Canon Classicists Metafiction</p> <p>Key Questions:</p> <p>What do you know? What do you think you know? What do you want to find out? What evidence do you know?</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • To develop enquiry skills. • To use evidence to find out information. • To develop question skills.
<p>Activities / Tasks</p>	<p>Activity 1 – Question task - 'Myth or story?'</p> <p>Activity 2 – Question grid using the images and pictures</p> <p>Activity 3 – Imagine you are writing your own myth in groups</p> <ul style="list-style-type: none"> • Discuss with the class how myth can be rewritten through 'metafiction' to make it culturally relevant to everyone. <p>Resources: https://study.com/academy/lesson/gods-stories-from-african-mythology.html</p>

Step 1:

Teacher motivates pupils to want to learn the scope

- Myth or story quiz – pupils get given two flow charts as a table and a short summary of a myth or story is shown on the board. Tables compete to deduce whether it's a myth or story the fastest for a prize.

Now that we can identify a myth, ask pupils if they think that any myths, they have seen resonates in society today/is a story they can relate to. Discuss the deeper cultural identities attached to myths.

Introduce the word 'metafiction'.

Step 2:

Children expand their information and develop their debating skills.

Split the class in two and provide the two groups with a summary of Toni Morrison's metafictional myths. Debate whether part of a myth is true.

Using the same groups, now provide each side with '*Yoruba storm god Shango*' myth and open the floor up for debate again.

Ask students to raise hands at the end on whether myths are true or false overall.

Explain how myths have deeper interpretive aspects and give examples of how classicists have utilised this.

Step 3:

Children make their own meaning to a myth by writing a short summary of what their myth would be. Allow handouts to be used as reference.

Working with several of your classmates, your group will create a creation myth which you will perform as a skit for the rest of the class. Choose from one of the following options:

Option 1 - Write a new creation story based on the common elements you have found among the stories. The myth should be from an imaginary religion, culture, or society.

Option 2 - Write a play intertwining the three stories, in which characters from the myths interact with one another.

Option 3 - Rewrite one of the creation stories, changing some of its most fundamental aspects (i.e., setting, characters, chronology of events, ending, etc.).

Option 4 - Structure the play around an idea of your own, in which you demonstrate your knowledge of the similarities and differences of at least two creation myths. Submit a proposal to the teacher for approval prior to working on this production.

Step 4:

In groups the myths are showcased to the class and at the end of each performance the tables who did not perform get 5 minutes to discuss the deeper significance they established from the myth.

After 5 minutes each table discusses as a class (to prove the point myths have versatile perspectives)

Following all presentations and discussions students will write down on a post-it notes one thing that they found most interesting and what else they would like to know about the subject. Once all post it notes are on the board the teacher will review the key questions as a class discussion.

Students use the ARE assessment objectives to tick if they feel like they understand as a reference point of what you need to continue teaching.



Assessment ARE:

- I can explain the achievements of the Ancient Greeks
- I can explain the influence of the Ancient Greeks on the Western World
- I understand that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.

'Greater Depth' is achieved through a focus on **ACE** – tasks enable pupils to **A**pply, **C**onnect and **E**xplain (or **E**xplore) & **E**valuate

A pply	Pupils independently apply skills, knowledge and understanding from their current, and previous learning to new historical enquiries.
C onnect	Pupils make clear, strong and appropriate connections between their knowledge and understanding of previous periods of history and the new enquiry, using their historical skills.
E xplore & E valuate	Pupils are able to explore and critically evaluate a range of sources and use this to explain the impact of historical events and people independently.