

Grades: **6th-12th**

*Adaptation: **3rd-5th**

Remixing the Past: Using Ancient History/Mythology in Modern-Day

Common Core Standard(s): CCSS.ELA-LITERACY.W.8; CCSS.ELA-LITERACY.W.9

Materials Needed: Device to do searches with, copy of the 'Detailed Story Planner' for each student

Class Objective: I can combine, remix, or retell common stories from a new perspective.

Lesson Plan

Day 1

1. Watch **Roseanne A. Brown's** class "**Remixing the Past: Using Ancient History & Mythology in Modern-Day.**"
2. After watching the video, really go back into the idea of retelling versus remixing. Make sure students understand that retelling is essentially taking the story or plot and inserting new elements into that story. Remixing is taking elements from a story/folktale/mythology and creating a new story with it.
3. Today students are going to explore different folklore and stories from other cultures. Have students go to this site: [Folklore and Mythology](#). This site includes a gigantic collection of electronic folklore and folktales from all over the world. Have them go in and read as many different folk tales or tales of mythology as they can. **Note that for younger grades you might want to choose the stories they should read as some are harder or more difficult to read than others.



4. As they explore different stories, have them keep a list of story elements or ideas that they like. OR Allow them to find two different stories from different cultures that they could mash together into one story. By the end of the day they need to have several ideas to choose from.

Day 2

5. Today they are going to start to plot either a retelling or remixing story. Using this story planner: [Detailed Story Planner](#) they will begin to plot and outline their story. You could have them fill out all the pages or just choose the ones you feel would help your students the most.

Day 3

6. You could end the project there with just planning for using mythology or folklore in a story, or you could have them actually attempt to write the story. If you have them write it, they would begin writing the story today and work on it for a set amount of time.
7. Whether you have them write or not, have students share their story idea with someone else and explain whether it would be a retell or a remix and why.

Printable worksheets/activities are linked within the lesson



SIMPLIFIED: **ALTERNATE ADAPTATION for younger audience:*

Tweens (ages 9-12):

Common Core Standard(s): CCSS.ELA-LITERACY.W.7; CCSS.ELA-LITERACY.W.9

Materials Needed: Device for searching or print outs of different fables; a copy of the 'Fable Planner' (included below) for each student

Class Objective: I can retell or rewrite a fable to teach a moral

ADAPTED LESSON PLAN:

Day 1

1. Watch **Roseanne A. Brown's** class "**Remixing the Past: Using Ancient History & Mythology in Modern-Day.**"
2. Today students are going to play around with using a central text to create an entirely different story.
3. Go to this website: [Aesop's Fables](https://www.aesop.fables.org/) and share several of the fables with the students (keep it to 3-4 and choose fables based on what your students would connect with. As you share, talk about what the underlying message is of the story—or what the theme is. Help students understand that these stories were told to teach lessons. Point out the characters and the settings, etc.

Day 2

4. Have students choose one of the fables to rewrite with different animals/characters. They can use the planner included below to plan their story. Then they will write their own fable with the same message/theme as the original but with different characters.



FABLE PLANNER

Name:

Title of original fable you'll rewrite	
List the original characters	
Original setting	
The Theme or Lesson:	
Title of new fable	
New characters you will use	
New setting	



Write your new fable below (Remember to try to make it sound as close to possible as the original)



CHALLENGE: Try to write your own folktale, fable, or myth. Work to get the voice to sound the way storytellers and authors spoke during that time period.

***EXTRA WRITING PRACTICE all ages (optional)**

Editing Skills:

For extra writing practice and to reinforce today's topic you may assign students to work, in class or at home, on a [writing prompt](#) or to continue working on a page/chapter of their own novel or short story, applying the key techniques learned today. Set a timer for at least 15-30 minutes and write nonstop.

The papers can then be exchanged with other students for peer review with specific attention focused on the topic of the day. (Independent study students can form online/in person writing clubs for this type of activity or exchange with sibling/parent/tutor) This will enhance editing skills while simultaneously further ingraining the lesson at hand. My Tech High Students can join the MTH Writing Club or start their own with friends they meet at STORY CON or on the moderated TABC discord discussion board or other safe writing community.

Revising Skills:

When the papers are returned, students have the opportunity of fine tuning the skill of taking feedback and applying it to revision and rewrite of their manuscript.

Group Discussion/Reflection:

After rough draft and final draft are returned it may be helpful to share what was most helpful or difficult about the feedback and how it may have helped to improve their writing. (Writing clubs can meet online or in person for discussion)

**Encourage students to continue writing on weekends, holiday breaks and over the summer. Help organize after school clubs and extracurricular writing classes involving students who have a personal subscription or who are enrolled in a school licensed with a TABC Classroom Vault Subscription.*



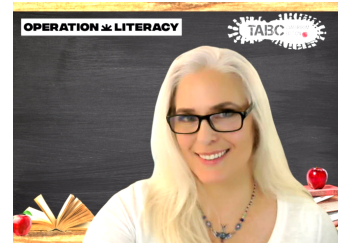
Extra Credit Opportunities:

Offer extra credit incentives for students who create & submit entries for the StoryCon Writing Contests to be recognized, awarded and potentially published. in the [TwEEN 1st Paragraph](#), [Teen 1st Line](#), [1st Chapter](#), [Teen Anthology](#), [Poetry & Photography Cover Contests](#). Submit at storycon.org contest tab.

Offer additional make up credits to students who attend live [STORY CON](#) writing conferences. It's the largest teen writing conference in the nation, with master writing classes for Teens, Tweens & Educators taught by award winning authors.

Educators: Earn relicensure & up to 5 hours graduate credits from SUU by attending Educator Base Camp. Bring a group for a free Educator Pass.*

- ☐ **FOLLOW UP!** Send me an email. I'd love to hear your feedback about how you use Classroom, suggested edits, what you like most about TABC Classroom, the contests & conference experiences & creative ways you incorporate it all into your curriculum. sarah-noel@operationliteracy.org
- ☐ **Recommend** a friend or school to subscribe to [TABC Classroom](#) or attend StoryCon.org and "tell the teacher" (email me). sarah-noel@operationliteracy.org If they subscribe to STORYCON's TABC CLASSROOM™ Vault or Register to attend StoryCon you become an official "BOOK HERO!" We'd like to thank you for supporting our cause by gifting you a \$6 StoryCon Promo Code for the merch store or registration to a live event.



THANKS

*Visit OperationLiteracy.org to find out more about our next [STORYCON™](#) with [Educator Base Camp™](#), [Teen Author Boot Camp™](#) & [Tween Author Boot Camp™](#) the largest teen writing conference in the Nation! Attend our intensive writing conferences in person to learn from the masters, meet favorite authors and to be a part of a supportive writing community that will help students hone their writing skills, get published and boost their confidence. Join the discord server or start your own writing group or do TABC Classroom together with friends.

