



## *A Legend of Northland*

### Activity – I: Pre-Reading

#### SKILL AREA: LISTENING

**Learning Outcomes:** The students will be able to

- differentiate between myths, legends and fables.
- listen to and use the information to complete the given exercise.

#### Procedure:

1. The teacher reads out the passage twice and ensures that the students have grasped the main ideas.
2. She distributes the worksheet.
3. The students complete the MCQs based on the passage and peer correction is done.

#### Assessment Criteria:

Correct response (Peer correction)

#### Feedback:

Students could be asked to identify the features of a legend in the poem.

#### Passage

##### **Myths, Legends and Fables**

'Myth' comes from the Greek word 'mythos' which means 'word of mouth'. Myths were stories that were made up by early people. They dealt with the adventures of gods and goddesses. In these stories gods and goddesses could use their powers to help people or make things more difficult for them. Myths were shared by groups of people and became part of their culture. Legends are also stories that have been made up, but they are different from myths. Legends are about people and their actions or deeds. These people lived in more recent times and are mentioned in history. The stories are based on facts, but they are not completely true. This is to make the story more interesting or to teach a lesson, like knowing right from wrong.

A fable is another type of story, also passed down from generation to generation and is told to teach a lesson. Fables are about animals that can talk and act like people.



**WORKSHEET**

**Based on your hearing of the passage, answer the following questions by choosing the correct option:**

1. Myths were written during .....

  - a) early times
  - b) recent times
  - c) modern times
  - d) Greek period

2. Myths deal with.....

  - a) the culture of groups
  - b) the relationship between gods
  - c) early people
  - d) the adventures of gods and goddesses

3. Legends are stories about.....

  - a) the explanation of natural events.
  - b) people and their actions or deeds
  - c) animals and plants
  - d) gods and goddesses

4. The main characters in a fable are .....

  - a) early people
  - b) people who lived in recent times
  - c) animals that can talk and act like people.
  - d) gods who act like people

5. .... and ..... are told to teach a lesson.

  - a) Myths and legends
  - b) Legends and fables
  - c) Fables and myths
  - d) Fables and epics



### Answers:

1a, 2d, 3b, 4c, 5b

### Activity – II: Pre-Reading

#### SKILL AREA: SPEAKING

**Learning Outcomes:** The students will be able to  
 develop quick thinking skills and enhance their power to imagine.  
 generate vocabulary needed for the understanding of the text.

**Time Required:** 20 minutes

#### Procedure:

1. The teacher writes the word legend on the board.
2. The teacher asks the students to find out all possible connotations associated with the word legend.
3. Students then think of all the synonyms for the word 'legend'.
4. The teacher writes all the words on the board and discusses their meanings and usage.

***This activity need not be graded.***

#### Feedback:

The teacher writes the correct meaning of the word in the end.

### Activity – III: Post-Reading

#### SKILL AREA: THINKING / SPEAKING/ WRITING

**Learning Outcomes:** The students will be able to  
 understand the key areas of the lesson taught.

#### Procedure:

1. The teacher divides the class into pairs.
2. She then asks students to discuss with their partners the question given below:



## BEEHIVE

'Do you think St. Peter was right in cursing the woman? Why/ Why not?'

3. The teacher instructs the students to write a paragraph of about 120 words individually.
4. The students write and submit the paragraph for evaluation.

### Assessment Criteria:

Content  
Fluency/ Accuracy  
Grammatical accuracy  
Creativity  
Innovativeness and Originality

### Feedback:

Some of the paragraphs could be read out and common errors may be discussed.

*This task could form a part of the portfolio.*

### Activity – IV: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

understand the characters in the poem.

identify the characteristics of the lady and Saint Peter.

**Time Required:** 20 minutes

### Procedure:

1. The teacher instructs the students to fill the table on the basis of their understanding of the text.

Complete the table based on the reading of the text. (5 qualities will be written)

Characterstics of the lady	Characterstics of St.Peter
Eg.Stingy	Eg.humble



- Once they have done the exercise the responses can be discussed in the class.

### Assessment Criteria:

Correct answers

### Feedback:

The teacher guides the students who are not very clear about the qualities of the characters.

### Activity – V: Post-Reading

#### SKILL AREA: RESEARCH/PRESENTATION

**Learning Outcomes:** The students will be able to

- understand legend.
- develop speaking skills.
- compile the data and draw conclusions.
- prepare a presentation in a concise and coherent manner.

**Time Required:** Two periods

### Procedure:

- The teacher divides the class in groups and instructs them to collect information about a person who has achieved the status of a legend.  
Subheads:
  - Name of the legend
  - Short biography
  - Achievements and hardships
- Group leaders distribute the work amongst themselves, each taking up one aspect of the project to work on and then compile their work.
- Students should be instructed to collect relevant information from various sources available.
- Illustration may be encouraged.
- The best presentation is shown to the whole class.

***This activity could be used for grading as part of portfolio.***



## BEEHIVE

### **Assessment Criteria:**

Content

Research

Organization- clear introduction, development of ideas and conclusion

Accuracy and fluency of expression

### **Feedback:**

The teacher assists the students and assesses the project.