

THIRD LEVEL

LESSON PLAN 6

THEME:

- Greek Mythology

LEARNING EXPERIENCES

- Pupils will read to understand and reflect on a chapter of a story in Scots
- Pupils will discuss the background and motives of three characters

LEARNING OUTCOMES

- I can relate the events of the chapter
- I can explain the characters' actions and feelings in some detail

CONTEXT

- Hercules (Bampots and Heroes) by Matthew Fitt, Chapter 1 "Hercules"

NOTES FOR TEACHERS/SUGGESTED SEQUENCE

Introduce the them of 'Greek Mythology'. Pupils will probably have seen films such as 'Troy'/'Jason and the Argonauts'/'Clash of the Titans'/'Hercules' and, in groups, should be able to list some of the particular characteristics (the genre markers) of these stories. In plenary you should try to elicit such features as:

- What kind of characters do you usually find in these stories?
- What kind of adventures do they have?
- Can you explain the difference between gods and mortals?
- Who is Zeus?
- What was Zeus' symbol (lightning bolt)?
- Can you name any other Greek gods?
- Who was Hercules? Strong, courageous, son of Zeus, demi-god)
- Can you list any of the twelve tasks Hercules had to perform?

Note on Reading the Text

The teacher should lead the reading. If not confident enough to read in Scots, begin the chapter and then involve class members in the reading as soon as possible. In many cases, pupils who are normally reluctant to read will volunteer and prove to be competent and enthusiastic readers of Scots. A recording of the first three chapters of this book read by Tony Roper is available on the audio collection, *The Compact Coo*. There is also a Braille version of the story (see RESOURCES).

Chapter 1: Hercules

DISCUSSION

Use the following questions to lead a whole class discussion, or divide the class into small groups giving each group one or two questions to discuss (some questions deal with more than one

When We Find The Gowd

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paragraph). Lead a plenary at the end of the lesson, asking each group to share their ideas on the question (s) they have prepared.

1. Re-read paragraph 1 and 2
 - List all the facts that we learn about Hercules
 - Describe the relationship between Hercules and his step-mother
2. Re-read paragraph 3.
 - What does Hera try to do to Hercules.
 - What more do we learn about Hercules from the way he responds?
 - What is the Scots word for 'strangled'?
3. Re-read paragraph 4.
 - Which skills was Hercules taught at school?
 - Which phrase tells us about what kind of student he was?
4. Re-read paragraphs 5,6 and 7
 - Who does Hercules marry?
 - What two things does he do to help people?
 - What do the people think of him?
 - How does Hera feel about his popularity?
5. Re-read paragraphs 8 and 9
 - Make a list of the words in paragraph 8 which tell us that Hercules was a caring husband and father.
 - Describe Hera's spell and the effect it has on Hercules?
 - Why does Hera put this spell on him?
 - How do you think Hercules feels when the spell wears off. Can you think of at least one Scots word to describe how he feels?
 - In your opinion, is Hercules a good man or a bad man? Give reasons for your answer.
6. Re-read Paragraphs 10, 11, 12 and 13
 - What punishment does Zeus give Hercules?
 - Do you think he should have been punished? Why?
 - Is the punishment fair? Why/Why not?
 - How would you have dealt with the situation?
 - Why do you think Zeus chose to punish Hercules in this way?

WRITING

On their own, pupils choose two things that people said about Hercules then say them out loud to each other. In plenary you can ask for pupils' favourites, getting them to explain what it tells us about the character of Hercules and what they enjoy about the language used. What other positive things might the people have said about him?

This can lead on to pupils writing a short dialogue, in Scots, between two or more people whose town or village has just been saved from some danger by Hercules.

Before they start writing they should:

- decide what peril Hercules has saved the village from

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- decide what peril Hercules has saved the village from;
- decide how he saved the village;
- invent some Greek-sounding names using Scots words.

Example

First Citizen (CRABBITOS) and Second Citizen (FEARIAKOS) meet by the town well.

Crabbitos: Whit about that tiger the King foond in his palace last week?

Feariakos: Ah dinnae see it masel. Ah've been hidin unner the table since ah first heard about it.

Crabbitos: Ah heard it got intae the Royal Bedroom and even pit on the King's jammies.

Feariakos: Is it awa? Ah hae tae gang doon tae the mercat this efterninn but ah'm gaun naewhere until ah ken for certain it's awa.

Crabbitos: He's some laddie that Hercules. Feart o nothing.

Feariakos: Gaun, tell us. Whit did he dae? Whit did he dae?

Crabbitos: Big Hercules got a haud o that tiger by the tail, birked the beastie twice round his heid and flung it rich toot the place windae.

Feariakos: Ye're kiddin. Ye're haein me on. Rich toot the windae?

Crabbitos: That's oor Hercules. We'll be awricht as lang as he's around tae protect us.

WORD KIST

jouk (verb) to dodge "He jouked oot o the road o the bike."

slaver (noun or verb) saliva or to droll "Oor dug aye slavers when he eats."

thrapple (noun or verb) throat or to strangle "I've got a sair thrapple the day."

dominie (noun) teacher "The dominie came intae the room and awbody held their wheesht."

radge (adjective) (Edinburgh dialect) wild

scunner (noun or verb) an annoying person/thing or to be fed up " We were scunnered haein tae listen tae him for the hail eferninn."