

# STARDUST TO STORYTELLERS

## Mythology

### UNIT 1: COSMOS MYTHS

#### Teacher's Guide

#### **Essential Question**

What is the oldest question humans have ever asked, and how did they answer it?

# UNIT OVERVIEW

## ABOUT THIS UNIT

This unit asks learners to explore one of humanity's oldest and most universal questions: How did the world begin? Through creation myths drawn from West African, Greek, and Hebrew traditions, learners build skills in reading comprehension, vocabulary, grammar, and informational writing all while also developing a genuine appreciation for diverse cultural worldviews.

The unit culminates in a creative writing project where learners write their own original creation myth, applying everything they have learned about narrative structure, literary language, and paragraph craft.

## PRIMARY TEXTS

- In the Beginning: Creation Stories from Around the World — Virginia Hamilton
- Queer Mythology — Guido A. Sanchez

## SUGGESTED COMPANION PICTURE BOOKS

- How the Stars Came to Be — Poonam Mistry
- The Star People: A Lakota Story — S.D. Nelson
- The Star-Bearer: A Creation Myth from Ancient Egypt — Dianne Hofmeyr

## SCIENCE CONNECTIONS (S2S LESSONS 1–5)

This unit pairs naturally with science instruction on the Big Bang, formation of the solar system, and the first stars. Look for Science Connection callouts on individual lesson pages.

## CONTENT KNOWLEDGE & BACKGROUND

- A creation myth is a story that explains how the world came to be. Every known culture in human history has at least one.
- Hamilton's *In the Beginning* draws from dozens of world cultures and presents the stories as literature, not religious doctrine.
- The Fon people of Benin, West Africa, worship Mawu-Lisa, a dual deity who is simultaneously male and female, embodying the balance between opposites: light/dark, sun/moon, strength/tenderness.
- Many creation stories begin with void, water, darkness, or chaos. The act of creation is often the act of bringing order to disorder.
- *Queer Mythology* by Guido A. Sanchez retells and reimagines traditional myths through a queer lens, giving voice to characters and stories that have often been overlooked or erased.

## READING FOCUS AREAS

- To understand a creation story, readers identify key details about what existed before creation and what was made first.
- Readers notice how different cultures answer the same question “How did the world begin?” in different ways and ask what those differences reveal.
- When a story uses symbols and images (like light, water, or eggs), readers ask: what might this image mean beyond the literal story?

## WRITING FOCUS AREAS (INFORMATIONAL / EXPLANATORY)

- Identify a central idea in a myth and support it with at least two details from the text.
- Summarize a story capturing who, what, and why in your own words, not copied from the text.
- Use transitional language (both, while, however, on the other hand) to connect ideas when comparing two texts.
- Write a paragraph with a topic sentence, supporting details, and a closing sentence.

## DISCUSSION AND SPEAKING

- When asked a question about a story, respond with a specific detail from the text, not just a feeling or a guess.
- After reading, practice stating your interpretation in one complete sentence before writing it down.
- Ask a question about the story that you genuinely do not know the answer to, write it down before you discuss.

## UNIT VOCABULARY

Word	Definition	From the Text
Myth	A traditional story that explains the origin of something or explores big questions about life	"They are about a god or gods..."
Creation	The act of bringing something into existence for the first time	"acts of creation — the origin of the universe"
Chaos	A state of complete disorder or confusion; often the state before creation	"there came Nothing...sometimes called Chaos"
Binary	Involving or made up of two things; either/or thinking	used in discussions of Mawu-Lisa

# LESSON MAP

#	Topic	Activities	Materials / Text
1	What is a Myth?	Because/but/so sentence expansion with kernel 'People wrote myths'; define or copy definition of myth	"A Note From the Author" — Virginia Hamilton
2	Greek Creation Myth	Word Map: Chaos; beginning/middle/end graphic organizer	"The Coming of All Things" — Hamilton
3	Capitalization	Discuss what should be capitalized; analyze why 'Nothing' is capitalized; practice fixing errors	"The Coming of All Things" — Hamilton
4	The Big Bang as a Myth	Decide whether the Big Bang should be considered a myth; use examples from the text to defend your opinion	"The Coming of All Things" — Hamilton
5	The Genesis Myth	Discussion of God as a character; how/why/when/where sentence expansion with 'God created the world'	"In the Beginning" — Hamilton
6	Sentence Fragments	Recognize and correct sentence fragments by identifying subject and predicate	"In the Beginning" — Hamilton
7	Summarize	Summarize the Genesis myth using a graphic organizer	"In the Beginning" — Hamilton
8	Characters	Describe the characters of Mawu and Lisa	"Moon and Sun" — Hamilton
9	Mawu-Lisa as a Nonbinary Myth	Can something be just one thing? Define 'binary'	"A Creator Beyond Categories" — Sanchez
10	Comparing & Citing Evidence	How are the two Mawu-Lisa myths different? Use examples from the text to support your answer	Both Hamilton + Sanchez versions
11	Single Paragraph Outline	Create a single paragraph outline with thesis: 'The creation myth of the Fon people can be written in many ways'	Both Mawu-Lisa texts

<b>12</b>	Cosmos Myth Chart	Create a chart showing relationships between aspects of the cosmos creation myths (all four stories)	All texts
<b>13</b>	Essential Question	Create a thesis statement to answer the unit's essential question	All texts / notes
<b>14</b>	Single Paragraph Outline	Create a Single Paragraph Outline (SPO) to answer the essential question	All texts / notes
<b>15</b>	Scrambled Sentences	Rearrange sequences of words into sentences; add correct punctuation and capitalization	Teacher-provided worksheet
<b>16</b>	Brainstorm 1	Brainstorm the characters of an original creation myth	Learner's own ideas
<b>17</b>	Brainstorm 2	Brainstorm beginning, middle, and end of creation myth using a graphic organizer	Graphic organizer
<b>18</b>	Drafting	Use sequence words to write a creation myth narrative from brainstorm	Learner's brainstorm notes
<b>19</b>	Editing	Revise and edit creation myth using the unit rubric	Learner's draft + rubric
<b>20</b>	Publish	Make final copy of creation myth	Edited draft

## LESSON 1 | WHAT IS A MYTH?

**OBJECTIVE** Learners learn what a myth is and begin to notice how authors write about myths as a special category of story.

### MATERIALS NEEDED

- "A Note From the Author" — Virginia Hamilton (from *In the Beginning*)
- Learner workbook (Lesson 1 pages)
- Pencil or pen

### STEP-BY-STEP INSTRUCTIONS

1. Begin by asking: "Have you ever heard a story about how the world was made?" Give your learner a moment to share anything they already know.
2. Read aloud "A Note From the Author" by Virginia Hamilton together. Pause after each paragraph to check for understanding.
3. After reading, discuss: What is Virginia Hamilton saying a myth is? How is a myth different from a fairy tale?
4. Introduce the Because/But/So sentence expansion activity. Start with the kernel sentence: "People wrote myths." Ask your learner to expand it using because, but, and so — one sentence at a time.
5. Example: "People wrote myths because they wanted to explain how the world began." Then: "People wrote myths, but not everyone believed the same story." Then: "People wrote myths, so we still have them today."
6. In the workbook, have your learner either write their own definition of myth in their own words, or copy the definition from the author's note and illustrate it.
7. Close by asking: What is one thing from the author's note that surprised you or that you want to remember?

### DISCUSSION PROMPTS

- Hamilton says myths are "the truth to the people who believe in them." What does it mean for a story to be someone's truth?
- How is a myth different from a fairy tale, according to Hamilton?
- Can you think of any modern stories that explain something big — like why we have seasons or why we grow old?

### CAREGIVER TIP

This is a great lesson to slow down and linger. If your student has never encountered the word 'myth' before, spend extra time here, it's the foundation for the whole unit.

## LESSON 2 | GREEK CREATION MYTH

**OBJECTIVE** Learners read and understand a complex, multi-character creation myth and practice organizing its structure.

### MATERIALS NEEDED

- "The Coming of All Things" — Virginia Hamilton (In the Beginning, pp. 128–133)
- Learner workbook (Lesson 2 pages)

### STEP-BY-STEP INSTRUCTIONS

1. Before reading, preview the word 'Chaos' together. Ask: what do you think this word means? Write down your learner's guess.
2. Read "The Coming of All Things" aloud together. This is a dense myth with many characters, pause frequently to check in.
3. Make a quick character list on scratch paper as you go: Nothing/Chaos, Earth, Heaven, Kronos, Rhea, Zeus. Help your learner track who is who.
4. Complete the Word Map for 'Chaos' in the workbook: write the definition, a sentence from the text, a picture, and your own sentence using the word.
5. Use the Beginning/Middle/End graphic organizer in the workbook to map the story's structure.
6. Close with a brief oral retell: "Can you tell me what happened in this myth in three sentences, one for beginning, one for middle, one for end?"

### DISCUSSION PROMPTS

- The myth begins with 'Nothing.' What does it mean for nothing to exist?
- Kronos ate his own children because he was afraid. Have you ever done something wrong because you were afraid? What happened?
- Why does Earth help her children fight against Heaven, even though she loved Heaven?

### CAREGIVER TIP

If your learner feels overwhelmed by the character list, don't worry, focus on three: Earth, Kronos, and Zeus. The full story will become clearer with re-reading.

### SCIENCE CONNECTION (S2S Prehistory)

S2S Connection: In this myth, order comes out of chaos. Scientists describe the early universe as extremely hot, dense, and chaotic. What eventually brought order to our universe?

## LESSON 3 | CAPITALIZATION

**OBJECTIVE** Learners understand the rules of capitalization and analyze how authors use capitalization for emphasis and effect.

### MATERIALS NEEDED

- "The Coming of All Things" — Hamilton (same text from Lesson 2)
- Learner workbook (Lesson 3 pages)
- Colored pencils (optional, for marking errors)

### STEP-BY-STEP INSTRUCTIONS

1. Review the basic rules of capitalization: beginning of a sentence, proper nouns (names, places), the word 'I', and titles.
2. Open to "The Coming of All Things" and point out how Hamilton capitalizes 'Nothing,' 'Earth,' 'Heaven,' 'Night,' 'Day,' etc. Ask: Why do you think she capitalizes these words?
3. Discuss: When a common word (like 'nothing') becomes a name or a power in a myth, authors often capitalize it to signal that it is more than an ordinary word. This is a literary choice.
4. In the workbook, complete the capitalization correction activity: sentences with errors to find and fix.
5. Then, have your learner write one or two sentences of their own using at least one capitalized 'concept word' (like Hamilton does), and explain their choice.

### DISCUSSION PROMPTS

- Why do you think Hamilton capitalizes 'Nothing', what does that tell us about how she sees Nothing in this story?
- If you were writing a creation myth, what word might you capitalize to make it feel more powerful?
- Are there any words in this myth that you think should NOT be capitalized? Why?

### CAREGIVER TIP

This lesson pairs well with any additional reading your learner is doing. Encourage them to look for interesting capitalization choices in other books they're reading.

## LESSON 4 | THE BIG BANG AS A MYTH

**OBJECTIVE** Learners think critically about what makes something a myth and evaluate whether a scientific theory could fit the definition.

### MATERIALS NEEDED

- "The Coming of All Things" — Hamilton
- Learner workbook (Lesson 4 pages)
- Optional: brief description of the Big Bang theory to read aloud

### STEP-BY-STEP INSTRUCTIONS

1. Begin with a quick review of myth's definition from Lesson 1: a story that explains how the world began, told with authority, that the teller believes to be true.
2. Ask your learner: 'Do you think the Big Bang theory is a myth?' Let them share their first instinct before analyzing.
3. Read or paraphrase a simple description of the Big Bang: the universe began as an incredibly small, hot, dense point that expanded rapidly.
4. Compare the Big Bang to the Greek myth from Lesson 2, use this prompt: 'In what ways are these stories similar? In what ways are they different?'
5. In the workbook, your learner will take a position (YES the Big Bang is a myth / NO it is not a myth) and support it with at least two reasons.
6. Encourage the 'Digging Deeper' extension: find one specific line from "The Coming of All Things" that the Big Bang reminds you of and explain the connection.

### DISCUSSION PROMPTS

- What is the difference between a myth and a scientific theory?
- Can something be both true and a myth at the same time? Explain your thinking.
- Hamilton says myths are told 'with the feeling that the events are inevitable.' Does the Big Bang have that feeling? Why or why not?

### CAREGIVER TIP

There's no wrong answer here, this is an opinion exercise. The goal is for your learner to practice defending a position with specific reasons. Praise their reasoning, not just their conclusion.

### SCIENCE CONNECTION (S2S Prehistory)

This is the heart of the S2S crossover. Learners who have studied the Big Bang in science can draw directly on that knowledge here.

## LESSON 5 | THE GENESIS MYTH

**OBJECTIVE** Learners read the Hebrew creation story and discuss how God functions as a character in this narrative.

### MATERIALS NEEDED

- "In the Beginning" — Virginia Hamilton (In the Beginning)
- Learner workbook (Lesson 5 pages)

### STEP-BY-STEP INSTRUCTIONS

1. Before reading, briefly set context: the Genesis myth comes from the Hebrew/Christian tradition and is one of the most widely known creation stories in the world.
2. Read "In the Beginning" aloud together. This is a shorter, more rhythmic text than the Greek myth.
3. After reading, discuss: How is God portrayed as a character here? What does God want? How does God feel about what is created?
4. Introduce the How/Why/When/Where sentence expansion activity using the kernel: 'God created the world.' Ask your learner to expand it using each question word in turn.
5. Example: 'God created the world because it pleased him.' / 'God created the world when there was nothing but darkness.' etc.
6. Each expanded sentence should go in the workbook.
7. Close by asking: How is the God in this story similar to or different from the gods in the Greek myth?

### DISCUSSION PROMPTS

- What are the first things God creates? Why do you think the author of this myth made those choices?
- How does God feel about creation in this story? Find a word or phrase that shows you.
- How is God in this myth different from Kronos or Zeus in the Greek myth?

### CAREGIVER TIP

Some families may have personal beliefs connected to the Genesis story. This lesson should still be framed as literature study, we're examining God as an author's character, just as we'd study any other character in a book.

## LESSON 6 | SENTENCE FRAGMENTS

**OBJECTIVE** Learners identify and correct sentence fragments, understanding what makes a complete sentence.

### MATERIALS NEEDED

- "In the Beginning" — Hamilton (same text from Lesson 5)
- Learner workbook (Lesson 6 pages)

### STEP-BY-STEP INSTRUCTIONS

1. Review: a complete sentence needs a subject (who or what) and a predicate (what they do or are).
2. Write a fragment on paper or a whiteboard: 'In the beginning.' Ask your learner: Is this a complete sentence? Why or why not?
3. Look at Hamilton's text together. Find one or two places where she uses fragments deliberately for effect. Discuss: Why might a writer choose to write a fragment on purpose?
4. In the workbook, complete the sentence fragment correction activity: read each fragment, identify what is missing (subject, predicate, or both), and rewrite it as a complete sentence.
5. Extension: Have your learner write two deliberate fragments of their own, and then fix them into complete sentences.

### DISCUSSION PROMPTS

- What does a sentence need to be 'complete'?
- Hamilton writes, 'In the beginning...!' as an opener. Is that a complete sentence on its own? What does it need?
- Why might a writer use a sentence fragment on purpose? Can you find an example in any book you've read?

### CAREGIVER TIP

If your learner is struggling, try the 'who did what?' test: every sentence should answer 'who or what did something.' If you can't answer that, you probably have a fragment.

## LESSON 7 | SUMMARIZE

**OBJECTIVE** Learners practice summarizing a complex text by identifying the most important who, what, and why.

### MATERIALS NEEDED

- "In the Beginning" — Hamilton
- Learner workbook (Lesson 7 pages Summary graphic organizer)

### STEP-BY-STEP INSTRUCTIONS

1. Revisit "In the Beginning" briefly skim or re-read key sections together.
2. Discuss: What does it mean to summarize? A summary captures the most important parts in your own words, it is NOT a copy of the original text.
3. Work through the graphic organizer together: Who is in this story? What happens? Why does it happen? What is the result?
4. Then, using the graphic organizer, have your learner write a 3–4 sentence summary of the Genesis myth in their own words.
5. Check: Does the summary make sense to someone who hasn't read the original? Read it aloud together and revise if needed.
6. Bonus: Compare this summary to the summary of "The Coming of All Things" from Lesson 2. What do the two myths have in common?

### DISCUSSION PROMPTS

- What is the most important thing that happens in this story?
- If you had to explain this myth to a friend in 30 seconds, what would you say?
- What would you leave out of a summary and why?

### CAREGIVER TIP

Emphasize 'your own words.' If your learner copies phrases directly from the text, gently redirect: 'Can you say that in a different way?' This is a habit that takes practice.

## LESSON 8 | CHARACTERS: MAWU AND LISA

**OBJECTIVE** Learners closely read the first Mawu-Lisa myth and build detailed character descriptions.

### MATERIALS NEEDED

- "Moon and Sun: Mawu-Lisa the Creators" — Virginia Hamilton (In the Beginning)
- Learner workbook (Lesson 8 pages)

### STEP-BY-STEP INSTRUCTIONS

1. Introduce the Fon people of Benin, West Africa, very briefly: this myth comes from a living cultural and religious tradition that is still practiced today.
2. Read "Moon and Sun" aloud together. Pause to note details about Mawu and Lisa separately.
3. After reading, complete the Character Description activity in the workbook: one column for Mawu, one for Lisa. For each, record: What are they the god/goddess of? What do they do? What do they give to humans?
4. Discuss how Mawu and Lisa seem opposite in some ways (moon/sun, night/day, west/east) but work together. Ask: Do you think they are equal? Find evidence in the text.
5. Optional: Draw a simple two-circle Venn diagram to show what is unique to Mawu, what is unique to Lisa, and what they share.

### DISCUSSION PROMPTS

- Mawu is the moon and Lisa is the sun, what could those symbols tell us about each character's personality?
- The myth says Mawu-Lisa's children were never seen by humans. Why do you think that is?
- Mawu and Lisa have fourteen children who are seven pairs of twins. Why do you think twins are important in this myth?

### CAREGIVER TIP

If coming from a Christian or Eurocentric worldview, some learners may be surprised that the creator deity in this myth is female (Mawu). Lean into that observation, it opens a rich conversation about how different cultures imagine divine power.

## LESSON 9 | MAWU-LISA AS A NONBINARY MYTH

**OBJECTIVE** Learners engage with the concept of binary thinking and explore how Mawu-Lisa challenges categories.

### MATERIALS NEEDED

- "A Creator Beyond Categories: Mawu-Lisa" — Queer Mythology (Guido A. Sanchez)
- Learner workbook (Lesson 9 pages)

### STEP-BY-STEP INSTRUCTIONS

1. Before reading, introduce the question: 'Can something be just one thing?' Give examples: Can a color be between two colors? Can a season be between summer and fall?
2. Define 'binary' together: binary means having only two options: on/off, yes/no, one or zero. Ask: Are most things in life truly binary?
3. Read "A Creator Beyond Categories" aloud together. This version of the Mawu-Lisa myth is written through a modern lens.
4. After reading, discuss: How is Mawu-Lisa described in this version? What words does the author use that weren't in Hamilton's version?
5. In the workbook, have your learner write their own definition of 'binary' in their words, and then answer: How does Mawu-Lisa go beyond the binary?

### DISCUSSION PROMPTS

- What does it mean for someone (or a god) to exist 'beyond categories'?
- Have you ever felt like you or something in your life didn't quite fit into the categories available?
- Sanchez says Mawu-Lisa is 'a paradox.' What is a paradox, and why might a creator god be described that way?

### CAREGIVER TIP

This lesson works best when you approach it with genuine curiosity rather than a 'right answer' in mind. Your learner's thinking about identity and categories matters more than arriving at a particular conclusion.

## LESSON 10 | COMPARING & CITING EVIDENCE

**OBJECTIVE** Learners compare two retellings of the same myth and practice supporting observations with textual evidence.

### MATERIALS NEEDED

- "Moon and Sun" — Hamilton and "A Creator Beyond Categories" — Sanchez
- Learner workbook (Lesson 10 pages)
- Sticky notes or tabs to mark key passages

### STEP-BY-STEP INSTRUCTIONS

1. Place both texts side by side (or have tabs marking the right pages in each book).
2. Introduce the task: we're going to compare these two versions of the same myth. They're about the same subject, but they're not the same story.
3. Together, create a T-chart or two-column list: Hamilton's version on one side, Sanchez's on the other. Look for: how is Mawu described? How is Lisa described? What purpose does the creation serve?
4. Discuss what's different. Guide your learner toward evidence: 'Where in the text does it say that?'
5. In the workbook, have your learner write 2–3 observations about how the myths differ, each followed by a quote or paraphrase from the text.
6. Introduce transitional language for comparison: 'In the Hamilton version... However, in Sanchez... Both myths agree that... While Hamilton focuses on...'. Practice using these in conversation before writing.

### DISCUSSION PROMPTS

- What is the biggest difference between the two versions of this myth?
- Why do you think two authors would write different versions of the same myth?
- Does one version feel more 'true' to you than the other? Why, and is that a fair way to judge a myth?

### CAREGIVER TIP

Citing evidence is a skill learners often resist because they feel it interrupts their writing. Remind them: 'You said X, now show me where in the book it says that.' This habit will serve them throughout their education.

## LESSON 11 | SINGLE PARAGRAPH OUTLINE

**OBJECTIVE** Learners create a structured paragraph outline with a thesis statement, supporting evidence, and a conclusion.

### MATERIALS NEEDED

- Both Mawu-Lisa texts (Hamilton + Sanchez)
- Learner workbook (Lesson 11 pages — SPO template)

### STEP-BY-STEP INSTRUCTIONS

1. Review what an SPO (Single Paragraph Outline) is: a planning tool with three parts, topic sentence (thesis), supporting details, and a conclusion sentence.
2. Introduce the thesis: 'The creation myth of the Fon people can be written in many ways.' Read it together and discuss what it means. Note: you may revise this thesis with your learner to be more specific to what they observed in Lesson 10.
3. Work through the SPO template in the workbook: write the thesis, then list 2 pieces of evidence (one from each text), then write a conclusion sentence that ties it together.
4. Remind your learner: the SPO is not the final paragraph, it's the map. Each box becomes a sentence in the actual paragraph.
5. Optional: turn the SPO into an actual paragraph together, out loud, before writing it down.

### DISCUSSION PROMPTS

- What is the job of a thesis statement? What does it need to do?
- How does your evidence support the thesis? Walk me through it.
- What would a strong conclusion sentence sound like? What should it NOT just do? (Not just repeat the thesis word for word.)

### CAREGIVER TIP

The thesis in the lesson map has a note that it 'needs work.' Work with your learner to refine it based on what they actually found in Lessons 9 and 10. Making the thesis more specific is a great authentic writing task.

## LESSON 12 | COSMOS MYTH CHART

**OBJECTIVE** Learners synthesize all four myths by building a comparative chart across key story elements.

### MATERIALS NEEDED

- All four texts: Moon and Sun, In the Beginning, The Coming of All Things, Mawu-Lisa Creates Everything
- Learner workbook (Lesson 12 pages chart template)

### STEP-BY-STEP INSTRUCTIONS

1. Explain the goal: we've now read four creation myths. This lesson is about stepping back and seeing the big picture.
2. Open the chart template in the workbook. Categories to compare across all four myths: What existed before creation? Who or what does the creating? What is created first? What is the role of humans? What values does the myth seem to hold?
3. Work through each column together, flipping back to the original texts as needed. It's okay to use single words or phrases, this is a reference tool.
4. After completing the chart, ask: What do all four myths have in common? What surprises you most about the differences?
5. This chart will serve as a reference for Lessons 13 and 14.

### DISCUSSION PROMPTS

- Looking at the chart, what do all four of these myths agree on?
- Which culture's creation story feels most familiar to you? Which feels most different? Why?
- If you were going to add a fifth column to this chart, what would it be, what else do you want to know about each myth?

### CAREGIVER TIP

Don't worry if some cells in the chart are left blank, some myths simply don't address certain things. Recognizing absence is also a form of analysis.



## LESSON 13 | ESSENTIAL QUESTION — THESIS

**OBJECTIVE** Learners construct a thesis statement in response to the unit's essential question, drawing on all texts and their chart.

### MATERIALS NEEDED

- Learner's Cosmos Myth Chart (from Lesson 12)
- Learner workbook (Lesson 13 pages)
- Unit Essential Question posted visibly: 'What is the oldest question humans have ever asked, and how did they answer it?'

### STEP-BY-STEP INSTRUCTIONS

1. Post the essential question where your learner can see it. Read it aloud together.
2. Discuss: Have we answered this question yet? What have we learned that helps us answer it?
3. Review the chart from Lesson 12 together. This is your evidence bank.
4. Work toward a thesis statement: one sentence that answers the essential question and makes a claim. A claim isn't just a fact, it should be something someone could disagree with.
5. Draft the thesis together if needed. Example frame: 'Creation myths from [cultures] reveal that humans have always tried to explain [something] by [method].'
6. Write at least two thesis attempts and choose the stronger one together. Discuss what makes it stronger.

### DISCUSSION PROMPTS

- What claim are you making in your thesis? Could someone disagree with it?
- Which myths from our reading support your thesis best?
- If your thesis is true, what does that tell us about all humans everywhere?

### CAREGIVER TIP

A thesis statement is an argument, not a fact. If your learner writes 'Many

cultures have creation myths,' ask: 'Who would disagree with that?' If no one would disagree, it's not a thesis yet.

## LESSON 14 | SINGLE PARAGRAPH OUTLINE — ESSENTIAL QUESTION

**OBJECTIVE** Learners build a complete SPO in response to the essential question using their thesis from Lesson 13.

### MATERIALS NEEDED

- Thesis from Lesson 13
- Cosmos Myth Chart (Lesson 12)
- Learner workbook (Lesson 14 pages SPO template)

### STEP-BY-STEP INSTRUCTIONS

1. Review the SPO structure: thesis → evidence #1 → evidence #2 → conclusion.
2. Open the SPO template in the workbook. Transfer the thesis from Lesson 13 into the topic sentence box.
3. Help your learner select the two strongest pieces of evidence from their chart and notes. Each piece of evidence should be specific, not 'myths are old', but a detail from an actual text.
4. Write a conclusion sentence. Remind your learner: the conclusion should reflect back on the thesis and leave the reader with something to think about, not simply repeat what was just said.
5. Read the completed SPO aloud. Does it flow? Does it answer the essential question? Revise together.

### DISCUSSION PROMPTS

- Why did you choose these two pieces of evidence? Why are they the best support for your thesis?
- How does your conclusion go beyond just restating the thesis?
- If you turned this SPO into a full paragraph, would it be complete? What might you add?

### CAREGIVER TIP

This SPO is the culmination of the informational writing thread of the unit. Celebrate the work, your learner has moved from reading myths to making an original argument about them.

## LESSON 15 | SCRAMBLED SENTENCES

**OBJECTIVE** Learners practice sentence fluency and mechanics by rebuilding scrambled sentences with correct punctuation and capitalization.

### MATERIALS NEEDED

- Learner workbook (Lesson 15 pages, scrambled sentence worksheet)
- Pencil

### STEP-BY-STEP INSTRUCTIONS

1. Explain the activity: each line contains words from a sentence, but they're out of order. Your job is to put them in the right order AND add correct punctuation and capitalization.
2. Do the first example together as a think-aloud: 'What word should come first? How do you know? What punctuation belongs at the end?'
3. Let your learner work through the remaining sentences independently, then review together.
4. Discuss any sentences where there was more than one possible correct order. This shows that word order in English is flexible within certain rules.
5. Optional: have your learner write 2 of their own scrambled sentences using vocabulary from this unit, then swap with a sibling or caregiver to unscramble.

### DISCUSSION PROMPTS

- How did you decide which word came first?
- Were there any sentences that could go in more than one order? What does that tell you about English sentences?
- What punctuation clues helped you know how to end each sentence?

### CAREGIVER TIP

This is a great low-stakes, playful lesson, it can serve as a brain break between the more intensive writing lessons. Keep it light and fun.

## LESSON 16 | BRAINSTORM 1 — CHARACTERS

**OBJECTIVE** Learners begin generating ideas for their own original creation myth by imagining its characters.

### MATERIALS NEEDED

- Learner workbook (Lesson 16 pages, character brainstorm sheet)
- Pencil and colored pencils or markers

### STEP-BY-STEP INSTRUCTIONS

1. Remind your learner: for the last four lessons, they'll be writing their own original creation myth. Today is the first step: imagining the characters.
2. Look back at the Cosmos Myth Chart (Lesson 12) together. What kinds of characters appear in these myths? (Gods, forces of nature, animals, humans, abstract concepts like love or chaos)
3. Brainstorm questions to answer about their character(s): Who or what does the creating? Are there helper characters? Is there an opposing force? What does each character want?
4. In the workbook, fill out the character brainstorm sheet. This should be messy and generative, no wrong answers at this stage.
5. Optional: draw a quick sketch of one or more characters.

### DISCUSSION PROMPTS

- What kind of creator god or force do you want to have in your myth? What makes them interesting?
- Do you want your myth to have conflict or tension? If so, who is involved?
- Look at the myths we read. What did you love about a character? What do you want to do differently?

### CAREGIVER TIP

Encourage wild ideas at this stage. A learner who wants their creation myth to be told by a talking crab should run with it. Originality will make the writing more fun.



## LESSON 17 | BRAINSTORM 2 — PLOT

**OBJECTIVE** Learners map out the beginning, middle, and end of their original creation myth.

### MATERIALS NEEDED

- Learner workbook (Lesson 17 pages beginning/middle/end graphic organizer)
- Character notes from Lesson 16

### STEP-BY-STEP INSTRUCTIONS

1. Review the character notes from Lesson 16.
2. Introduce the structure: all four myths we read had a beginning (what existed before creation), a middle (the act of creation itself), and an end (what was created and why it matters).
3. Work through the graphic organizer in the workbook: Beginning: What existed before creation in your myth? Middle: What happens? What is created, and how? End: What is the world like now? What does your myth explain?
4. Encourage detail: Instead of 'the god made the world,' try 'the god scooped up darkness and shaped it into mountains.'
5. Read the completed organizer aloud. Does the story make sense? Is anything missing?

### DISCUSSION PROMPTS

- What does your myth explain? Think of things like why does the world have night/stars/seasons/etc.?
- Does your creation story have any conflict or problem that gets resolved? What is it?
- Which part of your myth are you most excited to write?

### CAREGIVER TIP

The graphic organizer is a map, not a contract. Remind your learner that the

story can change as they write. The organizer is just to get started.

## LESSON 18 | DRAFTING

**OBJECTIVE** Learners write the first draft of their original creation myth using their brainstorm and graphic organizer.

### MATERIALS NEEDED

- Learner workbook (Lesson 18 pages draft paper)
- Notes from Lessons 16 and 17
- Sequence word list: in the beginning, first, then, next, soon, finally, and so it was that...

### STEP-BY-STEP INSTRUCTIONS

1. Post or write out the list of sequence words where your learner can see them.
2. Remind your learner: this is a DRAFT. The goal is to get the story onto the page, we will fix and polish in Lesson 19.
3. Have your learner begin writing using their graphic organizer as a guide. Encourage them to: use at least three sequence words, write in paragraphs (beginning, middle, end), and include at least one descriptive detail per section.
4. If your learner gets stuck, ask: 'What happens next in your organizer?' or offer to scribe for a moment while they narrate.
5. When finished, have your learner read the draft aloud to you. This often catches missing words, unclear sentences, or ideas that didn't quite make it onto the page.
6. Don't correct anything yet, that's Lesson 19's job.

### DISCUSSION PROMPTS

- Read me your favorite sentence from your draft. What do you like about it?
- Is there anything in your story that feels confusing or unclear to you?
- Does your myth actually explain something? Think of things like why the sky is blue, or where thunder comes from?

### CAREGIVER TIP

If your learner resists drafting, try a timed write: 'You have 10 minutes. Go.'  
Remove perfectionism by making the time constraint the focus, not the quality.

## LESSON 19 | EDITING

**OBJECTIVE** Learners revise and edit their creation myth draft using the unit rubric.

### MATERIALS NEEDED

- Learner's draft from Lesson 18
- Unit rubric
- Colored pencil or pen for marking

### STEP-BY-STEP INSTRUCTIONS

1. Explain the difference between revising (making the story better) and editing (fixing errors). Today we do both.
2. Start with revision: Read the draft aloud together. Ask: Does the story have a clear beginning, middle, and end? Is there at least one vivid detail? Does the ending feel complete?
3. Mark any sections that need strengthening. Work together to improve one or two places, this models the revision process.
4. Then move to editing: use the rubric to check for capitalization, complete sentences, punctuation, and spelling.
5. Your learner should make corrections directly on the draft using a different color so you can both see what changed.
6. Optional: read the revised draft aloud one final time to hear how it sounds.

### DISCUSSION PROMPTS

- What is one thing you changed, and why did you change it?
- Is there a sentence you're really proud of? What makes it work?
- What would you do differently if you were starting this story again from scratch?

### CAREGIVER TIP

Praise specific improvements rather than general effort. 'I love how you added the detail about the silver light, that made me picture it so clearly' is

more useful than 'great job!'

## LESSON 20 | PUBLISH

**OBJECTIVE** Learners create a clean, final copy of their original creation myth.

### MATERIALS NEEDED

- Edited draft from Lesson 19
- Final copy paper (workbook or separate sheet)
- Pencil, pen, or colored pencils for illustration

### STEP-BY-STEP INSTRUCTIONS

1. Explain what 'publishing' means: making a final, clean copy that is ready to share with a reader.
2. Have your learner copy their edited draft onto the final copy page in the workbook (or a separate sheet of paper). Encourage neat, careful handwriting or typing if preferred.
3. Once the text is complete, add a title and the author's name (your learner's name!)
4. Optional: illustrate the myth with one or two drawings. Encourage images that show the act of creation, not just a character portrait.
5. Celebrate! Read the finished myth aloud to someone (a sibling, caregiver, grandparent, or even a stuffed animal). This myth is now part of a tradition of stories humans have told for thousands of years.
6. Display, keep in a portfolio, or mail to a relative as a keepsake.

### DISCUSSION PROMPTS

- What title did you choose for your myth? What does it tell the reader?
- If someone read your myth a hundred years from now, what would they learn about you from it?
- Looking back at the unit, which creation myth we read was your favorite, and why?

### CAREGIVER TIP

Make this feel like a real celebration. Even a small ceremony (reading aloud at dinner, displaying on the fridge) signals to your learner that their work

matters and is worth sharing.

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