

# T A B L E O F C O N T E N T S

Welcome to the Retold Myths 1  
Overview of the Series 1

## **THE DEATH OF OSIRIS**

Spotlight on Vocabulary 5  
Setting the Stage 6  
It Happened Like This 8  
Vocabulary Review 9  
Literary Focus: Characteristics of Myths 10  
The Reading-Writing Connection:  
    Unlocking Passages 12  
Writing Corner: Drama 14  
One Step Further 17

## **THE TWINS' VISIT TO THE UNDERWORLD**

Spotlight on Vocabulary 19  
Setting the Stage 20  
It Happened Like This 22  
Vocabulary Review 23  
Literary Focus: Conflicts 24  
The Reading-Writing Connection:  
    Unlocking Passages 26  
Writing Corner: Dilemmas 28  
One Step Further 30

## **FINN MacCOOL'S REVENGE**

Spotlight on Vocabulary 32  
Setting the Stage 33  
It Happened Like This 35  
Vocabulary Review 36  
Literary Focus: Exposition 37  
The Reading-Writing Connection:  
    Unlocking Passages 40  
Writing Corner: Foretelling the Future 42  
One Step Further 44

## **IZANAMI AND IZANAGI**

Spotlight on Vocabulary 46  
Setting the Stage 47  
It Happened Like This 49  
Vocabulary Review 50  
Literary Focus: Images 51  
The Reading-Writing Connection:  
    Unlocking Passages 54  
Writing Corner: Scrapbook Memories 56  
One Step Further 58

## **RAMA AND SITA**

Spotlight on Vocabulary 60  
Setting the Stage 61  
It Happened Like This 63  
Vocabulary Review 64  
Literary Focus: The Heroic Quest 65  
The Reading-Writing Connection:  
    Unlocking Passages 67  
Writing Corner: Moral Myth 69  
One Step Further 71

## **LINDU'S VEIL OF STARS**

Spotlight on Vocabulary 73  
Setting the Stage 74  
It Happened Like This 76  
Vocabulary Review 77  
Literary Focus: Themes 78  
The Reading-Writing Connection:  
    Unlocking Passages 80  
Writing Corner: Point of View 82  
One Step Further 84

*continued*

## **BAO CHU'S SEARCH FOR THE SUN**

Spotlight on Vocabulary 86  
Setting the Stage 87  
It Happened Like This 89  
Vocabulary Review 90  
Literary Focus: Foreshadowing 91  
The Reading-Writing Connection:  
    Unlocking Passages 93  
Writing Corner: The Essay 95  
One Step Further 97

## **GILGAMESH**

Spotlight on Vocabulary 99  
Setting the Stage 100  
It Happened Like This 102  
Vocabulary Review 103  
Literary Focus: Flat and Round Characters 104  
The Reading-Writing Connection:  
    Unlocking Passages 106  
Writing Corner: Setting 108  
One Step Further 109

RESPONSE KEY 111

# Welcome to the Retold Myths ■

## Overview of the Series

The *Retold Myths* series includes the following components.

- Anthologies of cultural myths
- Teacher Resource book with reproducible activity sheets for each anthology
- Classroom posters for each anthology

## Reading Levels

### The Anthologies

The *Retold Myths* are designed for use with students in grades 6-12 who are reading at or above the sixth-grade reading level. Illustrations, footnotes, highlighted vocabulary words, and cultural information aid students' understanding and enjoyment.

### The Resource Books

The resource books which accompany the anthologies supply many reproducible activity sheets. The reproducible format allows teachers the freedom to use entire sets of activities or to select individual exercises.

The activities are designed for students reading at or above the sixth-grade level. Lessons build on students' background and experience, providing links between the reader and the text.

## Adapting the Classics:

### A Rationale

The *Retold Myths* are based on the premise that all students deserve access to classic literature and that all students are capable of thinking at higher levels if their activities are managed properly.

The *Retold Myths* introduce students who are reading below grade level to literature that is often the exclusive domain of the advanced and college bound. Through these adapted editions, students can become familiar with elements of great literature.

Students who read the *Retold Myths* and complete the accompanying activities share in the body of knowledge which defines the culturally literate. They are given the opportunity to understand allusions to the rich heritage of literature. They experience diverse oral and written traditions. Most important, they will be guided to examine the best in themes and ideals recorded by human beings through the ages.

## **Retold Myths Teacher Resource Book: Designed for Effective Teaching**

Activities in this resource book are arranged in a logical progression to assist students' comprehension. The resource book is divided into sections for each story or section in the anthology. Each Teacher Resource section has a uniform set of prereading and postreading activities.

### **Prereading Activities**

Two brief but effective activities will get students ready to read.

**Spotlight on Vocabulary.** This prereading activity highlights ten vocabulary words from the "Vocabulary Preview" accompanying each selection in the anthology. (These words also appear in **boldface type** in each work.) Students choose the appropriate word to complete each sentence. The words are used in context similar to that used in the story.

**Setting the Stage.** This second prereading activity provides the anticipatory set for reading the selection. Background and motivation are given in a short, stimulating activity designed to make students more attentive readers.

### **Postreading Activities**

A rich array of postreading activities is offered. These activities will test recall and comprehension, enhance critical thinking skills, stimulate the imagination, and expose students to important literary skills. Postreading activities include the following.

**It Happened Like This.** The first postreading activity checks understanding of plot development. Recall of important facts and details is tested in a multiple-choice format.

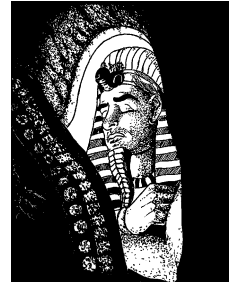
**Vocabulary Review.** Students check their comprehension of the ten words featured in "Spotlight on Vocabulary." This time, words appear in sentences from the selection. The guided repetition of these words helps build certainty.

**Literary Focus.** These activities zero in on developing literary skills by examining plot, character, setting, and themes in a variety of imaginative ways.

**The Reading-Writing Connection: Unlocking Passages.** This postreading activity calls on students first to write their interpretation of a passage from the myths and then to make written inferences about it. To conclude the activity, students respond in personal journals to the passage.

Name \_\_\_\_\_

## THE DEATH OF OSIRIS



### SPOTLIGHT ON VOCABULARY

Study the words and meanings shown in the box.  
Then complete each sentence below by writing the  
correct word on the line.

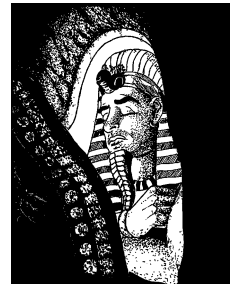
**appease**—calm; lessen  
**brooding**—thinking seriously  
**contended**—claimed; stated  
**drastic**—extreme  
**eternity**—endless time; life  
after death

**fertile**—able to produce life  
**former**—previous; earlier  
**intact**—in one piece  
**intrigued**—fascinated; charmed  
**sorely**—painfully; unbearably

1. Will the new rules bring \_\_\_\_\_ change, or will we barely notice the difference?
2. After his dog died, the little boy missed his pet \_\_\_\_\_.
3. The letter was late because it went to Sean's \_\_\_\_\_ address where he lived last year.
4. Lenay hoped that promising to learn her part by tomorrow would \_\_\_\_\_ the director's anger.
5. Ramon was so \_\_\_\_\_ by the chilling story that he didn't hear the doorbell.
6. The idea of \_\_\_\_\_ gives many people hope for a better life after death.
7. The timekeeper declared that Reynaldo had won the dash, but Li's coach \_\_\_\_\_ that Li had finished first.
8. After the accident, Raphael couldn't stop \_\_\_\_\_ over his carelessness.
9. The earthquake shattered our windows; none were left \_\_\_\_\_.
10. The \_\_\_\_\_ soil produced giant tomatoes.

Name \_\_\_\_\_

## THE DEATH OF OSIRIS



### SETTING THE STAGE

These questions will help you get ready to read “The Death of Osiris.” Prepare to discuss the questions by jotting down answers on the lines.

1. The god Osiris is the rightful king of Egypt. But his brother Set plays a nasty trick to steal Osiris’ throne.

How might Set’s theft of the throne affect each of these people?

**Osiris**

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**Isis, Osiris’ wife**

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**Egyptian people**

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**Set**

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**Horus, son of Isis and Osiris**

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