



Urban Legend Creatures

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Grade 5

Subject Language Arts

Topic Descriptive writing

Descriptive Sentence:

Through drama, students will write a descriptive, narrative poem depicting an urban legend creature.

Curricular Outcomes or Expectations

Please see the lesson plan preview for the expectations/outcomes for your province.

Materials

- Chart paper
- Marker

Space Requirements

Classroom

Complete Description of Lesson

Getting Ready

Please take a moment to review the "Introduction to Urban Legend Creatures" Video

- Discuss urban legend creatures e.g. Sasquatch, Ogopogo, Windigo, Loch Ness Monster, Yeti etc. If possible show pictures of the images of these creatures, have articles on sightings of these creatures. Encourage research about sightings and descriptions of these creatures. Share and discuss.

Please take a moment to review the "Creative Visualization" Video



- Ask the students to sit on the floor and find a quiet place for themselves in their mind. In this quiet place they can go to an environment they actually know and create a “sighting” of an imaginary creature through the following Creative Visualization Exercise. The following script will help create the atmosphere for the “sighting”.

“There have been sightings of a strange creature near here. You are one of the people who actually saw it... close your eyes and recreate the incident in your imagination... It was dusk. You decided to go for a walk alone. You headed for a place you have heard about. As you got closer, you developed an uncomfortable feeling; the hairs on arms raised, your stomach got tight. You knew something was going to happen. You heard a sound...a quiet sound. You smelled something. It was strong. Then you saw movement and out of the (wood, cave, water) emerged a creature. You were surprised by the size, it was so... big or small, you decide. The shape of the body was ... The shape of the head was... You could see the teeth and the colour of its (skin or scales or fur). It moved oddly. Suddenly the creature saw you. How did you feel when the creature met your eyes? Were you afraid, curious, delighted or excited? How did that feeling feel in your body? Did you have butterflies in your stomach? Were your palms wet? Did you suddenly have to go to the bathroom? Then, while you had the chance, you turned and ran as fast as you could.”

Development

**Please take a moment to review
the “Create a Physical Reality”
Slide**

- Now ask the students to stand in their own space, facing away from other members of the class. Create a physicalization of the creature they saw. Their recreation of the creature needs to depict size, special features and how it moved.
- Once the students have created their creature ask them to freeze. Comment on what you observe. (e.g. This creature is very tiny. This creature has fins. I see a strange twisted shape here. This creature has a terrifying face.)

**Please take a moment to review
the “Create a Composite Creature”
Slide**

- Arrange students in four groups. Ask the students to go around their circle and briefly describe their creature to the other members of their group and explain how the creature made them feel.
- Ask students to create a new ‘composite’ creature, by taking one aspect of the creature they saw and adding it to the new creature. (E.g. One student’s creature had claws, so claws are added to the new creature. One student’s creature had a snout, so the new creature now has a snout.)
- Ask each group to create a physicalization of their composite creature, depicting all the features of the creature.



- Each group will share their creature with the rest of the class. Ask observing students to comment on the features of the composite creature. (E.g. The creature has flippers. The creature has ferocious teeth.)

Application

**Please take a moment to review
the "Motivation of the Creature"
Video**

- Ask each group to decide how the composite creature feels and behaves. These factors will affect how the creature moves. Students will need to consider what the creature is doing. To assist them with the movement of the creature,
 - Is the creature angry and looking for a fight?
 - Is the creature hungry and looking for food?
 - Is the creature lonely and looking for a playmate?
 - Is the creature lost and looking for its way home?
 - Is the creature silly and practicing a practical joke?Demonstrate possible behaviors and movements using one group if necessary.
- Ask each group to create a sound to go with the behavior and movement.
- When ready, ask each group to share the movement and sound of their creature with the rest of the class. Discuss. Ask the observing students to comment on 3 things they found interesting about the creature.

**Please take a moment to review
the "Creating the Poem of the
Creature" Video**

- We are now going to write a poem about our creature. To prepare for this, ask the students to again form into their groups and consider some of the following questions and decide collectively the backstory or history of their creature.
 - Where did the creature come from?
 - Does the creature have any family?
 - Why is it alone now?
 - Why does the creature live where it does?
 - How does the creature feel about itself?
 - Why does the creature behave the way it does?
 - How does the creature survive?
 - What is the creature afraid of?
 - What does the creature yearn for?



- Ask the groups to create and write down three descriptive phrases for their creature. The following literary devices could be used.

Alliteration e.g. growling groaning grasping
Simile e.g. as slow as an overloaded truck
Onomatopoeia e.g. swish, swish, swish

Take time to discuss these literary devices, and allow time for the students to play with them.

- To write an 8 line poem, consider the following questions:

What does the creature look like?
How does the creature feel?
What is the creature afraid of?
What does the creature long for?

Encourage descriptive, expressive answers.

- In between each of the lines, create a "chorus" part. It could reflect the way the creature sounds.

- The poem could read something like this:

Bony, crouched back,
Whining – Ha, ha, ha
As cold as an ice cream cone
Whining – Ha, ha, ha
Serving snakes to spiders is his only fear
Whining – Ha, ha, ha
Wanting, desiring, longing for friends and a funky, hairy wig.
Whining – Ha, ha, ha

**Please take a moment to review
the "Performing the Poem of the
Creature" Video**

- After the students have created their poem, ask them to write out a good copy on chart paper and think about how to perform their poem.
Will they all speak together or sometimes alone?
Think about each word and how it would be best to express it. Will some part be loud or soft? Are there any words that will be stretched out?
- When groups are ready, ask them to perform their poem. Ask the observing students to comment on 3 things they really like. How does the performance of the poem capture the essence of their creature?

**Please take a moment to review
the "Reflection" Video**



Closure

- Discuss the possibility of any one of these creatures actually surviving in the area and rarely being seen.

Extensions

- Ask the students to choose a name for their creature and write a paragraph that tells about their creature.

To give individual students opportunities to review or further develop their understanding of the concepts in the above lesson, please go to the *Student Zone*, *Brain Games* or [click here](#)