

# Write a Mummy Poem

Myra Cohn Livingston shows how poetry can take us to another world, even the world of a mummy. In this activity, you will build a word bank that will help you write a poem about a mummy in its tomb.

**Directions:** Below are five words that describe a mummy's tomb. For each word, think of three synonyms (a word that has the same meaning). You may use a dictionary or a thesaurus if you'd like.

## MY WORD BANK

<p><b>Dark</b></p> <hr/> <hr/> <hr/>	<p><b>Eerie</b></p> <hr/> <hr/> <hr/>	<p><b>Quiet</b></p> <hr/> <hr/> <hr/>
<p><b>Amazing</b></p> <hr/> <hr/> <hr/>	<p><b>Mysterious</b></p> <hr/> <hr/> <hr/>	

### Write Now!

Write a poem (rhyming or not) that describes the world of a mummy in its tomb.  
Use at least 10 words from your word bank.

# Mummy Who?

In her poem "Mummy," Myra Cohn Livingston talks about "the riddle" of a mummy's history. In this activity, you will do some research on life in ancient Egypt to help you answer the "riddle" of a mummy's life.

**Directions:** Go to [www.Nationalgeographic.com/ngkids/9906/mummies/](http://www.Nationalgeographic.com/ngkids/9906/mummies/) and use the information found there to answer the questions below. You may also use other Web resources, nonfiction books, and articles of your choice to gather information.

## STEP 1: Think of the questions you want to ask.

Before you start your research on mummies, it's always smart to write a list of questions that you want to answer. That way, you have all the information you need to write a well-organized paragraph.

Here are a list of possible questions:

1. What kind of people were mummified? (Hint: Were they poor? Rich?)
2. When did ancient Egyptians start preserving their dead by mummifying them?
3. What kind of material did they use?
4. Why did ancient Egyptians believe burying their dead in this way was important?
5. What happened after the dead were mummified? (Hint: Were they buried in a box? Thrown in the water?)
6. What other important information did you "dig up" in your research?

Other important questions you might have:

7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

Continued ►►

**STEP 2: Using your resources, answer your questions.**

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
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7. \_\_\_\_\_  
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8. \_\_\_\_\_  
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9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

**Write Now!**

Using the information you found in your research, write a letter to poet Myra Cohn Livingston in which you pretend you are the person living in ancient Egypt who eventually becomes the mummy in her poem. What was your life like? Where did you live? What objects were you buried with?

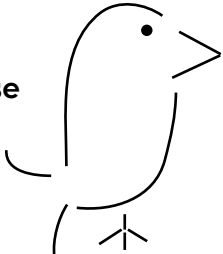
Use lots of details, as well as your imagination, to bring your mummy to life!

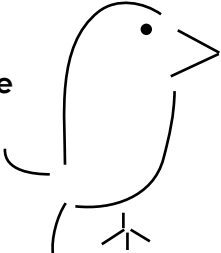
# Words on the Wing

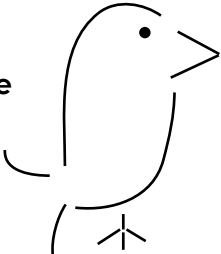
Many poems, like Emily Dickinson's "Hope," have rhyming words at the end of the lines. In this activity, you will identify the rhymes the author used, and then write some rhymes on your own.

**Directions:** Find the rhyming words in Emily Dickinson's poem, and then write your own rhymes.

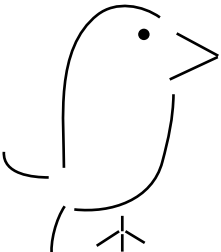
**Section 1: Write rhyming words from each verse of the poem next to the bird, then think of two additional rhyming words of your own.**

Second Verse  **Rhyming words from poem** \_\_\_\_\_  
\_\_\_\_\_ **Rhyming words of your own** \_\_\_\_\_  
\_\_\_\_\_

Second Verse  **Rhyming words from poem** \_\_\_\_\_  
\_\_\_\_\_ **Rhyming words of your own** \_\_\_\_\_  
\_\_\_\_\_

Third Verse  **Rhyming words from poem** \_\_\_\_\_  
\_\_\_\_\_ **Rhyming words of your own** \_\_\_\_\_  
\_\_\_\_\_

**Section 2: The first verse has a *near rhyme*, where only the final consonant sounds match. Find the near rhyme, and write two words that rhyme with each one of the pair.**

First Verse  **Rhyming words from poem** \_\_\_\_\_  
\_\_\_\_\_ **Rhyming words of your own** \_\_\_\_\_  
\_\_\_\_\_

# Who is Emily Dickinson?

In this activity, you will learn about why you should be thrilled to read "Hope" and more about the poet who wrote it. You'll also learn some great new words and their synonyms! (In case you forgot, synonyms are two different words that share the same meaning.)

**Directions:** For each word in the word bank below, find its synonym in bold in the article, and write it in the blank below.

When you feel **hopeful**, it's like you're **unstoppable** . . . right? But why should you read a poem about feeling hopeful, especially if it's written by a woman who died more than 100 years ago. This is an **important** question! (In fact, you should always ask yourself, "Why am I reading this?" before you start reading an article or a book.)

The reason to read a poem like "Hope" is that it is a **classic**, which means it is still worth reading years and years after it was written. Plus, it contains themes that are still **relevant** today. Reading a classic poem or story also gives you a chance to travel back in time and learn about a **talented** person and a specific time in history. Emily Dickinson was born in Amherst, Massachusetts, in 1830. Although she spent much of her life **alone** or with her family, she found great company in books. She even **skimmed** the dictionary for fun! She also wrote more than 1,700 poems to **express** some of the things she was feeling or **contemplating**, such as **love**, nature, friends, religion, and death.

In this poem, Dickinson uses a **wonderful** metaphor to **explore** the meaning of hope. She compares hope to a bird ("the thing with feathers") that "**perches** in the soul" and **chirps** a tune that can be heard even in the heaviest of storms.

So the next time you're feeling **blue** and spot a bird whistling a cheerful **tune**, think about Emily Dickinson's lovely poem "Hope." Who knows, maybe you'll be inspired to write a poem of your own!

## Word Bank

- communicate \_\_\_\_\_
- pertinent \_\_\_\_\_
- thinking \_\_\_\_\_
- unbeatable \_\_\_\_\_
- sad \_\_\_\_\_
- skilled \_\_\_\_\_
- optimistic \_\_\_\_\_
- romance \_\_\_\_\_
- crucial \_\_\_\_\_
- isolated \_\_\_\_\_
- scanned \_\_\_\_\_
- timeless \_\_\_\_\_
- sings \_\_\_\_\_
- examine \_\_\_\_\_
- melody \_\_\_\_\_
- nests \_\_\_\_\_
- terrific \_\_\_\_\_

# Secrets From Great Writers!

## THIS MONTH'S SECRET: HOW TO WRITE DESCRIPTIVE DETAILS

A good author like Pam Muñoz Ryan uses descriptive words to offer important details and to paint a clearer, more colorful picture of her characters and their actions. This activity will tell you one of Pam Muñoz Ryan's description-writing secrets so you can create your own vivid writing.

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**Directions:** Read the passage below, from "Freddie in the Shade" by Pam Muñoz Ryan. Then rewrite the sentences below.

A red-headed man, wearing a blue apron, emerged through a swinging door and handed a large pink box to a young mother. A toddler clutched at her skirt. As the mother approached the door, trying to manage the cake and the skirt-tugger, Freddie jumped to open it for her.

If you read the passage above closely, you can see how Pam Muñoz Ryan uses descriptive words to write a clear and vivid story. And she doesn't just use adjectives to add detail. Notice all the colors she describes in this scene. Look at how she writes about the young mother's child. First, he is a "toddler," so we can picture his age and size. Then, she calls him "the skirt-tugger," so we can imagine a cute little guy hiding in the folds of his mom's dress. Pam takes each piece of a story and adds a little detail or a clever description to help us learn more about her wonderful and vivid story. Use Pam's tricks as you rewrite the sentences below.

**1.** He ate some soup. (Hint: What kind of soup? What did the bowl look like? Did he sip? slurp? devour?)

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**2.** The car drove off. (Hint: What kind of car? Who was in it? Was the street smooth, bumpy, dark?)

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*Continued*

## Secrets From Great Writers! page 2

**3.** She read a book.

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**4.** The hamburger was tasty.

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**5.** The boy woke up.

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**6.** The rabbit was cute.

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# Freddie and Change

**A new stepmother, a new city, and a new baby. Freddie has certainly seen some changes in his life, and he's not sure he's happy about any of them. In this activity, you will consider Freddie's thoughts about big events in his life, and how they change from the start of the story to the end.**

**Directions:** Describe Freddie's feelings about changes in his life. Use examples from the story to show how you learned about his feelings from reading. Then, you will consider a time in your life when your feelings changed.

**Freddie at the beginning**

**Freddie at the end**

<p><b>I.</b> How did Freddie feel about moving to a new school?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>How do you know?</p>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<p><b>II.</b> How did Freddie feel about the new baby?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>How do you know?</p>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Think about a time when a change happened in your life. It could have been starting a new school, joining a new team, or getting an addition to your household, or any other event you like. How did you feel about it before? Did your feelings about it change afterward?

**At the beginning**

**At the end**

<p>This reminds me of the time I experienced a change. The change was</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Why I felt that way</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# Freddie, Amy, and Me

In a well-crafted story, as in real life, people help each other grow and change in unexpected ways. In this activity, you will read the story "Freddie in the Shade" and think about how Amy helped Freddie see his life in a better light. You will then consider a person in your life who has helped you in the same way.

**Directions:** Answer the questions below.

<b>Freddie's Problems</b>	<b>How Amy Helped</b>
<ul style="list-style-type: none"><li>• How did Freddie feel about the new baby in the family?</li></ul> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"><li>• How did Amy help him look at the new baby differently?</li></ul> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"><li>• What did Freddie think about his new town?</li></ul> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"><li>• How did Amy help Freddy change his attitude about the new move?</li></ul> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Write Now!

Think about a problem you have faced in your life. Now think about a person—a parent, a sibling, a teacher, a friend—who has helped you overcome this problem or see it in a more positive light. Explain this in a well-organized paragraph.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading & Thinking

Writing about the basic elements of a story can help you remember and understand it.  
Use this organizer with any of the fiction pieces in *Storyworks* to help you achieve a better understanding of it.

\_\_\_\_\_

**TITLE**

\_\_\_\_\_

**AUTHOR**

**CHARACTER**

The main character's name is \_\_\_\_\_.

Some words to describe the main character are (provide at least three) \_\_\_\_\_

Some examples that show what the main character is like are \_\_\_\_\_

Another character's name is \_\_\_\_\_.

His/her relationship to the main character is \_\_\_\_\_.

Some words to describe this character are \_\_\_\_\_

Some examples that show what this character is like are \_\_\_\_\_

Another character's name is \_\_\_\_\_.

His or her relationship to the main character is \_\_\_\_\_.

Some words to describe this character are \_\_\_\_\_

Some examples that show what this character is like are \_\_\_\_\_

# Reading & Thinking page 2

**SETTING**

The location of the setting is \_\_\_\_\_.

The time period of the setting is \_\_\_\_\_.

The atmosphere, or feeling that the setting creates, is (i.e., rich, poor, strange, comfortable, scary, friendly, etc.) \_\_\_\_\_.

**PLOT**

These are the main events that happen in the story at the

Beginning: \_\_\_\_\_

Middle: \_\_\_\_\_

End: \_\_\_\_\_

The main conflict of the story is \_\_\_\_\_.

The climax, or point at which the conflict comes to a peak, is \_\_\_\_\_.

The conflict is resolved when \_\_\_\_\_.

# Reading & Thinking page 3

**LANGUAGE**

The story is told by (a narrator, the main character, someone else) \_\_\_\_\_.

The story has a lot of dialogue/a little dialogue/no dialogue. (Circle one)

The language in the story is (i.e., humorous, serious, simple, complicated)\_\_\_\_\_.

**LITERARY DEVICES (OPTIONAL):**

Give examples below of some literary devices from the story:

Metaphors \_\_\_\_\_

\_\_\_\_\_

Similes \_\_\_\_\_

\_\_\_\_\_

**THEME**

What are one or two big ideas you think the author wanted you to get from the story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**RESPONDING TO LITERATURE**

Would you recommend this story to a friend? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Five and Five

In this activity, you will compare and contrast surfing in Duke Kahanamoku's day with surfing today using this month's "Yesterday & Today" feature.

**Directions:** In the box on the left, write five facts about surfing "yesterday" that you learned in the article about Duke Kahanamoku. In the box on the right, write five facts about surfing "today," that you learned in the article about Laird Hamilton.

<b>Surfing Facts From . . .</b>	
<b>Duke Kahanamoku's Day</b>	<b>Laird Hamilton's Day</b>
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____
4. _____ _____ _____	4. _____ _____ _____
5. _____ _____ _____	5. _____ _____ _____

## Write Now!

Use your list to write a well-organized paragraph in which you compare and contrast surfing in Duke's day and surfing in Laird's. (Use a separate piece of paper.)

# The Wave Riders Write

**Duke Kahanamoku and Laird Hamilton, famous wave riders, both changed the sport of surfing forever. So, what if they could become pen pals? What would Duke and Laird say to or ask each other? In this activity, you will write letters from each surfer to the other.**

**Directions:** Read the "Yesterday & Today" articles on surfing. Using ideas from the articles and the questions below to help you, write a letter from Duke to Laird, and then another letter from Laird to Duke.

Dear Laird,

What would Duke tell Laird about showing surfing to the world? \_\_\_\_\_

\_\_\_\_\_

How would Duke describe his first surfboard? \_\_\_\_\_

\_\_\_\_\_

What would Duke ask Laird about surfing in dangerous waters? \_\_\_\_\_

\_\_\_\_\_

What would Duke ask about the tow-in method? \_\_\_\_\_

\_\_\_\_\_

Would Duke think Laird's surfing sounded easier or harder? \_\_\_\_\_

\_\_\_\_\_

Would Duke want to try modern surfing himself? \_\_\_\_\_

\_\_\_\_\_

How would Duke sign his letter? \_\_\_\_\_,

Duke Kahanamoku

# The Wave Riders Write page 2

Dear Duke,

What would Laird ask Duke about being a champion swimmer? \_\_\_\_\_

\_\_\_\_\_

What would Laird ask Duke about early surfing? \_\_\_\_\_

\_\_\_\_\_

How would Laird describe the new surfing equipment? \_\_\_\_\_

\_\_\_\_\_

What would Laird say about his favorite surfing spots? \_\_\_\_\_

\_\_\_\_\_

Would Laird think Duke's surfing sounded exciting? \_\_\_\_\_

\_\_\_\_\_

What advice would Laird ask Duke for about surfing? \_\_\_\_\_

\_\_\_\_\_

How would Laird sign his letter? \_\_\_\_\_,

Laird Hamilton

## Write Now!

On a separate piece of paper, write a letter to a hero of yours in an activity you enjoy. It could be an athlete, a musician, a teacher, a reader, anything you love to do! Describe how you participate in the activity, and ask questions about their experiences.

# Ask What, Ask Why

You packed too much in your suitcase before traveling to Disney World with your family. What happened? Your suitcase burst! It's easy to figure out cause-and-effect relationships by asking two simple questions: "What happened?" (to find an effect) and "Why did this happen?" (to find a cause). Try it out to find the cause-and-effect relationships in "From Baghdad With Love."

**Directions:** Fill in what's missing from each cause-and-effect pair. Use the hints to help you.

**1. CAUSE:** \_\_\_\_\_

**EFFECT:** Lt. Col. Jay Kopelman decided to make it his mission to save Lava from the violence of war.

**HINT:** How did Lava make Kopelman feel?

**2. CAUSE:** The military dog handlers at Camp Falluja refused to hide Lava while Kopelman was in Balad.

**EFFECT:** \_\_\_\_\_

**HINT:** What was the first thing Kopelman did after hearing that the dog handlers wouldn't help him?

**3. CAUSE:** \_\_\_\_\_

**EFFECT:** A group of marines risked their lives, traveling 40 miles to bring Lava to temporary safety.

**HINT:** Who was the first person who offered to help Kopelman get Lava out of Iraq?

**4. CAUSE:** John Van Zante (of Helen Woodward Animal Center) shared Lava's story with everyone he knew.

**EFFECT:** \_\_\_\_\_

**HINT:** Who heard Van Zante's plea and devised a plan for Lava's rescue that finally worked?

**5. CAUSE:** Everyone worked together to help bring Lava to safety.

**EFFECT:** \_\_\_\_\_

**6. CAUSE:** \_\_\_\_\_

**EFFECT:** Lava became a celebrity.

**Now, on your own, find two cause-and-effect relationships from in article.**

**7. CAUSE:** \_\_\_\_\_

**EFFECT:** \_\_\_\_\_

**8. CAUSE:** \_\_\_\_\_

**EFFECT:** \_\_\_\_\_

# Why We Write

Why does an author write a story or an article? Most authors write to entertain, to express an opinion, to share information, or to persuade the reader to think or do something. Many times, an author tries to accomplish more than one of these goals in a single story. In this activity, you will consider "From Baghdad With Love" and identify the author's purpose.

**Directions:** Fill in the boxes below with examples from the article.

<p><b>TO ENTERTAIN: What parts of the article entertained you?</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>TO EXPRESS: What did you learn about the author's opinion?</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>TO SHARE: What information did you learn from the article?</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>TO PERSUADE: What was the author trying to persuade you to think or do?</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>

**What was the author's primary purpose? Pick one from above and explain your answer using details from the article.**

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# From *Where* With Love?

"From Baghdad With Love" is set in 2004, 20 months into the Iraq war. It takes place in Falluja, a city riddled with violence. In this activity you will think about how this unique setting affects the story of a man trying to rescue an abandoned animal.

**Directions:** Answer the questions below.

**Step 1:** Describe Falluja using details expressed in the article.

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**Step 2:** Life for an abandoned dog is always dangerous. But the setting of this story makes life particularly dangerous for Lava and presents special challenges to those trying to rescue him. With this in mind, answer the questions below.

1. Why is Lava's life in danger because of the setting? \_\_\_\_\_

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2. As a result of the setting, what challenges does Lt. Col. Kopelman face while trying to save Lava? \_\_\_\_\_

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3. As a result of the setting, what challenges do others face while helping Lt. Col. Kopelman? \_\_\_\_\_

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4. How does Lava's life change after he is safe and sound in America? \_\_\_\_\_

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## Write Now!

Now think about how the story would be different if it took place in a peaceful American city. Would it be as interesting or thrilling to read? Write a well-organized paragraph explaining your answer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Reading & Thinking

Exploring the facts and ideas in a nonfiction article will help you understand it better.  
Use this organizer with any of the nonfiction pieces you find in *Storyworks*.

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**TITLE**

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**AUTHOR**

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## READING FOR INFORMATION

This article is mainly about \_\_\_\_\_.

The main events of the article take place in \_\_\_\_\_ (name a location).

The year or time period is \_\_\_\_\_. Some important people mentioned in the article are

\_\_\_\_\_.

Here are some facts I learned from this article (Write at least four):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

Put a star (\*) by the facts you wrote above that are important in explaining what the article is about.  
Put an X by the facts that you find really interesting. (Some facts might have both a star and an X.)

The facts with a star are important because

1. \_\_\_\_\_

2. \_\_\_\_\_

The facts with an X are interesting because

1. \_\_\_\_\_

2. \_\_\_\_\_

*Continued*

# Reading & Thinking

 page 2**MAIN IDEA**

The main idea of this story is \_\_\_\_\_

\_\_\_\_\_

Here are some details that support the main idea:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Another idea presented in this story is \_\_\_\_\_

\_\_\_\_\_

Here are some details that support that idea:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**AUTHOR'S PURPOSE**

I think the author wrote this article because \_\_\_\_\_

\_\_\_\_\_

I think the author expresses the viewpoint, or opinion, that \_\_\_\_\_

\_\_\_\_\_

I agree/disagree (circle one) with the author's viewpoint because \_\_\_\_\_

\_\_\_\_\_

*Continued*

# Reading & Thinking

 page 3**CONNECTIONS**

Here's how this article relates to (fill in at least one)

Something else I read: \_\_\_\_\_

\_\_\_\_\_

Something else I know about: \_\_\_\_\_

\_\_\_\_\_

Something in my own life: \_\_\_\_\_

\_\_\_\_\_

**RESPONDING TO LITERATURE**

Would you recommend this article to a friend? Why or why not?

\_\_\_\_\_

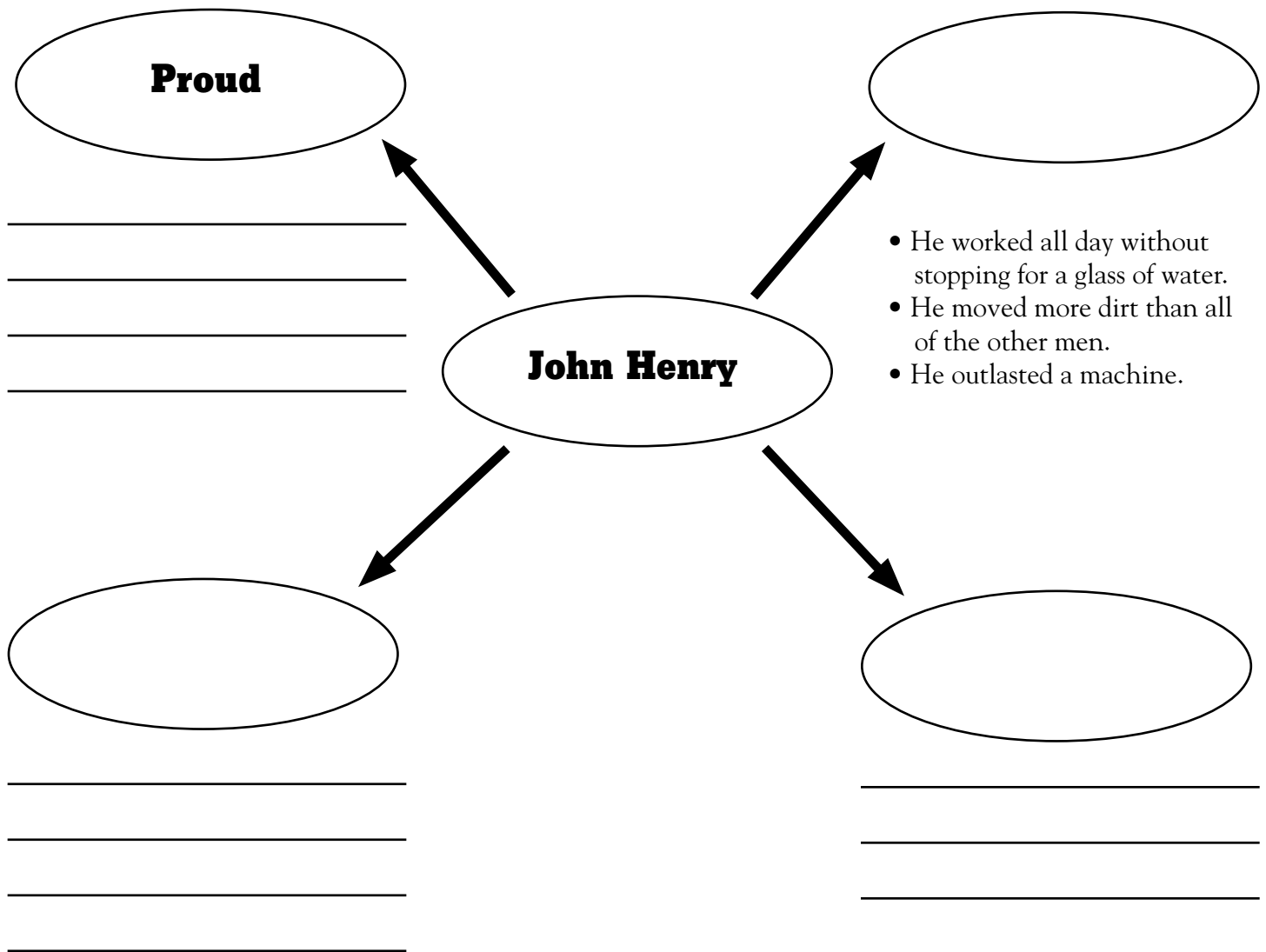
\_\_\_\_\_

\_\_\_\_\_

# A Man of Qualities

John Henry might seem like a superhero. But his legend endures because of his very human qualities that inspire us. In this activity, you will think of adjectives that describe John Henry and then find evidence of these qualities in the play.

**Directions:** In each bubble, write a word or a phrase to describe his character. Then, below each bubble, list examples from the play that show John Henry exhibiting this trait. We've gotten you started!



## Write Now!

On a separate piece of paper, pick one of the adjectives you used to describe John Henry, and show an example from your own life where you demonstrated the same quality. We think you're a bit of a superhero too!

# In Other Words. . .

The play *The Ballad of John Henry* includes some lines from the original 1927 ballad, which tells the story of John Henry in lyrical language. A ballad is meant to be sung, and the language often conjures up a specific time in history. In this activity, you will study a few lines from that 1927 ballad, and then see if you can rewrite them using your own words.

**Directions:** Rewrite each of the lines from *The Ballad of John Henry* in the space provided. Be creative and have fun with this!

**1.** When John Henry was a little baby, sitting on his daddy's knee, he picked up a hammer, a little piece of steel, said hammer be the death of me, Lord, Lord, hammer be the death of me.

**Your words:**

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**2.** Looka yonder what I see—the drill done broke and the hole's done choke, and you can't drive steel like me, Lord, Lord, and you can't drive steel like me.

**Your words:**

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**3.** The man who invented the steam drill thought he was mighty fine. John Henry drove his 15 feet, an' de steam drill only made 9.

**Your words:**

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# The Stuff of Legend

"The Ballad of John Henry" is an American legend. But what does that mean? Legend is a genre, the word for a type of story with similar features. While legends includes many different stories and characters, some elements reappear and help us to identify the type of story we're reading. In this activity, you will find examples of four elements of legend from "The Ballad of John Henry."

**Directions:** Read "The Ballad of John Henry" and fill in each box with examples from the play of each of the elements of the legend genre listed below.

<p><b>1. The story is based on some truth.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>3. The story has been passed on through time.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>2. The story features a larger-than-life figure.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>4. The story includes an amazing feat.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>