

## Title: EXPLORING GREEK MYTHS

### Curriculum - Language Arts

Grade Level Span -Grades 6-8

Purpose: Students will read print and non-print myths to build an understanding and appreciation of mythology. Students will apply knowledge of mythology to create, critique, and discuss print and non-print texts.

Description: Students will be introduced to the characteristics of mythology. Students will read a variety of Greek myths to discuss common aspects and how each myth meets the criteria of mythology. Students will participate in a group process to apply knowledge through research and writing.

1. Students will research a god/goddess or Greek hero to write a character description and create a multimedia representation of their hero.
2. Students will compose an original myth incorporating their researched character.
3. Students will create a multimedia project chosen from a list of possibilities. (see procedure #14)

Preparation:

1. Teacher chooses a variety of Greek myths to be used in introducing students to aspects of mythology.
2. Reserve school computing facilities and enlist help as needed from technology personnel and/or media specialist.

Procedures:

1. Students brainstorm ideas about what they believe mythology entails.
2. Teacher presents a list of criteria commonly found in Greek Mythology. For example, gods and goddesses display: a) supernatural powers, b) some human characteristics c) superiority over mankind d) the values of ancient Greek culture.

1. The class reads a variety of Greek myths chosen by the instructor.
2. The teacher initiates an open discussion on why each selection qualifies as a myth.
3. Teachers organize students into collaborative teams.
4. The teacher provides available web sites that students may access to complete the research component. The teacher discusses ethical use of research tools.
5. Groups collaborate to research a god/goddess looking for the following:
  - a) their Roman name
  - b) their title
  - c) symbol

Curriculum

Standards

NA

3,9,11,12

1,2,,3

3,4,6,9,11,12

1,2,7,8,9,11,12

NETS for Students

NA

3

1,2,4,5,7,8,9,10

d) genealogy		
e) life story		
f) personality traits	4,6,8	6
g) character flaws		
6. Students synthesize information to construct and word process a one page character analysis.	4,5,8,12	5,6,8,9
7. Students publish character analysis with illustrations utilizing multimedia format.		
8. The teacher will review story elements with students including setting, character development, plot, climax and resolution.	4,5,8,12	6
9. Students individually compose an original myth incorporating the character researched and story elements.	4,5,6	6
10. Students will engage in the writing process with their collaborative groups.	8	6.8
11. After completing the final copy, students will submit each story to an online resource for publication.		1-10 depending on activity chosen
12. Once the mythological character has been thoroughly explored, students can: a) create and present an interior monologue in which the character wrestles with a moral dilemma, b) create a dialogue between the character and the most important person—teacher, mentor, friend, guide, and so on—in his or her life, c) search news media for situations that need their god/goddess---introduce their god/goddess and hold a press conference so that their god/goddess can answer questions on how he or she resolved the situation, and/or d) respond to the question, " If you could have called on your		

god/goddess at one point in your life, how would he or she have helped you?"

## Tools and Resources

Internet search engines and data bases

Software: word-processing, presentation, digital art (optional)

Research sites:

1. [www.mythweb.com](http://www.mythweb.com)
2. [www.mythweb.com/ency/index/html](http://www.mythweb.com/ency/index/html)
3. [www.messagenet.com/myths](http://www.messagenet.com/myths)
4. [messagenet.com/myths/funfac](http://messagenet.com/myths/funfac) 3
5. [www.princeton.edu/~rhwebb/myth.html](http://www.princeton.edu/~rhwebb/myth.html)
6. [www.theoi.com](http://www.theoi.com)
7. [www.loggia.com/myth/gods.html](http://www.loggia.com/myth/gods.html)
8. [www.garrettgreene.com](http://www.garrettgreene.com)
9. [www.geocities.com/hestia624/olumpians-hermes.html](http://www.geocities.com/hestia624/olumpians-hermes.html)
10. [www.geocities.com/clipart.ht](http://www.geocities.com/clipart.ht)
11. [www.loggia.com/myth/content.html](http://www.loggia.com/myth/content.html)
12. [www.entrenet.com/~groedmed/greekm/myth](http://www.entrenet.com/~groedmed/greekm/myth)
13. [www.paleothea.cm/](http://www.paleothea.cm/)

On-line lesson:

<http://projects.edtech.sandi.net/Kimbrough/greekgods>

Publications Sites:

[www.telusplanet.net/bplaroach/Publish.html](http://www.telusplanet.net/bplaroach/Publish.html)

[www.cbsd.org/curriculum/la/sec/ms-contests.html](http://www.cbsd.org/curriculum/la/sec/ms-contests.html)

www.teenink.com

Hardware: digital camera

### Assessment

- 1) Design rubrics that will promote the use of detail in character analysis.
- 2) Design rubrics that evaluate students understanding and ability to use story elements in an original myth.
- 3) Students provide peer and self evaluations for each group member.
- 4) In their presentations, students demonstrate their growth in spoken, written and visual language.

### Credits:

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