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LESSON #2 - GREEK MYTHOLOGY

Student Objectives and Activities

- Students read the Greek myth, "In the Beginning".
- Students sequence important events from the myth into a vertical timeline format.

Suggested Teaching Strategies

- Read or tell the myth, "In the Beginning".
- Discuss the myth with the students:
 - 1) Review the characters.
 - 2) Define the generations.
 - 3) Point out that history repeated itself with each new generation. How? Why?
- After a short discussion, have the students arrange information from the myth into a vertical timeline showing ten key points in proper sequence.

Note

You may supplement this lesson with Greek myths found in Part IV of this unit, as well as from other sources.



LESSON #5 - NORTH AMERICAN INDIAN MYTHOLOGY

Student Objectives and Activities

- Students learn specific characteristics of North American Indian mythology.
- Students read the Greek and North American Indian myths, "How Man Obtained Fire", for comparison.
- Students learn theories of Indian arrival to North America, and then write a persuasive-position paper on the origin of North American Indian myths.

Suggested Teaching Strategies

- Read "Characteristics of North American Indian Mythology". Discuss the information on the handout with the class. (You may compare and contrast other types of mythology as well.)
- Explain to the students that it is believed that the Indians were the first to arrive in North America. How and when they arrived remains a mystery. Share some of the theories of their arrival with the class as follows:
 - Some researchers believe that the Indians are of Asian descent and migrated across the Bering land bridge about 30,000 years ago.
 - Some archaeologists have uncovered arrowheads in New Mexico believed to be over 20,000 years old. Weapons found at mammoth and bison hunting sites are believed to be between 10,000 and 15,000 years old.
 - Some Indian tribes believe they were "created" on the North American continent.
- Explain to the class that because some North American Indian myths resemble Greek myths, many researchers support the above theory that the Indians did, in fact, arrive on this continent by migrating from Asia across the Bering land bridge, bringing their myths with them. Then, the Indian culture transformed the myths as needed to better fit their own interests and circumstances.
- Distribute the handout "How Man Obtained Fire". Read the Greek myth, and then read the North American Indian myth.
- After reading the myths, distribute the accompanying worksheet, "Borrowed or Original Idea?", and review the instructions with the students. They can choose to agree or disagree with the researchers, but they must defend their position with examples from the myths. Encourage them to be persuasive in their writing. (You may choose to have a class discussion and create a Venn Diagram on the board showing similarities and differences of the myths as a prewriting activity.)

Note

After the persuasive writing assignment is complete, you may choose to hold a class debate on the topic.

You may supplement this lesson with other North American Indian myths found in Part IV of this unit, as well as in other sources.

PART II - MAJOR PROJECT LIST

Choose activities that add up to a total of 50 points. Then, fill out the contract at the end of the outline showing which assignments you have chosen. **Before** beginning the assignments, discuss your ideas with your teacher.

1. Collage - 10 points

Prepare a collage representing a mythological character or story of your choice. All ten pictures must be mounted on a single piece of coloured paper.

2. Poem / Song - 10 points

Create a poem or song about a god/goddess. You may use any form of poetry, recreate the words to a show tune, or write an original song. (It must be at least ten lines long.)

3. Obituary - 10 points

Write a one page obituary for the newspaper, announcing the death of a mythological character. Be sure to include highlights of his/her life, cause of death, and other important information.

4. Letters - 10 points

Assume the role of a god/goddess. Write a letter to another god/goddess about a mythological event you were both involved in. Then, change roles and respond to that same letter as if you were the god/goddess being written to. Each letter must be at least 1/2 page in length.

5. Paper Figure - 10 points

Make a paper figure of a mythological character that shows five specific attributes about him/her. It must be approximately 25cm tall and 10cm wide, and decorated on the front side only. You may use material, foil, markers, or other items to decorate your character. On the back, be sure to label the character's name and five attributes, along with your own name.

6. Schematic Map - 5 points

Create a schematic map by brainstorming about a mythological place. Put the name of the place in the center of your paper and arrange at least 15 related words or phrases around it.

7. Summary - 5 points

Write a one page summary of a mythological story of your choice.

8. Venn Diagram - 10 points

Complete a Venn Diagram showing similarities and differences of two mythological figures from different cultures. The diagram must include at least 20 items.

ACTIVITY #2 EXAMPLE - POEM

Hades

Hades was the god of the
dead,
The souls believed whatever
he said.

He convinced people to come
into his den,
When they stayed they
would never see the
light again.

He kidnapped his wife and
made her stay,
she didn't like Hades at all
but he tricked her in
his own way.

Hades always had rooms
for another dead soul,
where he lived in the deep
black hole.

Example courtesy Erin Costello

PART III - OPTIONAL LESSONS

Optional Lesson #1 - Corresponding Planets (Thematic Instruction)

A study of the planets fits in very well with this unit since many of the Roman Gods and Goddesses have planet names. Help the students memorize the order of the nine planets as they circle the sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. To find out more information, check out books from the library or visit a planetarium. You may even assign a group research project. Have the students break up into groups of 3 or 4, and assign them a planet to research.



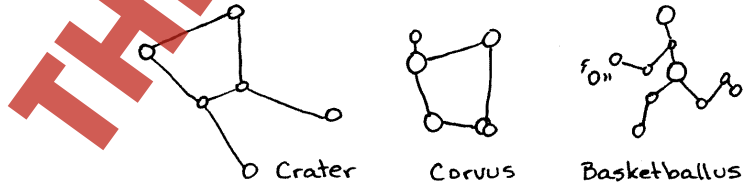
Optional Lesson #2 - Corresponding Constellations (Thematic Instruction)

There are also many constellations that are named after mythological figures, or have mythological ties. For example, in Greek myth, Perseus was the hero who rode on his winged horse, Pegasus, and saved Princess Andromeda (daughter of Cassiopeia the Queen and Cepheus the King) from the Sea Monster, Cetus. This myth is forever written in the evening sky because people long ago named groups of stars (or constellations) after these mythological characters. The constellations are located in the same area of the sky, so one can easily identify them and retell their story.

Some other constellations with mythological ties are (groupings indicate involvement in the same myth and, therefore, their constellations can be found nearby each other in the evening sky):

Corvus & Crater
Hercules, Draco, & Hydra
Orion, Canis Major, Canis Minor, Lepus, Taurus, & Scorpius
Aquarius & Piscis Austrinus
Castor & Pollux
Pisces
Virgo
Sagitta
Lyra

For illustrations and locations of constellations, look up this address on the internet: www.astro.wisc.edu/~dolan/constellations. You may use this information, along with a star atlas or planisphere, to locate constellations during a "stargazing party".



Optional Lesson #3 - Vocabulary (Practical Application)

Mythology influences our own culture. Many words in our vocabulary were derived from myths. Below are some of the words used in our culture that have mythological connections. (You may play a game with your students by saying the word and having them guess the mythological connection, or vice versa.)

- Arachnid** - scientific name for the spider family, derived from the girl (Arachne) who was turned into a spider by Minerva
- Atlas** - a map, named after the Titan who held up the sky on his shoulders and was turned to stone by Perseus
- Cereal** - breakfast food made from grains, derived from Ceres, Goddess of Grain
- Chronic** - something that continues over a long period of time, derived from the God of Time (Cronos)
- Echo** - repeated sound, derived from the nymph who fell in love with Narcissus, but could not tell him because she was under a curse which allowed her to repeat only the last word of what was said to her (echo)
- Narcissist** - a person who is in love with oneself, derived from the boy (Narcissus) who fell in love with his own reflection in a stream
- Olympics** - the great worldwide festival of games, derived from Mount Olympus, home of the Greek Gods and Goddesses
- Titanic** - the famous ship that was enormous in size and strength, derived from the giant Gods and Goddesses in Greek mythology (The Titans)
- Typhoon** - a violent wind storm, derived from the terrible mythological monster, Typhon

Days of the Week: (Sunday and Monday are named after the sun and the moon.)

- Tuesday** - a day of the week named after the Norse God of War, Tyr (Tiw's day) (Tiw is a nickname for Tyr.)
- Wednesday** - a day of the week named after the Chief Norse God, Odin (Woden's-day) (Woden is the German variation of Odin.)
- Thursday** - a day of the week named after the Norse God of Thunder, Thor (Thor's-day)
- Friday** - a day of the week named after the Norse Goddess of Love, Freya (Freya's day)
- Saturday** - a day of the week, derived from the Roman God, Saturn (Saturn's-day)



Optional Lesson #4 - Myth Play

Students choose a particular myth, and in small groups present it to the class. They may use props, costumes, and visual aids to help with the presentation. (Make sure to allow enough preparation time for this activity.)

Optional Lesson #5 - Mythological Character Presentation

Assign individual students specific mythological characters. They research information about the character, and present themselves to the class as that character. Props, costumes, and visual aids may be used during the presentation. (Make sure that the guidelines are very clear for this project.)



Optional Lesson #6 - Creative Writing Assignment

Have the students create their own myth. Instruct them to start with a question like, "Why are there rainbows?", and proceed to create a myth that explains that phenomenon—just like the cultures they have learned about. You decide the length, format, and other guidelines for this project depending on the ability of your students.

Optional Lesson #7 - Field Trip / Guest Speaker

During the course of the unit, you may choose to visit a museum or other location that would provide more information on the different cultures included in this unit. Perhaps a guest speaker could also share information about a specific culture. This would help the students better understand the creators of the myths.

Optional Lesson #8 - Professional Storyteller

Invite a professional storyteller to tell a few myths to the class. (Make sure to inquire about costs involved.) Other teachers might also be interested in participating, which would make the activity more cost-effective.



APOLLO'S TREE

(Greek/Roman myth)

Apollo, the God of Music and Poetry, was a very handsome god. One day, while visiting with Cupid, the God of Love, Cupid proudly displayed his bow and arrows to Apollo. He boasted that his arrows could do more harm than the arrows Apollo had used to heroically slay a great serpent. It was obvious Apollo doubted Cupid's claim, which made Cupid determined to teach him a lesson.

So, Cupid went to the top of a high mountain and pulled out two arrows. One arrow had a gold tip and whoever was struck with it would instantly fall in love. The other arrow had a lead tip, which would produce strong feelings of hatred and dislike when it struck a person. Both arrows became invisible once they were shot into the air.

First, Cupid decided to shoot the lead-tipped arrow at a beautiful nymph, named Daphne, who was hunting in the woods. As soon as the arrow struck Daphne's heart, she ran to her father, the

River God, and begged him to never make her marry. She wanted to be independent and free forever. After much sobbing, Daphne's father granted her request.

Next, Cupid prepared the second arrow to be shot. The target of the gold-tipped arrow was none other than Apollo. Just as Apollo wandered upon Daphne in the woods, Cupid released the arrow. As the arrow struck Apollo's heart, he fell deeply in love with Daphne. He thought she was the most beautiful woman he'd ever seen.



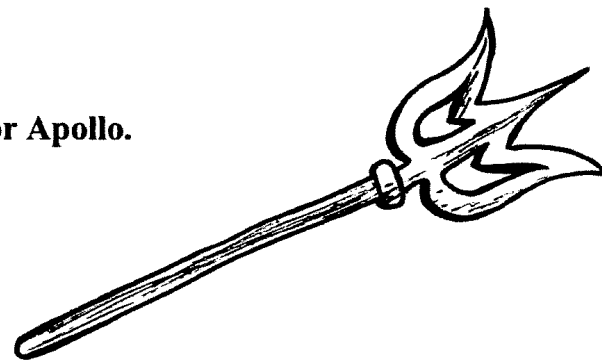
SIGNIFICANT GREEK AND ROMAN GODS/GODDESSES

Name: _____

Instructions: Below is a table of the significant Greek and Roman gods/goddesses and their specific powers. Fill in the blanks to show the different names which the Greeks and Romans gave to the very same mythological gods and goddesses.

GREEK NAME	ROMAN NAME	POWERS
	Earth	Mother of Earth
	Heaven	Father of Heaven and Sky
Cronus		God of Fertility
Zeus		Chief God; God of Weather
	Neptune	God of the Sea
Ares		God of War
Apollo	Apollo	God of Music and Poetry
Hephaestus		God of Fire; Master Craftsman
	Mercury	Messenger of the Gods
	Juno	Goddess of Marriage
Athena		Goddess of Wisdom/Handicrafts
Artemis		Goddess of Wild Things/Hunting
	Venus	Goddess of Love and Beauty
Hestia		Goddess of the Hearth
	Ceres	Goddess of the Harvest
Hades		God of the Underworld

* The Romans did not create a new name for Apollo.



SIGNIFICANT GREEK AND ROMAN GODS/GODDESSES

Name: TEACHER'S KEY

Instructions: Below is a table of the significant Greek and Roman gods/goddesses and their powers. Fill in the blanks to show the different names which the Greeks and Romans gave to the very same mythological gods and goddesses.

GREEK NAME	ROMAN NAME	POWERS
Gaia	Earth	Mother of Earth
Ouranos	Heaven	Father of Heaven and Sky
Kronos	Saturn	God of Fertility
Zeus	Jupiter	Chief God; God of Weather
Poseidon	Neptune	God of the Sea
Ares	Mars	God of War
Apollo	Apollo	God of Music and Poetry
Hephaistos	Vulcan	God of Fire; Master Craftsman
Hermes	Mercury	Messenger of the Gods
Hestia	Juno	Goddess of Marriage
Athena	Minerva	Goddess of Wisdom/Handicrafts
Artemis	Diana	Goddess of Wild Things/Hunting
Aphrodite	Venus	Goddess of Love and Beauty
Hestia	Vesta	Goddess of the Hearth
Ceres	Ceres	Goddess of the Harvest
Hades	Pluto	God of the Underworld

* The Romans did not create a new name for Apollo.