Ancient Mythology and Modern Life Lessons

Cindy Dinneen
Johnston Middle School

INTRODUCTION

Societies throughout history have employed mythology as a means of explaining the unexplainable. Regardless of country or culture, age or education, humans have a need to understand why, and to explain the unexplainable; it is through myth that human beings understand their commonalities (Campbell 5). This unit will address two key aspects of mythology. First, through the study of myths from students' cultural roots, students will evaluate similarities between classmates' cultures while discovering a piece of their personal heritage. Secondly, the unit will examine young adult literature to identify and analyze the importance and purpose of mythological allusion. Through these tandem goals students will gain exposure to the didactic aspect of mythology.

Johnston Middle School is a Fine Arts Magnet, located in southwest Houston in an economically and racially diverse neighborhood. The student demographics include 41% Hispanic, 37% Black, 18% Anglo, and 5% Asian. Fifty-nine percent of our students are considered economically disadvantaged. My teaching assignment includes four classes of combined Regular and Pre-AP students, one class of G/T and a mixed grade level Enrichment class. Given the thoroughness of HISD's English Language Arts scope and sequence, it is the Enrichment class population that is the focus of this unit. At Johnston and other middle schools, the curriculum for the Enrichment class is largely left to the discretion of the instructor. In this (and previous years' classes), the student population tends to include the students without much academic support or exposure to cultural enhancement, and who often are second language learners. My current Enrichment class is made up primarily of sixth and eighth graders whose ethnic backgrounds generally reflect the school demographics. Given the population diversity and range of academic skills and interests, it is a daunting task to create a curriculum that will engage each learner at a challenging level. This unit attempts to address those differences while supporting students' needs for success in the academic, high stakes testing environment, and in social, real-world settings. Even though the unit is written with a focus toward a multi-grade level environment, it could be easily modified for use in most English class curriculums.

OBJECTIVES

While this unit can easily incorporate a variety of objectives, the primary focus will be on five main objectives:

ELA 8.1.11 - Compare language origins and oral traditions across a variety of geographic regions, cultures, and historical periods in the United States (TEKS 12C, E);

ELA.8.2.06 - Define and analyze the importance of literary elements in prose and poetry using examples from text (characterization: protagonist/antagonist, flat/round, motivation, transformation); plot line: specific conflicts, foreshadowing, flashback; perspective; style; symbolism, themes (implied and stated); and the influence of imagery and vocabulary on tone (TEKS 12G, 12J);

ELA.8.2.18 - Analyze explicit and implicit causal relationships found in literature (e.g., plot, character development, etc.), in nonfiction (chronologies, procedures, and processes), and in graphic representations (TEKS 10E);

ELA.8.2.20 - Use evidence from a text to identify an author's historical or cultural perspectives, opinions, biases, and use of facts and/or propaganda, and analyze how their use influences the author's message (TEKS 12B); and

ELA.8.2.23 - Recognize and compare the influence distinctive cultural mores, values, social conventions, and gender roles have on literary themes and messages using multicultural texts and historical fiction.

RATIONALE

This unit will address a variety of myths from different cultures with a two-fold purpose of understanding allusion while developing a cultural awareness of similarities. Using an array of resources, students will research myths relevant to personal backgrounds and share those myths with their peers using a mixture of methods. The possibility of cross-curricular application is high as students focus on aspects of life and relevant myth that address issues of science, mathematics, history, and literature.

The initial part of this unit will deal with building background and developing basic knowledge of Roman mythology through the use of video, books, and the Internet. Additionally, students will, as a whole class or in smaller groups (literature circles), read a contemporary young adult novel which incorporates mythology into the plot. Some potential candidates for study include, *The Goddess of Yesterday* by Caroline Cooney, *The Lightning Thief* by Rick Riordan, *Cupid: A Tale of Love and Desire* by Julius Lester, or *The Extraordinary Adventures of Alfred Kropp* by Rick Yancey. Any of these titles would provide an enjoyable, accessible, and creative demonstration of mythological application in literature. A third portion of the unit could include adaptation of one portion of the novel incorporating mythological figures from the student's background. For example, a student with ancestral roots in England might choose to research and replace the Greek gods with analogous Arthurian gods. The final portion of the unit might include some sort of creative representation of the novel through development of a board game, reader's theatre, epic poem, or rap.

The curriculum unit will be constructed to allow flexibility in teaching, either in the form of stand alone mini-lessons or short units, or as a more comprehensive longer unit, and will incorporate the standards and skills students must master to be successful in a high stakes testing environment. As such, it could easily be included within the framework of the current curriculum and context of a middle or high school English Language Arts classroom or adapted for use in a mixed grade level Enrichment class.

UNIT BACKGROUND

Two of the most challenging aspects of teaching include helping students understand why something is important for them to know and showing them how they will use this knowledge in the future. With regard to the study of mythology, the answers to these questions are crucial. When introduced to the idea of mythology, students may be unable to make a connection between mythology and their personal lives; they may be unable to see "mythology [as] anything more than a group of long-dead stories" (House 71).

This generation of students often seems to lack a sense of identity that comes from knowing their family's roots. The extended nuclear family of the Baby Boomer generation is often not possible for families that are geographically spread, resulting in a discontinuity in the passage of family history and traditions. Or students may be placed in situations where their parents are physically or emotionally unavailable to spend quality time together. Or, given the societal trend toward immediate gratification and increasing isolation resulting from technology that precludes the need to speak and listen to other humans, students may lack the patience or desire to listen to stories relating how their family came to live in Texas and other interesting lore. As a part of the "NOW-ness" of

this generation, students may not be exposed (or want to be exposed) to the rich history their older family members have to share.

In order to address this concern, one aspect of this unit will focus on the mythology of the student's ancestry or of a culture of interest. Students will select a culture with published mythology and study three types of myths including a creation myth, a myth explaining a natural phenomenon, and a myth dealing with some aspect of societal conflict resolution. At the conclusion of their study, a whole class presentation will provide an opportunity for students to discover the similarities between cultures, in hopes that this knowledge will translate into a more immediate appreciation for the commonalities between people. The underlying goal of this portion of the unit is to provide an opportunity to nurture and stimulate appreciation for cultural diversity through the study of myth. Embedded within every civilization's myths lies a "sophisticated system of meaning and action" providing insight into a culture's history, values, and morals (Allender 51). Discovering that different cultures embraced mythical stories that bear similarities to each other helps provide a new ground for understanding. If a student who has a working knowledge of his or her culture's myths discovers that another culture has similar stories, it will perhaps be easier to embrace the commonalities of another culture, rather than focusing so heavily on the differences.

Understanding the mythological references contained in literature, art, music, and dance adds a deeper dimension to our cultural understanding. House supports this argument by stating, "An effective approach to mythology should illustrate the connection among international myths, folktales, and legends that continue to be told in current literature and media, including films, songs, television, and cultural icons" (71). While the first portion of the unit focused on understanding myth from a target culture, the second portion of the unit centers on developing an understanding of mythological allusion. For example, a short story taught in the 8th grade language arts curriculum, "Raymond's Run," by Toni Cade Bambara, contains a reference to Mercury (*Language of Literature*, 35). Students with the background knowledge to know that Mercury is the Roman equivalent to the Greek god, Hermes, more readily grasp that the author is subtly showing the reader that the referred to character is a fast runner – almost as fast as if she had winged feet. Regardless of country or culture, age or education, humans have a need to understand why, and to explain the unexplainable; it is through myth that human beings understand their commonalities (Campbell 5).

A third component of the unit will concentrate on a brief study of "mythological archetypes and themes" allowing students to see "how a particular literary work fits into a cultural heritage" (House 74). Archetype and theme are important literary devices for students to understand, and a thorough grounding in the elements will provide a deeper understanding of all manner of literature and film. Regardless if a work does not directly reference mythological elements, the characters may fulfill the roles of mythological characters. For example, an understanding of the archetypal hero's journey deepens discussion and understanding of a character's motivation and actions. Initially, my students were stumped when I asked them to describe how Montag's actions from Bradbury's *Fahrenheit 451* fulfilled the stereotypical hero's journey. After all, how could a character from a 1953 novel be a hero in the sense of Odysseus or Beowulf? As we discussed the question and identified how Montag's actions matched those of the archetypal hero, the students professed a greater appreciation of this character to which they had previously made little connection. Through the use of young adult literature, the student will analyze and evaluate the use of archetype and theme and draw parallels with other forms of creative expression (movie, art, poetry, etc.).

In the conclusion of this section, I share with Joseph Campbell his concern for what happens to a society which no longer values and understands myth and has failed to place importance on teaching mythology. When asked the question by Bill Moyers, Campbell replied that kids "make them [myths] up themselves. This is why we have graffiti all over the city, their own gangs, and their own initiations, and their own morality" (Prothero 32). It may be that students' renewed understanding of their backgrounds, where their roots are, and how they fit into the greatness of society, will help them

establish their relevance as humans and allow them to become "fully initiated into our society," as they gain an appreciation for a didactic application of mythology (33).

LESSON PLANS

This unit can be taught as stand alone lessons or as a comprehensive unit. The entire unit should take approximately 12-15 ninety-minute class periods)

Lesson One: What in the Creation is Mythology?

Lesson duration – 4-8 ninety-minute class

Note: for the purposes of Lesson One, students will work in small groups for a portion of each class period. It is recommend that groups stay in place for the course of this portion of the study and that groups maintain consistency in the country or culture of myth. In other words, if a group begins studying Native American myths, then all of the myths that group evaluates should be Native American. This will allow groups to develop an expertise and a moderate depth of understanding about the target culture.

Part 1: Creation Myth

Time required – 1-2 ninety minutes class periods

Objectives

Students will compare and analyze creation myths from different cultures. (ELA 8.1.11, 8.2.06)

Students will develop an understanding of the concept and universality of mythology and it's relevance to modern life. (ELA 8.2.23)

Materials and Resources:

Large sheets of paper

Markers

Copies of "The Good Twin and the Evil Twin" from *American Indian Myths andLegends* or another short myth (Erdoes 77)

Creation Myth Analysis handout

Creation Myth Comparison handout (copy as 2 sided)

Creation myths from several countries (See Supplemental Sources for suggestions)

Library and / or Internet access if students will be doing their own research

Introduction

This lesson serves as the basis for developing a definition of myth with which students will evaluate myths for the balance of the study. Class will begin with a whole class discussion to determine prior knowledge about what mythology involves and why is mythology important. The teacher should be prepared to give a fairly dramatic presentation of the selected myth from memory to model presentation expectations for students. As a part of direct teaching, model completion of the myth analysis chart prior to assigning students to a group for guided practice.

The suggested myth, "The Good Twin and the Evil Twin" is from the Yuma tribe who were described by the Spaniards as being "well-formed, fat and healthy" (Erdoes 521). They lived near the Colorado River and were farming people. This myth describes how Kokomaht, the Creator who lived in the deep waters and created the earth. It seems that Kokomaht was two people or twins, one twin was good and one twin was not. The good twin split the waters, rose to the surface, and named himself Kokomaht, All-Father. The evil twin, Bakotahl, called to his brother from beneath the water and

asked how Kokomaht rose, with his eyes open or closed. Lying, Kokomaht told his brother his eyes were opened, so when Bakotahl rose through the water, he became blind. Kokomath then created the four directions and the earth. Bakotahl was jealous that Kokomath created the earth and created something like a human with no fingers or toes; he hid his creations from his brother. Meanwhile, Kokomath was also creating humans, men and women, who had toes and fingers. Kokomath laughed at Bakotahl's creations and destroyed them because they were imperfect. The myth goes on to explain how animals, the white man, wood, fire, the sun, and death were created, ending with Bakotahl living under the earth. Each time Bakotahl turns over provides an explanation for thunder, earthquake, and volcanoes.

Guided Practice

After students have a basic understanding of mythology and its importance, students will work in small groups to read and analyze a creation myth. Selection of each group's myths could be pre-determined by the teacher or left to the choice of the group. It would be helpful to have several myths of comparable length and complexity available. Or you may allow groups to pick country and research creation myths from that nation using resources from the library or Internet. After group reading and discussion, students will complete the myth analysis chart and prepare to teach their myth to the class. Presentations will include a dramatic or artistic retelling of the myth and an analysis of the characters' actions. Students will take notes during presentations to facilitate their participation in the wrap-up discussion.

Closure

Take the last 5-10 minutes of class and ask students to summarize what they have learned about mythology. Discuss how mythology impacts modern life.

Assessment

Informal - Students will demonstrate understanding through their group presentations and subsequent class discussion

Formal - Students' group and individual notes will be evaluated for understanding and thoroughness; completion of the Myth Analysis chart.

Extensions / Modifications

1. Students will write their own creation myth explaining how they personally came into existence.
2. Students will write a creation myth explaining how some aspect of nature came into existence.
3. Students will research and present background information about the culture of the people who passed down the myth.

Part Two: Animal vs. Man

Time required – 1-3 ninety minute class period depending on depth of study, size of class and length of presentations.

Objectives

Students will be able to identify and compare myths from the perspective of cultural influence and values and gender roles (ELA 8.2.23).

Materials and Resources

Large sheets of paper
Markers
Copies of "How Coyote Got His Cunning" or another short myth (Erdoes 382)

Animal myths from several countries (See Supplemental Sources for suggestions)

Library and / or Internet access if students will be doing their own research

Copies of the Animal Myth Comparisons Chart

Introduction

In this segment, students will use mythology to explore the inter-relationships between animal and man, while answering some guiding questions about order of creation, superior intellect, and relationship to man within the context of a culture's myths. Open class with a discussion on the importance of animals in our lives today. Some questions to consider include: 1) What purpose do animals serve in the world?, 2) How do we feel about animals?, and 3) What are the emotional connotations associated with categories of animals (snakes, fish, mammals, etc.)?

The myth suggested for introducing this lesson is "How Coyote Got His Cunning" and is the Karok story of how Kareya, the Karok creator, assigned power to animals. Coyote wanted to be the most powerful and planned to outwit the other animals by staying awake all night to be first in line when the power was to be distributed. Instead, Coyote grew sleepy and after many attempts at keeping himself awake, he sharpened sticks to hold his eyes open. Instead, the plan backfired, Coyote fell asleep and the sticks pinned his eyes shut. Instead of being first, Coyote had to be led by the other animals to receive his power last. Out of pity for Coyote's plight, Kareya compensated Coyote for having the least power by giving him more cunning. This myth demonstrates the hierarchy of creation and the inter-relationship between animals. Some options for teaching this myth to the class include dramatic telling, narrated cartoon, or reading the myth. Focus on the three key questions listed above for a whole class discussion.

Guided Practice

In the same small groups, students will research animal myths from their group's selected culture. Each group will be responsible for teaching the myth to their classmates and examining the motivations and relationships between the characters. Some presentation strategies to consider include gallery walk, jigsaw or dramatic representation (Silver, Strong, and Perini 109-111).

Closure

During the last 5-10 minutes of class, ask students to reflect on their understanding of the roles that animals play in their lives based upon the myths they studied and presented. Students will create an exit ticket by answering the three guiding questions from the beginning of class.

Assessment

Informal - Students will demonstrate understanding through their group presentations and subsequent class discussion; review of Exit Ticket.

Formal - Students' group and individual notes will be evaluated for understanding and thoroughness; completion of the Animal Myth Comparison charts.

Extensions / Modifications

1. Students will write their own animal myth explaining how some species came into existence.
2. Students will write an animal myth explaining how some aspect of nature came into existence.
3. Students will research and present background information about the culture of the people who passed down the myth and their relationships with animals.

Part 3: Man as Hero

Time Frame **–** 2 to 3 class days

Objectives

Students will be able to identify and compare myths from the perspective of cultural influence and values and gender roles (ELA 8.2.23).

Materials and Resources

Large sheets of paper

Markers

Copies of "Little Man with Hair All Over" or another hero myth (Erdoes 185)

Hero myths from several countries (See Supplemental Sources for suggestions)

Library and / or Internet access if students will be doing their own research

Copies of the Hero's Journey Analysis Comparisons Chart (copied two sided or make enough copies for each student to have two)

Introduction

This portion of the unit will focus on the mythological stereotype of the hero. Using Joseph Campbell's model of The Hero's Journey, students will be able to analyze a myth, identifying the various steps, and evaluate the hero's effectiveness. Begin the class by asking for students' definitions of a hero. Perhaps a discussion of popular movies or fairy tales would be a good place to start. Make notes on chart paper or have students write their responses on chart paper for future reference. Introduce "The Hero's Journey Handout" and ask students to analyze a popular movie based on the journey's components. After a basic understanding is established, transition to a discussion of Heroes in mythology.

Guided Practice

The myth selected for modeling for this segment of the unit is "Little Man with Hair All Over" which relates the story of an unlikely hero, a small, smelly, hirsute man who possessed an insatiable curiosity and a likeable personality. Little Man's adventurous spirit leads him to overcome several monsters, win four wives and multitudes of treasure. The plot of this myth closely matches the phases of the Hero's Journey. As the myth is dramatically read, students will work in their groups to analyze the myth. Does Little Man fulfill the characteristics of a Hero? Are the parts of the journey that are missing? Ask students to decide if it is necessary for heroes to undergo all of the trials spelled out in the Hero's Journey. As a wrap-up to the Guided Practice, introduce the idea of an archetype, defined by Campbell as "an elementary idea" or similar idea that repeats itself in various types of literature (51). Examples of literary archetypes include the hero, the damsel in distress, a fall from grace, etc.

Closure

In their small groups, students will read one or two short myths, analyzing for elements of the Hero's Journey, documenting their work on additional copies of "the Hero's Journey" handout.

Assessment

Informal Assessment – Students participation in whole class and small group discussions

Formal Assessment – Completion of the handouts, quality of work and notes taken.

Extensions / Modifications

1. Use the internet to research archetypes. There are tons of sites with good web quests.

2. Students will create their own hero and journey using the interactive web site http:/www.mcli.dist.maricopa.edu/smc/journey. This site walks students through the various stages of Campbell's Hero's Journey and allows for on-line publishing capability.

3. In lieu of mythology, use children's books to illustrate the concept of the Hero's Journey.

Lesson Two – Arthurian Mythology

Time required – 2 ninety minute class periods

Objectives

Students will compare and analyze myths from different cultures (ELA 8.1.11)

Students will develop and understanding of the concept and universality of mythology and it's relevance to modern life. (ELA 8.2.23)

Materials and Resources

Computer lab with internet connection

Class set of *The Extraordinary Adventures of Alfred Kropp* or other mythology based young adult novel.

Large sheets of paper

Markers

Post-It Notes

Introduction

This lesson establishes prior knowledge and builds background about Arthurian mythology. This can be accomplished using several different strategies including whole class discussion, informal pre-test, written conversation and others. Once prior knowledge has been established, the teacher should give a fairly short lecture about King Arthur and his accomplishments. During the lecture, students should complete either independent notes or guided notes. Rosenberg's section on "King Arthur" provides a good place for lecture preparation (418-420). As an option to lecture, United Streaming, an on-line video database to which HISD subscribes, has an excellent segment dealing with King Arthur located in the film, entitled "Times Medieval."

Guided Practice

To further cement students' background knowledge, spend some time in the computer lab researching Arthur's deeds and the role of the Knights of the Round Table. Some guiding questions for students' research includes: 1. Who was Arthur and did he actually exist?, 2. What is chivalry and how does the concept exist in today's society, and 3. What ideals (guiding principals) were a part of King Arthur's world and how do those ideals impact modern life? Students could either research these questions individually, or working as a small group, tackle one of the questions in depth. If students researched in groups, information should be presented using a jigsaw format (Silver 109). If students worked individually, then conduct a whole class discussion about their findings.

Closure

Based upon their research, ask students to write down one question that they would ask King Arthur about his life or the rules of Arthurian society.

Assessment

Informal – students' use of research time and quality of research

Formal – Exit ticket, notes taken during lecture or video

Modification / Extensions

1. Students would re-write some portion of the Arthurian myth from the perspective of one of the other major characters (Merlin, Guinevere, Lancelot, etc.)
2. Use the Arthurian myth to create a reader's theater set in modern times.

Lesson 3 – *The Extraordinary Adventures of Alfred Kropp*

Timeframe – 3-5 ninety-minute classes

Objectives

Students will compare and analyze myths from different cultures (ELA 8.1.11, 8.2.06)

Students will develop and understanding of the concept and universality of mythology and it's relevance to modern life. (ELA 8.2.23)

Students will be able to understand the importance of and identify literary elements, (specifically allusion) within a literary work. (ELA 8.2.06)

Students will be able to evaluate and compare / contrast the impact of cultural and historical influences on gender roles, values and social conventions. (ELA 8.2.23)

Materials and Resources

Computer lab with internet connection

Class set of *The Extraordinary Adventures of Alfred Kropp* or other mythology basedyoung adult novel. Note: Any of the other novels listed in the Supplemental Sources section could be substituted.

Background

The main objective of this portion of the study is to help students discover mythology in modern young adult literature. This can be accomplished through whole class study of one novel, or through a literature circle approach where students select a novel based on their interest in the book. Regardless of the approach taken, the goals remain the same. For purposes of this unit, Yancy's work, *The Extraordinary Adventures of Alfred Kropp*, will be used based on its appeal to either gender.

The novel is loosely based on Arthurian legend. Alfred Kropp, the protagonist and sometimes antagonist, is the illegitimate son of a direct descendent of Lancelot. Unaware of his parentage, he thinks is a bumbling, fifteen-year-old orphan who lives with his Uncle Farrell. In a get rich quick scheme, Uncle Farrell agrees to steal an invaluable sword for a large sum of money but he needs Alfred's help to pull off the job. He agrees under duress (threatened with being sent back into foster care). Alfred magically is able to free the sword from its hiding place, defeats three knights and escapes with his uncle. The ensuing adventure results from Uncle Farrell's death and begins with Alfred's journey with a knight named Bennacio, the rescue of a damsel in distress, and ends with Alfred's defeat of the "bad guy," rescuing the sword, and saving the world from the forces of evil.

Introduction

Before students begin reading the novel, take some time to introduce the literary element of allusion, which is defined in the *Language of Literature* text as "a reference to a famous person, place, event, or work of literature" (R6). Provide some examples of allusion that students may be familiar with from other pieces of literature. In the 8th grade ELA class, students may have read "Raymond's Run" which contains an allusion to Mercury. In Martin Luther King, Jr.'s speech, "I Have a Dream," there are several Biblical and historical allusions.

There are several approaches that could be used for this part of the unit based on class ability, preferences, learning styles, etc. Some ideas include: whole class reading of novel, literature circles, or independent reading. If literature circles are selected, other novels could be included, providing an opportunity for the class to gain exposure to more mythology and allusions. Suggested background reading for literature circles is included in "Discovering Roots and Voices" (Dinneen 47-50). Regardless of the approach selected, the students should achieve a two-fold learning objective. First, an appreciation and understanding of the selected novel and second, a working knowledge of the significance of the allusions used.

Guided Practice

The novel is a fast-paced read and it can be covered in a few class periods. Chapters 1 through 11 build background about Alfred Kropp, his uncle, the theft of the sword, and Alfred's special relationship to it (correlating to the first three stages of the Hero's Journey). The middle section, Chapters 12 – 49 contain the ongoing challenges and temptations, the ordeal and Alfred's many rewards, including the awareness of his importance to the world and the power he possessions to change the course of events. Chapters 50 through 55 describe the road back to the ordinary world of life with his foster family and his second call to adventure.

There is a variety of summative activities that could accompany the novel including: analysis of the parallels between Arthurian myth and Yancy's book, creation of a Hero's Journey evaluation, and identification of the allusions to "The Legend of King Arthur." If each group completes one activity, use a cooperative learning strategy like a gallery walk or jigsaw to present information to all students.

As a part of writing about reading, students will use their analysis to write an essay based on one of three prompts: 1. Compare "The Legend of King Arthur" *and The Extraordinary Adventures of Alfred Kropp*, 2. Analyze the application of "The Hero's Journey" model in the novel, or 3. Identify and analyze the use of allusion in and *The Extraordinary Adventures of Alfred Kropp*.

Assessment

Formal assessment opportunities include graphic organizers, notes and analysis essay.

Information assessment – student's time management and quality of work in cooperative learning groups.

Modifications / Extensions

1. If the time frame of the unit needs to be compressed, assign students a chunk of the book (two-three chapters) to read and present to the class.
2. Create reader's theatre from the novel or portions of the novel.
3. Change the gender of the Alfred's character and rewrite a portion of the novel, evaluating how or if the plot changes.
4. Create a board game using the novel as a basis.

Name of Myth: _____

Group members: _____

Country of Origin: _____

Characters			
Appearance (physical description)			
Actions			
Type of character (flat, round, dynamic, static)			
Inference about Character Motivation (Why do they act they way they act?			
Identify other forces. Are they for or against the character?			

Complete the following information about each of the creations myths presented. Add more columns as needed.

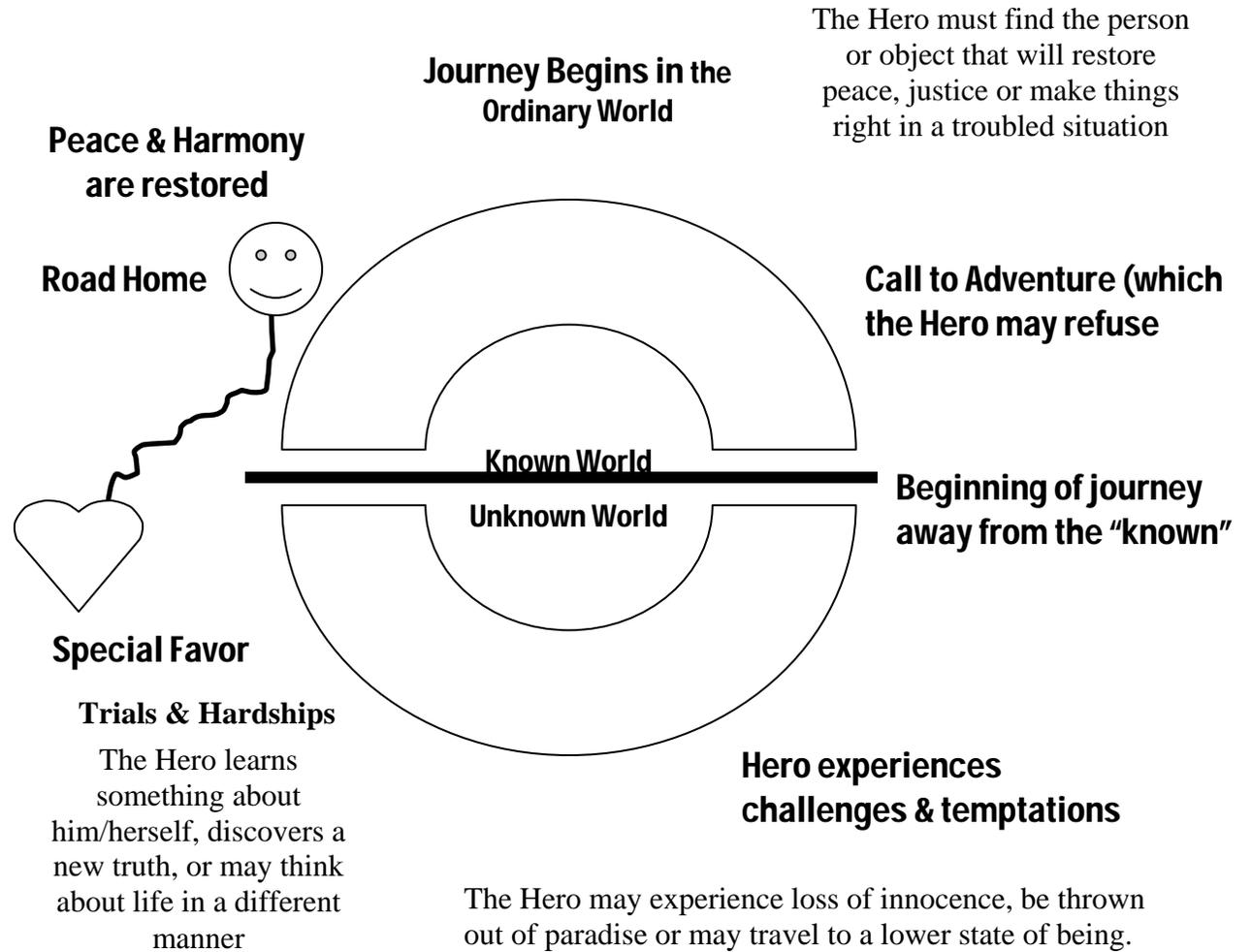|	Myth #1:	Myth #2	Myth #3
Country			
Characters			
Summary			
Obstacles (forces or issues that had to be overcome for creation to take place)			
Outcome			

Reflection: How do these myths relate to your life?

Complete the following information about each of the animal myths presented. Add more columns as needed.

	Myth #1:	Myth #2	Myth #3
Country			
Characters			
Summary			
Obstacles (forces or issues that had to be overcome for creation to take place)			
Outcome (What did animals gain? What did humans gain?)			

Reflection: Based on your understanding of the myths presented, how were animal relationships to humans changed in the society of the myth?

Characteristics of a Hero

- Person with great courage and strength
- Able to endure great difficulty and willing to make personal sacrifices
- Honorable and willing to risk his/her own life for the good of others

Journey Begins in the Ordinary World

The Hero must find the person or object that will restore peace, justice or make things right in a troubled situation

Peace & Harmony are restored

Road Home

Call to Adventure (which the Hero may refuse

Known World

Unknown World

Beginning of journey away from the "known"

Special Favor

Trials & Hardships

The Hero learns something about him/herself, discovers a new truth, or may think about life in a different manner

Hero experiences challenges & temptations

The Hero may experience loss of innocence, be thrown out of paradise or may travel to a lower state of being.

ANNOTATED BIBLIOGRAPHY

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A transcript of interviews conducted by Bill Moyers around the subject of mythology, containing especially valuable information about archetypal heroes and the hero's journey.

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This video contains a good overview of the Legend of King Arthur in the same titled segment.

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House, Jeff. "The Modern Quest: Teaching Myths and Folktales." *The English Journal* 81.1 (1992): 72-74. JStor. University of Houston, Houston. 13 Mar. 2007. Keyword: Mythology + Teaching.
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An on-line video and text source for MLK's "I Have a Dream" speech.

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This is an interactive website that allows students to create and publish on-line their own Hero's Journey.

"Project CLEAR." *HISD*. July 2006. Houston ISD. 26 May 2007 <http://clear.houstonisd.org/clear1.4/clearMainBody.do>.
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Percy Jackson, a twelve year old "problem child" discovers that the source of his behavioral problems stem from his parentage. His father is Poseidon, and Percy is led on a series of adventures to return Zeus's stolen thunderbolt and Hades' missing helmet. An excellent resource for bring Greek mythology into the 21st century with a reading level that most students will find accessible.

IMO, a truly modern child education system would let kids in large rooms filled with VR headsets do what they want. They could play video game "edutainment" all day and play, watch and learn whatever they want. When I was a kid in a Jewish parochi... I don't get mythology myself. The Bible for sure as it gives the background for so many expressions and ideas even today…Good Samaritan, lost sheep, sheep and goats, David and Fliath, and so. Music and art are as important as science and literature…a part of life. We would lose much without them. 2 views. Related Questions. How can I study mythology and history? These myths show modern people a glimpse of how people thought in the past, what they considered important, how their morals worked, etc. Another reason to study those Greek myths is that they have contributed a lot to classic and modern literature in the form of symbols. It has been said that simply by studying or even just reading some of these myths, people can learn how to control their actions or at least think better of what they do. Is it possible Greek mythology (and other ancient mythology) tells of a high-tech civilization coming in contact with a low-tech civilization? The low-tech people mistook the high-tech people to be Gods. The myths are actually histories based on mistaken identity.