

When in Greece, Do as the Greeks Do

Grade Level: Sixth Grade (Language Arts)
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Length of Unit: Five lessons and Culminating Activity (one hour), 14-16 days total

I. ABSTRACT

The society of the ancient Greeks has played an important and vital role toward western civilization through politics, art and literature. In this unit, sixth grade students will learn how Greece shaped our stories, our modern language and, most importantly, our society. Through the study of selected myths students will learn the definition of a myth and how these imaginative stories played a role in ancient Greek history. In addition, students will review elements of literature, Greek gods and goddesses and various other mythological creatures from past Core Knowledge curriculum. Three projects (construct a tabloid, write your own myth, and give a presentation) will be incorporated into this unit to promote understanding of the importance and impact of the Greek myths and ancient Greek history.

II. OVERVIEW

- A. Concept Objectives
 1. Develop an understanding of plot and characterization through selected Greek myths.
 2. Develop an understanding of ancient Greek history and culture through reading, writing, and oral presentation.
- B. Content from the *Core Knowledge Sequence*
 1. Classical Greek Mythology-"Apollo and Daphne," "Orpheus and Eurydice," "Narcissus and Echo," "Pygmalion and Galatea" (page 145), as well as Core Knowledge Second Grade and Third Grade Greek myth selections
 2. Lasting ideas from ancient civilizations: the Greek polis (city-state), beginnings of democratic government which has its roots in Athenian democracy (despite obvious limitations on democracy in Ancient Greece such as slavery and votes denied to women), Pericles and the Golden Age, classical Greek architecture (the Parthenon), and the Olympic Games (page 146)
 3. From *What Your 6th Grader Needs To Know*, by E.D. Hirsch, Jr. (pages 52-65): stressing the art of writing
- C. Skill Objectives
 1. Students will get an introduction of ancient Greece and its affects on literature. (Colorado State Standard # 6)
 2. Students will read, respond to and discuss literature that represents points of view from places, people and events that are familiar and unfamiliar. (CSS # 6)
 3. Students will identify and analyze elements of plot and characterization in classic Greek myths by using the graphic organizer technique. (CSS # 1)
 4. Students will utilize the elements of literature and determine author's purpose and/or explanation.
 5. Students will become familiar with the use of conflict, action, events, resolution, theme, mood, tone, atmosphere and sequence in literature. (CSS # 4)
 6. Students will analyze selected myths by summarizing and organizing knowledge about a topic in a variety of ways.(CSS # 5)
 7. Students will take notes from relevant and authoritative sources while making use of relevant information from a variety of media, reference and technological sources. (CSS # 5)

8. Students will write their own myths and conduct an oral presentation project. Students will generate a topic and develop ideas, organize writing so that there is an introduction, logically arranged ideas, and a conclusion. (CSS# 2)
9. Students will locate on a map where Greece is located in relation to hemispheres, Tropic of Cancer, Tropic of Capricorn, longitude and latitude lines. Following along with the teacher, students will also locate Greece and adjacent countries, nearby bodies of water (the Mediterranean Sea and Aegean Sea) and several important areas in ancient Greece.
10. Students will be able to determine how myths shape our everyday language.
11. Students are able to identify major gods and goddesses and their realms.
12. Students will become familiar with discovering important elements in a story by using the graphic organizer. This worksheet is designed to split the process up into several major areas of identification: major characters, minor characters, setting, sequence of events, author's purpose, and theme (in this case, transformation).
13. Students will be able to utilize the pre-writing planner, "Plan Your Myth" to organize their ideas. The pre-writer planner is a form that details the characteristics of a myth and allows students to list what the characteristics of their myth will contain.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *A Kaleidoscope Kids Book of Ancient Greece. 40 Hands-on Activities to Experience This Wondrous Age*, by A. Hart and P. Mandrell
2. *What Your 6th Grader Needs To Know*, by E.D. Hirsch, Jr.
3. *Hercules The Man, the Myth, the Hero*, by K. Lasky
4. *Favorite Greek Myths*, by M. Osborne
5. *Write Source 2000*, by P. Sebranek, V. Meyer and D. Kemper (or other Language Arts handbook)

B. For Students

1. Background knowledge of Major Gods and Goddesses of Ancient Greece: Zeus, Hera, Apollo, Artemis, Poseidon, Aphrodite and Eros. (Second Grade, page 63)
2. Background knowledge of mythological creatures and characters: Atlas, centaurs, Cerberus, Pegasus, Pan. (Second Grade, page 63)
3. Familiarity with these myths: "Prometheus", "Pandora's Box", "Oedipus and the Sphinx", "Theseus and the Minotaur", "Daedalus and Icarus", "Arachne the Weaver", "Swift-footed Atalanta", "Demeter and Persephone", "Hercules", "Jason and the Golden Fleece", "Perseus and Medusa", "Cupid and Psyche", "The Sword of Damocles", "Damon and Pythias", "Androcles and the Lion", and "Horatious at the Bridge". (Second and Third Grade, pages 86-87)
4. Students should have previously acquired skills in taking notes, outlining and letter writing.

IV. RESOURCES

- A. *Classical Kids: An Activity Guide to Life in Ancient Greece and Rome*, by L. Carlson
- B. *The Greek Gods*, by B. Evslin, D. Evslin, and N. Hoopes
- C. *Monsters of Mythology The Minotaur*, by B. Evslin
- D. *Monsters of Mythology Procrustes*, by B. Evslin
- E. *A Kaleidoscope Kids Book of Ancient Greece. 40 Hands-on Activities to Experience This Wondrous Age*, by A. Hart and P. Mandrell
- F. *What You 6th Grader Needs To Know*, by E.D. Hirsch, Jr. (Lesson Three)

- G. *World Leaders Pericles*, by P.S. King
- H. *Hercules The Man, the Myth, the Hero*, by K. Lasky (Lesson One)
- I. *Ovid Metamorphoses*, by A.D. Melville
- J. *Favorite Greek Myths*, by M.P. Osborne (Lesson One)
- K. *Write Source 2000*, by P. Sebranek, V. Meyer, and D. Kemper (Lesson Two)

V. LESSONS

Lesson One: Welcome to Ancient Greece! (one day)

A. Daily Objectives

1. Concept Objectives
 - a. Develop an understanding of plot and characterization through selected Greek myths.
 - b. Develop an understanding of ancient Greek history and culture through reading, writing, and oral presentation.
2. Content from the *Core Knowledge Sequence*
 - a. Classical Greek Mythology-"Apollo and Daphne," "Orpheus and Eurydice," "Narcissus and Echo," "Pygmalion and Galatea." (page 145), as well as Core Knowledge Second Grade and Third Grade Greek myth selections
 - b. Lasting ideas from ancient civilizations: the Greek polis (city-state), beginnings of democratic government which has its roots in Athenian democracy (despite obvious limitations on democracy in Ancient Greece such as slavery and votes denied to women), Pericles and the Golden Age, classical Greek architecture (the Parthenon), and the Olympic Games (page 146)
 - c. From *What You 6th Grader Needs To Know*, by E.D. Hirsch, Jr. (pages 52-65): stressing the art of writing
3. Skill Objectives
 - a. Students will get an introduction of ancient Greece and its affects on literature.
 - b. Students will read, respond to and discuss literature that represents points of view from places, people and events that are familiar and unfamiliar.
 - c. Students will analyze selected myths by summarizing and organizing knowledge about a topic in a variety of ways.
 - d. Students will take notes from relevant and authoritative sources while making use of relevant information from a variety of media, reference and technological sources.
 - e. Students will locate on a map where Greece is located in relation to hemispheres, Tropic of Cancer, Tropic of Capricorn, longitude and latitude lines. Following along with the teacher, students will also locate Greece and adjacent countries, nearby bodies of water (the Mediterranean Sea and Aegean Sea) and several important areas in ancient Greece.
 - f. Students will be able to determine how myths shape our everyday language.
 - g. Students are able to identify major gods and goddesses and their realms.

B. Materials

1. K-W-L Chart (make a transparency or chart of a blank K-W-L Chart and individual student copies, see Appendix C)
2. Individual atlases and student maps (see Appendix A)
3. Map Key (see Appendix B)

4. "Life in Ancient Greece," "Athens and Sparta," "Lifestyles of the Classical Greeks," "Greece Was a Man's World," "Contributions to the Modern World" transparencies (see Appendices D(1)-D(5))
 5. "Welcome to the World of Greek Mythology" transparency (see Appendix E)
 6. Teacher copy of *Hercules The Man, The Myth, The Hero* and "The Kidnapping" from *Favorite Greek Myths* along with student copies
- C. *Key Vocabulary*
1. Please see Appendices D(1)-D(5) and Appendix E
- D. *Procedures/Activities*
1. Introduce literature unit "When in Greece Do as the Greek Do" by reading the myth of Hercules and Atlas from *Hercules The Man, The Myth, The Hero* along with the myth "The Kidnapping" from *Favorite Greek Myths*. Discuss these myths briefly by touching on the themes: i.e. one has to do with heroes and creatures and the other explains the phenomenon of seasons changing. Tell students that for this unit, they will be reading and analyzing five selected Greek myths, all with a theme of love: "Apollo and Daphne," "Pygmalion and Galatea," "Orpheus and Eurydice," "Echo and Narcissus" and "Cupid and Psyche" and then, they will write their own myths.
 2. Use a K-W-L chart to get a reading of the students' prior knowledge on Ancient Greece and the Greek Myths. (Recall topics from 2nd and 3rd grade in the *Core Knowledge Sequence*). Fill out the chart, What (*I think*) I Know (K), What I Want to Know (W) and What I Learned (L) with the class. The teacher fills in the chart (either on chart paper or overhead transparency) as the students call out the information. See Appendix C for copy of chart. Save the K-W-L chart to review and add to as the unit progresses.
 3. Demonstrate on a wall map where modern-day Greece is located in today's world. Generate a review with the students: What continent is Greece located on? What hemispheres? In relation to Tropic of Cancer? Tropic of Capricorn? Latitude lines? Longitude lines?
 4. Following the teacher, have students fill in selected areas on the student maps: Mediterranean Sea, Aegean Sea, Greece and surrounding countries, as well as other important places. See Appendix B.
 5. Pique the student's interest by sharing interesting facts of ancient Greece that have affected our western world. See Appendices D(1)-D(5). You may choose to share this information in short segments at a time (for example, five minutes at the beginning and end of each period). Students may take notes.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation during the K-W-L chart and the student maps.
 2. Homework: Bring in a tabloid newspaper, magazines (to cut out pictures), daily newspaper (Dear Abby/Dear Ann Landers and movie advertisements), and poster board to class (needed for Lesson Four).

Lesson Two: Elements of Literature (two days)

A. *Daily Objectives*

1. Concept Objectives
 - a. Develop an understanding of plot and characterization through selected Greek myths.
 - b. Develop an understanding of ancient Greek history and culture through reading, writing, and oral presentation.

2. Lesson Content
 - a. Classical Greek Mythology-"Apollo and Daphne," "Orpheus and Eurydice," "Narcissus and Echo," "Pygmalion and Galatea." (page 145), as well as Core Knowledge Second Grade and Third Grade Greek myth selections
 - b. Lasting ideas from ancient civilizations: the Greek polis (city-state), beginnings of democratic government which has its roots in Athenian democracy (despite obvious limitations on democracy in Ancient Greece such as slavery and votes denied to women), Pericles and the Golden Age, classical Greek architecture (the Parthenon), and the Olympic Games (page 146)
 - c. From *What Your 6th Grader Needs To Know*, by E.D. Hirsch, Jr. (pages 52-65): stressing the art of writing
3. Skill Objectives
 - a. Students will get an introduction of ancient Greece and its affects on literature.
 - b. Students will read, respond to and discuss literature that represents points of view from places, people and events that are familiar and unfamiliar.
 - c. Students will identify and analyze elements of plot and characterization in classic Greek myths by using the graphic organizer technique.
 - d. Students will utilize the elements of literature and determine author's purpose and/or explanation.
 - e. Students will become familiar with the use of conflict, action, events, resolution, theme, mood, tone, atmosphere and sequence in literature.
 - f. Students will analyze selected myths by summarizing and organizing knowledge about a topic in a variety of ways.
 - g. Students will take notes from relevant and authoritative sources while making use of relevant information from a variety of media, reference and technological sources.
 - h. Students will be able to determine how myths shape our everyday language.
 - i. Students are able to identify major gods and goddesses and their realms.

B. *Materials*

1. Language Arts Handbook (We used the *Write Source 2000*)
2. Selected myths about King Midas, Achilles (in reference to his Achilles' Heel), the Trojan Horse, Procrustes and Theseus and Hercules (see Resources for book and website information)

C. *Key Vocabulary*

1. **Conflict:** the problem in the story which triggers the action
2. **Action:** refers to everything that goes on or happens in a story
3. **Resolution:** the satisfying end of a play or story, that part in which the problems are solved
4. **Mood:** the feeling(s) a reader gets from a story
5. **Tone:** the author's attitude or feeling about a piece of writing
6. **Atmosphere:** the feeling a reader gets from the setting of the story
7. **Sequence:** the order of events in a story
8. **Theme:** the central idea in a piece of writing

D. *Procedures/Activities*

DAY ONE

1. Read from *Write Source 2000* or other writer's handbook and discuss chapter on "Story Writing" p. 237-252 (Note following chapters "Writing Dialogue," "Writing Plays" for later reference).
2. Discuss: action-sequence of events, conflict/resolution; character--point of view, narrator, dialogue; setting--time and place, author's purpose--lesson, tone, mood, total effect; and theme.

DAY TWO

1. Familiarize the students with various myths and how they have influenced our language. It is hard to imagine reading or writing without utilizing some of the myth-oriented adjectives or idioms that have become part of our daily life.
2. Start out asking what it means to have an "Achilles' heel" and have the students research using encyclopedias and/or the resource books in this unit. As students complete their research, they will find that Achilles was a Greek hero whose mother dipped him in the River Styx to prevent him from being wounded by weaponry. However, her hand covered his heel when she dipped Achilles in and consequently, his heel became the only vulnerable part of his body. So, people who have an Achilles' heel are said to have a weakness of sorts.
3. Continue the discussion with other stories where language has been affected: King Midas (if someone has a "Midas' Touch"), the shepherd god Pan (where we get the word "panic"), Procrustes (lying in a "procrustean bed"), Theseus and the Minotaur (Labyrinth), Sisyphus ("A Sisyphean task"/ He was a sinner condemned to roll a rock uphill for eternity), Tantalus (where we get the word "tantalyze." King Tantalus was allowed to partake of the nectar of the gods. He abused his privilege by stealing the divine beverage to share with his human friends. For this sin he was condemned to the Underworld, where he stood in fresh water that receded whenever he tried to drink and under a tree filled with ripe fruit always just beyond reach). This activity was obtained online from www.mythweb.com/teachers/tips/tips.html.
4. After discussing myth and language suggest to students that if they would like to think of more words and phrases and research them, they may do so for extra credit and share what they have found with the class. Example: A Trojan Horse. See Appendix D(5).
5. Transition the discussion of language into how Ancient Greece has affected our modern world with ideas from literature. See Appendices D(1)-D(5).

E. *Assessment/Evaluation*

1. Student participation in discussions on myth and language and literary terms.

Lesson Three: What Is A Myth? (two days)

A. *Daily Objectives*

1. Concept Objectives
 - a. Develop an understanding of plot and characterization through selected Greek myths.
 - b. Develop an understanding of ancient Greek history and culture through reading, writing, and oral presentation.
2. Lesson Content
 - a. Classical Greek Mythology-"Apollo and Daphne," "Orpheus and Eurydice," "Narcissus and Echo," "Pygmalion and Galatea." (page 145), as well as Core Knowledge Second Grade and Third Grade Greek myth selections

- b. Lasting ideas from ancient civilizations: the Greek polis (city-state), beginnings of democratic government which has its roots in Athenian democracy (despite obvious limitations on democracy in Ancient Greece such as slavery and votes denied to women), Pericles and the Golden Age, classical Greek architecture (the Parthenon), and the Olympic Games (page 146)
 - c. From *What Your 6th Grader Needs To Know*, by E.D. Hirsch, Jr. (pages 52-65): stressing the art of writing
3. Skill Objectives
- a. Students will get an introduction of ancient Greece and its affects on literature.
 - b. Students will read, respond to and discuss literature that represents points of view from places, people and events that are familiar and unfamiliar.
 - c. Students will identify and analyze elements of plot and characterization in classic Greek myths by using the graphic organizer technique.
 - d. Students will utilize the elements of literature and determine author's purpose and/or explanation.
 - e. Students will become familiar with the use of conflict, action, events, resolution, theme, mood, tone, atmosphere and sequence in literature.
 - f. Students will analyze selected myths by summarizing and organizing knowledge about a topic in a variety of ways.
 - g. Students will take notes from relevant and authoritative sources while making use of relevant information from a variety of media, reference and technological sources.
 - h. Students will be able to determine how myths shape our everyday language.
 - i. Students are able to identify major gods and goddesses and their realms.
 - j. Students will become familiar with discovering important elements in a story by using the graphic organizer. This worksheet is designed to split the process up into several major areas of identification: major characters, minor characters, setting, sequence of events, author's purpose, and theme (in this case, transformation).

B. *Materials*

- 1. Teacher and student copies of "Cupid and Psyche"
- 2. Gods, Goddesses and their realms wall chart (see Appendix E for ideas)
- 3. Student copies and teacher transparency of Graphic Organizer (see Appendix F)
- 4. Student copies of Grecian Urn patterns (see Appendix G for template pattern)
- 5. Markers, colored pencils, crayons, scissors
- 6. Teacher copy and student copies of four selected myths in *What Your Sixth Grader Needs to Know*
- 7. A tabloid from a local grocery store (one that has outrageous headlines such as "Man weighs 6000 pounds")

C. *Key Vocabulary*

- 1. **Myth:** a story typically involving gods/heroes whose adventures represent significant aspects of human experience
- 2. **Mortal:** can experience death
- 3. **Immortal:** cannot experience death
- 4. **Psyche:** soul
- 5. **Cupid:** god of love
- 6. **Charon:** ferryman who carries souls to the Underworld
- 7. **Cerberus:** three-headed watchdog of the Underworld

8. **Persephone:** Queen of the Underworld

D. *Procedures/Activities*

1. Bring a tabloid to class and briefly talk about some of the outrageous stories depicted.
2. Segue way the discussion to mythology and the definition of a myth. Define myth with the students. A myth comes from the Greek word *mythos* meaning a legend or story. Sometimes it is used to mean something that is not true, for example: it is a myth that if you eat spinach you will have muscles like Popeye. Myths explored the creation of the world, origins of humankind and the meaning of life. Myths were passed on by storytelling-by word of mouth, in rituals, dances, dramas, artwork, and later, in writing.
3. Ask students if they can think of any myths in American society (referencing the tabloid as a source) as well as any myths from the Greek culture. Mention that after they analyze the selected myths they will begin to construct their own Greek tabloid.
4. Introduce four myths first collected and written down in a book titled *Metamorphoses* by Latin poet Ovid: "Apollo and Daphne," "Pygmalion and Galatea," "Orpheus and Eurydice," and "Echo and Narcissus." Do not read these myths to the students, yet. Briefly touch on the theme of love and how each of the characters undergoes dramatic changes (metamorphosis). Individual discussions of the myths will proceed later. The fifth myth continues with the love theme: "Cupid and Psyche" written down by Latin writer Apuleius (2nd century A.D.). All myths are referenced in the book *What Your Sixth Grader Needs to Know* by E.D. Hirsch, Jr. (pp. 52-60).
5. Ask the students to help identify major gods and goddesses and their realms. If the students refer to the Roman names put them in parentheses: Zeus (Jupiter). Write on the prepared wall chart. See Appendix D for ideas. Fill in the chart as lessons continue for the next several days.
6. Read aloud "Cupid and Psyche."
7. For a review have a class discussion on characters, setting, plot, author's purpose...See Lesson Two for literary terms.
8. Add new, unfamiliar, or previously forgotten names to the Gods and Goddess chart.
9. Introduce graphic organizer. See Appendix F. Teacher models using the graphic organizer transparency as students review the information and write on their own copies as well.
10. Discuss how the Greeks would draw/paint on urns or other pottery to depict a story or an activity. Have students form groups of two or three and give each student the template/pattern of the Greek Urn. See Appendix G. Using the completed graphic organizer, the students are to design their urns drawing the events in order. If two students are in a group each student would get one copy of an urn pattern, and the story is divided in half. Then, one illustrates the first part of the story on the first urn, and the other student draws the last half on the second urn. If three people are in a group, the story will need to be divided into thirds.
11. Collect completed urns with illustrations showing the action (sequence of events) of "Cupid and Psyche."

E. *Assessment/Evaluation*

1. Teacher observation of participation during discussions
2. Assess illustrated urn as a checkpoint for understanding the sequence of the story and grasp of the concept

3. Homework: Remind students to bring in a poster board, magazines (to cut out pictures), daily newspapers (Dear Abby/Dear Ann Landers and movie advertisements). They need these items for Lesson Four.

Lesson Four: Before There Was Romeo, There Was.... (five days)

A. *Daily Objectives*

1. Concept Objectives
 - a. Develop an understanding of plot and characterization through selected Greek myths.
 - b. Develop an understanding of ancient Greek history and culture through reading, writing, and oral presentation.
2. Lesson Content
 - a. Classical Greek Mythology-"Apollo and Daphne," "Orpheus and Eurydice," "Narcissus and Echo," "Pygmalion and Galatea." (page 145), as well as Core Knowledge Second Grade and Third Grade Greek myth selections
 - b. Lasting ideas from ancient civilizations: the Greek polis (city-state), beginnings of democratic government which has its roots in Athenian democracy (despite obvious limitations on democracy in Ancient Greece such as slavery and votes denied to women), Pericles and the Golden Age, classical Greek architecture (the Parthenon), and the Olympic Games (page 146)
 - c. From *What Your 6th Grader Needs To Know*, by E.D. Hirsch, Jr. (pages 52-65): stressing the art of writing
3. Skill Objectives
 - a. Students will get an introduction of ancient Greece and its affects on literature.
 - b. Students will read, respond to and discuss literature that represents points of view from places, people and events that are familiar and unfamiliar.
 - c. Students will identify and analyze elements of plot and characterization in classic Greek myths by using the graphic organizer technique.
 - d. Students will utilize the elements of literature and determine author's purpose and/or explanation.
 - e. Students will become familiar with the use of conflict, action, events, resolution, theme, mood, tone, atmosphere and sequence in literature.
 - f. Students will analyze selected myths by summarizing and organizing knowledge about a topic in a variety of ways.
 - g. Students will take notes from relevant and authoritative sources while making use of relevant information from a variety of media, reference and technological sources.
 - h. Students will be able to determine how myths shape our everyday language.
 - i. Students are able to identify major gods and goddesses and their realms.
 - j. Students will become familiar with discovering important elements in a story by using the graphic organizer. This worksheet is designed to split the process up into several major areas of identification: major characters, minor characters, setting, sequence of events, author's purpose, and theme (in this case, transformation).

B. *Materials*

1. Markers, colored pencils, crayons
2. Paper (8 ½" x 11" or larger) of different colors

3. Poster board paper or stiffer material for tabloid covers
4. Collage items from magazines
5. Scissors
6. Magazines and newspapers with movie advertisements, Dear Abby/Dear Ann
7. Glue
8. A sound recording of Offenbach's *Orpheus and Eurydice* or Monteverdi's composition of the same name

C. *Key Vocabulary*

1. **Unrequited love:** love that is denied through circumstance or feeling
2. **Narcissistic:** an adjective used to describe a person who is inordinately absorbed with himself
3. **Metamorphosis:** a drastic change in someone's appearance or lifestyle (i.e. a caterpillar goes through metamorphosis when changing into a butterfly)

D. *Procedures/Activities*

DAY ONE

1. Teacher reads aloud the myth of "Pygmalion and Galatea." Discuss the theme of love and metamorphosis and apply it to ideas on Greek culture (i.e. Pygmalion was a "classic" well-rounded ideal because he paid respect to the Gods while honing his craft as an artist.). Tell students to break up into pairs to reread and use their graphic organizers to analyze the myth of Pygmalion. Allow 20 minutes for this activity. Then bring students together and inform them that for the next five days they will be compiling different written and illustrated material (Dear Aphrodite letter, a music review, a movie advertisement, and a product advertisement) from each of these myths for their own personal Greek tabloids. Today begin with an activity focusing on Pygmalion. Tell the students that they are to construct a "Dear Aphrodite" letter which is, of course, like a "Dear Abby" letter. It is to be written by Pygmalion to Aphrodite detailing his obsession with the beautiful statue and should include a response to Pygmalion's dilemma by Aphrodite. It should be 1-3 paragraphs in length and should be completed by the end of class. Whatever is not completed will be assigned homework.

DAY TWO

1. Introduce students to different composers who have written music about Greek mythology, most notably, Offenbach's opera *Orpheus and Eurydice* and Monteverdi's composition of the same name. Use one or the other to play for a short period with the students. Then read and analyze the myth using the graphic organizer. Discuss why music is so important in this myth and tell them they are to write a musical review of Orpheus' song in the Underworld from the point of view of Hades, Persephone or Eurydice. Write three questions a reviewer might ask himself to help the kids get started. (For example: How does the music make me feel? Is there a distinct rhythm? Does it move well in the piece? If I were Hades, Persephone or Eurydice would I have different feelings towards this music? What kind of mood does the music represent? Is it loud or soft?) It is to be 1- 2 pages in length and may include an illustration.

DAY THREE

1. Using the graphic organizer, read and analyze the myth of "Apollo and Daphne." Discuss the pressing theme of unrequited love in all the selected myths but especially in this one. Ask the students to think of Apollo and Daphne as a movie of unrequited love and lust. Tell the students that they are to create a movie advertisement for their tabloid about Apollo and Daphne. They must include a colorful illustration and a brief synopsis of their movie. They may use examples of current movie advertisements for ideas.

DAY FOUR

1. Using the graphic organizer, read and analyze the myth of "Narcissus and Echo." Discuss how we got the word narcissistic from this myth and whether they believe our society follows the same vain path. Ask them to think about how we use narcissism to sell products and tell them they will be creating their own advertisement using the characters of Narcissus and Echo to either sell a product or to have a modern day product sold to them. They must include a colorful illustration and a reason why these mythological characters need a certain product or are selling a certain product.

DAY FIVE

1. On the last day of analyzing myths, ask students to use this time as a work day by touching up anything they want to revise in their tabloids. They will be compiling all their information together with a cover and a general headline (i.e. "Tales of Love and Obsession Haunt Athens Community!") Myth can be added later.
- E. *Assessment/Evaluation*
1. Four individual graphic organizers per student
 2. Participation in class discussions
 3. Individual tabloid projects graded on creativity and grasp of basic myth concepts

Lesson Five: Write a Myth (two days)

A. *Daily Objectives*

1. Concept Objectives
 - a. Develop an understanding of plot and characterization through selected Greek myths.
 - b. Develop an understanding of ancient Greek history and culture through reading, writing, and oral presentation.
2. Lesson Content
 - a. Lasting ideas from ancient civilizations: the Greek polis (city-state), beginnings of democratic government which has its roots in Athenian democracy (despite obvious limitations on democracy in Ancient Greece such as slavery and votes denied to women), Pericles and the Golden Age, classical Greek architecture (the Parthenon), and the Olympic Games (page 146)
 - b. From *What Your 6th Grader Needs To Know*, by E.D. Hirsch, Jr. (pages 52-65): stressing the art of writing
3. Skill Objectives
 - a. Students will get an introduction of ancient Greece and its affects on literature.
 - b. Students will read, respond to and discuss literature that represents points of view from places, people and events that are familiar and unfamiliar.
 - c. Students will identify and analyze elements of plot and characterization in classic Greek myths by using the graphic organizer technique.
 - d. Students will utilize the elements of literature and determine author's purpose and/or explanation.
 - e. Students will become familiar with the use of conflict, action, events, resolution, theme, mood, tone, atmosphere and sequence in literature.
 - f. Students will analyze selected myths by summarizing and organizing knowledge about a topic in a variety of ways.

- g. Students will take notes from relevant and authoritative sources while making use of relevant information from a variety of media, reference and technological sources.
- h. Students will write their own myths and conduct an oral presentation project.
- i. Students will generate a topic and develop ideas, organize writing so that there is an introduction, logically arranged ideas, and a conclusion.
- j. Students will be able to determine how myths shape our everyday language.
- k. Students are able to identify major gods and goddesses and their realms.
- l. Students will become familiar with discovering important elements in a story by using the graphic organizer. This worksheet is designed to split the process up into several major areas of identification: major characters, minor characters, setting, sequence of events, author's purpose, and theme (in this case, transformation).
- m. Students will be able to utilize the pre-writing planner, "Plan Your Myth" to organize their ideas. The pre-writer planner is a form that details the characteristics of a myth and allows students to list what the characteristics of their myth will contain.

B. *Materials*

- 1. Paper/pencils
- 2. Teacher transparency and student copies of pre-writing planner; see Appendix H
- 3. Teacher in-classroom books on various myths; see Resources
- 4. Markers, colored pencils, etc. for illustrations

C. *Key Vocabulary*

- 1. **Characteristics:** descriptive parts of a myth

D. *Procedures/Activities*

DAY ONE

- 1. Review Elements of Literature from Lesson Two and completed individual graphic organizers of each of the selected myths.
- 2. Review the definition of a myth and the important characteristic's it contains with students. See Appendix H for pre-writing assistance.
- 3. Plan a class myth—organize information on the pre-writing sheet, "Plan Your Myth" transparency. See Appendix H.
- 4. Using the completed pre-writing planner, "Plan Your Myth," write a brief myth together in class.
- 5. Generate ideas for students to write their own myth in class using the writing process: pre-write on "Plan Your Myth", write first draft, peer edit (asking questions for help with revisions), revise, write second draft.
- 6. Turn in for teacher input.

DAY TWO

- 1. Revise student draft. Check mechanics, word choice, descriptions, organization, etc.
- 2. Have students type on the computer and illustrate their final drafts.

E. *Assessment/Evaluation*

- 1. Teacher evaluates their understanding of myths based on their written work. Use checklist on Appendix I.

VI. CULMINATING ACTIVITY

- A. Oral Presentation, which will take two-four days
 - 1. Materials needed:

- a. Setting, props, costumes, posters to be provided by students.
- 2. Procedures
 - a. In-class preparation: one-two days
 - b. Group presentations: one-two days
 - c. Students have the option of presenting their own myths that they wrote or a classic myth that they enjoyed. The students could decide to write and perform a poem, a play, a song, or a commercial advertising a product as a god or goddess.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Student Map of Ancient Greece
- B. Appendix B: Map Key of Ancient Greece
- C. Appendix C: K-W-L Chart
- D. Appendix D(1): Life in Ancient Greece” (two pages)
- E. Appendix D(2): Athens and Sparta
- F. Appendix D(3): Lifestyles of the Classical Greeks (two pages)
- G. Appendix D(4): Greece Was a Man’s World
- H. Appendix D(5): Contributions to the Modern World (two pages)
- I. Appendix E: Welcome to the World of Greek Mythology
- J. Appendix F: Graphic Organizer
- K. Appendix G: Grecian Urn
- L. Appendix H: Plan Your Myth
- M. Appendix I: Checklist for Writing Your Own Myth

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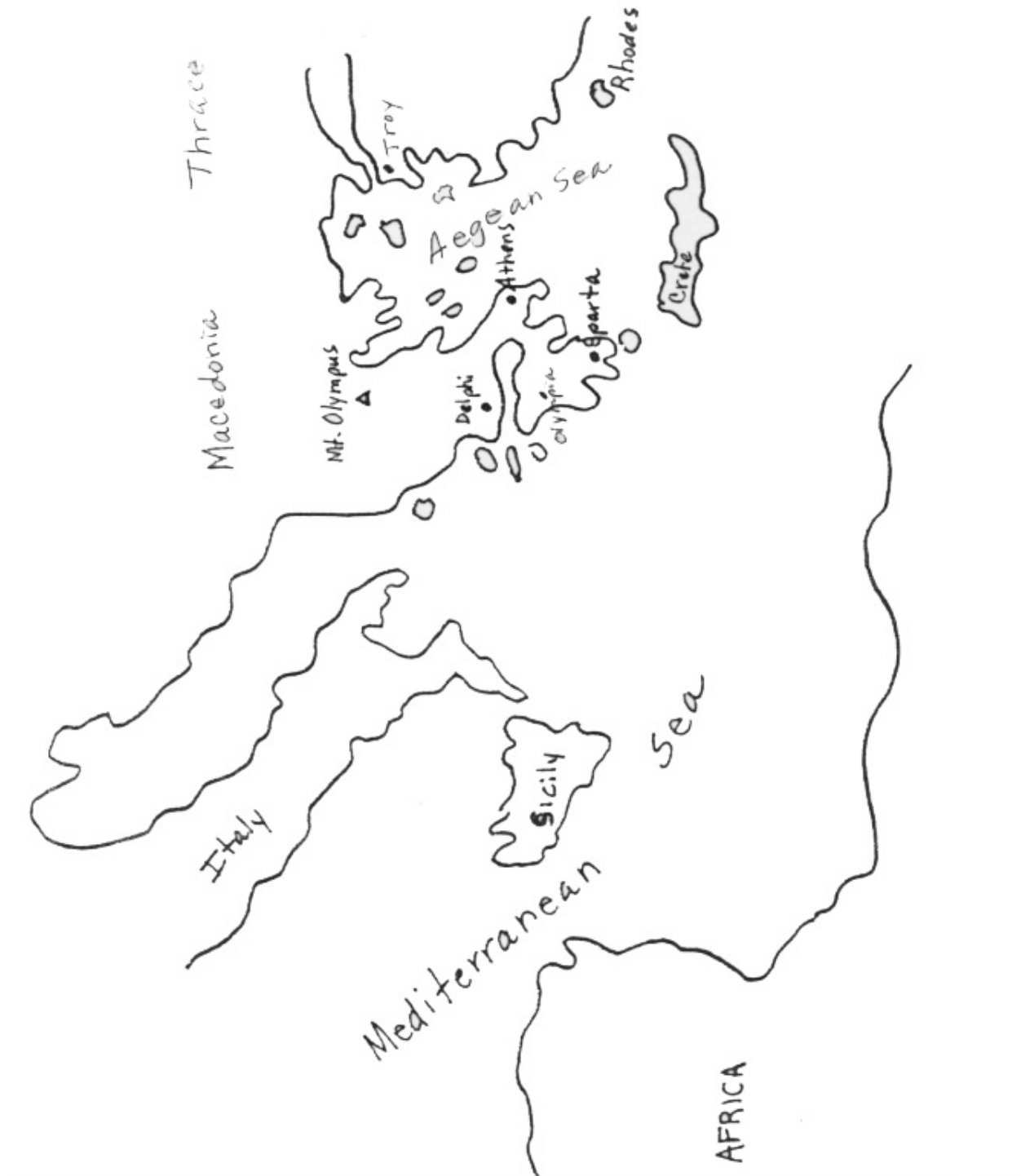
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Appendix A-When in Greece, Do as the Greeks Do



Student Map of Ancient Greece

Appendix B-When in Greece, Do as the Greeks Do



Map Key of Ancient Greece

Appendix C-When in Greece, Do as the Greeks Do

KWL Chart

What I Learned	
What I Want to Know	
What I (think I) Know	

Appendix D(1), page 1-When in Greece, Do as the Greeks Do

Life in Ancient Greece

Ancient Greeks were people who lived on mainland Greece, the Greek islands and the west coast of Turkey from around 900 to 300 B.C.

The Classical Period of Greek history, roughly 480 to 323 B.C., is characterized by a phenomenal creativity in art, architecture, drama, history, philosophy, and science.

Life wasn't perfect in ancient Greece; they had many problems to contend with: Population growing, shortage of food, invasions—Persians twice 490 B.C. and 480 B.C. In 430 to 429 B.C., 75,000 people in Athens died of the plague—one quarter of the population. Greek power declined after Philip of Macedon (father of Alexander the Great) conquered Greece in 338 B.C.

The Romans gave the name Greek (Graeco) to the people. They called themselves **Hellenes** and their country **Helles**. The Greeks called everyone else **barbarians**. The period when the Greeks extended their influence with new ideas and inventions is called the **Hellenistic Age** (after the Classical Period).

Ancient Greece was an area--not one nation. The Greek world extended from Crete, in the south, to the Aegean Islands, and west from the coast of Asia Minor to the Ionian Islands.

The people lived in a **polis**--a city-state. A **city-state** is an area with its own city and government. This area consisted of a city, such as Athens, and the surrounding countryside (Attica).

The two most important and powerful city-states were only one hundred miles apart: **Athens** and **Sparta**. Their people were Greek citizens who spoke the same language and worshipped the same gods but their life styles were very different.

Athens was the dominant Greek city-state during the fifth century B.C., center of the intellectual and artistic development that created the historical Golden Age.

Peloponnsian Peninsula—the southern peninsula of Greece, where Sparta was located.

Olympia—religious center of the Peloponnsian Peninsula where, every four years (beginning in 776 B.C.) the most famous Greek athletic contests were held

Mount Olympus—2) A high mountain along the northern border between Thessaly and Greece proper, near the valley of Tempe, sacred to Apollo.

Appendix D(1), page 2-When in Greece, Do as the Greeks Do

Life in Ancient Greece

Acropolis-in Athens, the steep fortified hill atop which stood the Parthenon

Parthenon The Doric temple to Athena Parthenos (Athena the Virgin) that was built atop the Athenian Acropolis in the fifth century B.C

Panathenaea (pan athe NEE a) Athen's major annual festival honoring its patron, Athena. It included athletic, poetry and musical contests and culminated in a great procession to the Acropolis.

The **Golden Age** was the historical period of Athenian political and cultural supremacy (480-404 B.C.) that produced enduring models of excellence in art, literature, drama, architecture and philosophy.

Pericles (PER ik leez) was a general who served Athenians well during the Golden Age. He was the leader of the Athenian democracy (c. 460-429 B.C.) and the sponsor of the rebuilding of the Acropolis, whose temples included the Parthenon.

Socrates Athenian philosopher (c. 469-399 B.C.) and friend and teacher of Plato, he was condemned to death questioning assumptions deemed essential to maintain civic order and security.

Plato Athenian philosopher (427-347 B.C.) who taught that the material world is only a flawed reflection of a perfect spiritual realm, from which the human soul descends to earth to be born in a mortal body and to which it returns for judgment after death

Aristotle Greek philosopher (384-322 B.C.), a scientist and logician, was a disciple of Plato.

Philosopher is a scholar. The word comes from the Greek meaning "lover of knowledge."

Appendix D(2)-When in Greece, Do as the Greeks Do

In 431 B.C., the two most important and powerful city-states were only one hundred miles apart: **Athens** and **Sparta**. Their people were Greek citizens who spoke the same language and worshipped the same gods, but their life styles were very different.

Athens	Sparta (in classical times, Sparta was an austere city-state that was run like a totalitarian military camp)
40,000 male citizens 100,000 slaves	8,000 male citizens 160,000 slaves
citizens voted for their government officials	ruled by kings
enjoyed their freedom had slaves	most citizens didn't work-- they had to keep strong and fit their slaves did the work
loved the theater government paid for admission for poor, so everyone could attend	whole culture based on maintaining army
democracy --but only for FREE MALE CITIZENS only people who were born to parents who were citizens could become citizens	as children (6-7 years old) sent to training barracks boys --military arts and virtues (discipline, obedience, toughness, endurance) girls--run a home, take care of a family, sports and athletics also, so they could bear strong babies
	at 20, boys went into the army they could marry, but they couldn't live with their wives or families until they were thirty
	at 30, men had the right to vote at the Assembly
	At about 60, men had completed their service in the Spartan Army
assemblies were held every nine days 6,000 citizens would attend all could have a say on important matters timed with a water clock would vote by raising their hands	no holidays
every year citizens bring a small piece of pottery called ostraka to meeting with a name written on it of a person they wanted to get rid of--if enough had the same name on it, that person would be banished from Athens for ten years = ostracized!	
had army but had a BIG navy--more than 200 ships	BEST soldiers anywhere

Appendix D(3), page 1-When in Greece, Do as the Greeks Do

Lifestyles of the Classical Greeks

The ancient Greeks believed gods ruled their lives and protected them from harm. The myths they wrote were a mixture of fact and fantasy. They needed to explain the world around them. They did not have science to help them understand nature.

The **temples** the Greeks built were homes for the gods and goddesses. The Acropolis at Athens was a fortress and a holy place. The Greeks wanted to honor the gods and ask them for help in their daily lives. The temples of Athens were rebuilt in the 5th century B.C. when the city was at the height of its power.

The Greeks invented **democracy**—rule by the people. All Athenian citizens were to attend assemblies where they each could have a say on how their city-state was run. They had trials by juries (500 people on a jury). If too few of citizens attended an assembly, the city police force had to go and round up some more citizens. At least 6,000 citizens had to attend an assembly that was held every nine days.

Free, native-born males were the only people allowed to be a **citizen**. At eighteen, young men could join an assembly, and at 21, each citizen had full his full rights and responsibilities.

Army-Navy

Athenians had an army and a great fleet of ships. They ruled the seas with their 200 ships. Males had to serve their city-state for two years.

Slavery

The Greeks had slaves to do their menial work. They acquired slaves from their prisoners of war and children of the poor. Parents were allowed to abandon their child if that child was weak. Often slaves would adopt these children or maybe a slave rearer would take the children (foundlings) so they could be sold as a slave at a later time. Slaves were not allowed to use own name (their owners could rename them), could not vote, or own property. Though Greeks did not mark their skin, slaves could have tattoos.

When the Greeks bought a house, there were no banks to carry the loan so wealthy people would. Then the people would make one payment a year for five years to pay the wealthy people back (with interest). They put themselves and their families up for collateral. If they couldn't come up with the payment, they would be sold into slavery.

If a farm had to be mortgaged, the mortgage holder received 1/6th of each harvest until the debt was paid.

Food

When eating, the Greeks only seated five people at a table. The Greeks believed more than five would be too many participants for a good discussion. Their evening meal was eaten outside, at sunset, in their open courtyard. They ate barley mush, barley bread, olives, figs, goat's milk cheese, salted fish (if they lived by the coast) and eggs. They thought butter was for barbarians. They didn't eat much meat except during the festivals.

Appendix D(3), page 2-When in Greece, Do as the Greeks Do

Lifestyles of the Classical Greeks

Food, continued

For formal dinners, called symposia, men ate lying on couches. Only men were allowed (except for the working slaves). The men picked up the food with their fingers, or sometimes, the slaves fed them. The Greeks used pieces of bread to wipe their mouths, and then they washed in a small fingerbowl when the meal was over.

Commerce

The Greeks cultivated grapes and olive trees for export. Grapes and olives were so important that the people believed them to be gifts of the gods. The Greeks traded olive oil and wine for their other needs. The Greeks grew a grove of olive trees that they considered holy. If anyone dug up, or chopped down, one of these trees, the person would be executed.

Clothing

Their tunics had simple lines. The comfortable, cylindrical garment was joined at shoulders. The Greeks did not wear underwear. They wore comfortable leather sandals outside, but they were usually barefoot at home. There were no pockets in their clothing, so the Greeks carried coins in their mouths.

Holidays, Performances, Festivals

There were no weekends in ancient Greece, but they celebrated forty religious festivities per year. The people took time off work and enjoyed the entertainment along with a lot of food provided by the city. . During the festivity, the Greeks sacrificed animals to the gods. Often, this would be the only time poor people would eat meat. If they did not have an animal to sacrifice, they could make a pastry sacrifice. Women weren't allowed to leave their homes very much, but they did have limited freedom and social contact during these holidays.

Panathenia means "all Athens" and was celebrated every summer in honor of Athena's birthday.

Going to the theater was important to Athenians. The city would even pay admission for the poor. The performances would last all day, and 14,000 people could go to the theater at a time. The audience would show appreciation by whistling and stomping their feet—but if they became too rowdy, the staff would beat them with a stick.

Olympics

The Olympics were for males only—even the 40,000 spectators. Admission was free, and the participants completed the contests naked. The first Olympic Games were held in 776 B.C. to honor Zeus. Many sports originated as fitness training for war: running, chariot racing, long jump, javelin, discus, and fighting. Winners were greatly honored and presented with a laurel-leaf crown from a sacred tree. The Games were held every four years. Even during wars, a truce would be declared so that the Games could take place.

Women had their own games, honoring Hera, Zeus's wife.

Appendix D(4)-When in Greece, Do as the Greeks Do

Greece Was a Man's World

Males	Females
<ul style="list-style-type: none">▪ at age 7 becomes citizen▪ played hockey to stay fit so they could fight for city▪ at age 18 they will serve in the army for two years and begin to attend the assembly▪ participated in the Olympic Games (since they were barefoot and naked, women couldn't be spectators either)▪ one time a woman, dressed as a man, snuck into the Olympic Games; her husband had died, and she had continued her son's training; when he won, she ran out to congratulate him; her clothing slipped, and they knew she wasn't a man; after that, trainers had to be naked also▪ men usually married at the age of thirty▪ could be an actor (masks were worn for the women's parts)▪ for the perfect Greek body, Greeks thought males should be 6 times the length of his foot▪ kept their hair short▪ most wore beards▪ at the symposium dinners—slaves cut up food, maybe even fed you while you lounged	<ul style="list-style-type: none">▪ women couldn't vote, own property, or become a citizen, or even go out of their homes often▪ prepared all the food over charcoal fire▪ would spin wool into thread and weave on a loom▪ could not go to school, but were educated at home▪ had their own athletic games on years other than when the Olympic Games were held for men only▪ by the age of 14, the father will have chosen a husband for his daughter; girls were married between the ages of twelve and eighteen▪ for the perfect Greek body, Greeks thought females should be 8 times the length of her foot▪ women wore long hair tied up in carefully arranged styles▪ blonde hair was admired so they would bleach their hair to lighten it▪ pale skin was fashionable—poor women would be tan from having to work outside. Women would paint their skin with white lead, which could cause a rash or kill them if they used too much

Appendix D(5), page 1-When in Greece, Do as the Greeks Do

Contributions to the Modern World

Classical Greece is generally known as the beginning of European civilization. It was a time of historical significance where architects designed magnificent buildings whose style are replicated all over the world, Greek potters, painter and sculptors created beautiful works of art that have stood the test of time, and Greek writers composed poems and plays that are still enjoyed today.

Greek English grammar, punctuation, and paragraphing all began in ancient Greece, as well as, oratory, drama, pantomime, history writing, biographies, essays, and novels. Myths entertain keep culture alive, preserve history, teach morality, and inspire art.

Myths are stories about divine beings and nature. Before the world understood science, the Greeks explained their world through their myths. Through entertaining stories we glean information about the history, the understanding of nature, and the values of the mythmakers.

Homer, a blind poet, wrote *The Iliad* and *The Odyssey*. These poems were designed to be recited in public. *The Iliad* is the Trojan War. *The Odyssey* tells of Odysseus returning from war (after twenty years)--and his trials in which he had to overcome.

Ovid lived in Rome from early 43 B.C. to 18 A.D. It has been said that Ovid probably influenced Western literature more than any other ancient writer. Dante, Chaucer, Milton, Shakespeare, and many other great writers show traces of Ovid in their work. Gathered mostly from Homer and Greek playwrights, Ovid 250 combined over 250 myths in a collection called *Metamorphoses* or *The Stories of Changing Forms*.

In regards to literature, Aesop (who is famous for his fables) was a slave who gained his freedom from his Greek master. A fable is a story with a moral that people can use to improve their lives.

The Greeks improved upon the alphabet developed by the Phoenicians--by adding vowels. The word alphabet comes from the first two letters of the Greek alphabet: alpha and beta. The Romans changed the Greek letters to the ABC's.

Greek philosophers (Socrates, Plato, Aristotle) also had their part in the Greek society, and they debated the important questions of existence--the meaning of life and death. They used logic reasoning.

Greek politicians developed new ways of running their city-states and gave ordinary people a part in the government. The worth of the individual was a key component of Greek beliefs. Greeks idolized physical beauty, health, and strength. Foundations of democracy are owed to the ancient Greeks.

Appendix D(5), page 2-When in Greece, Do as the Greeks Do

Contributions to the Modern World

Close to 1/6th of English words have their origins from the Greeks. Many of the words come directly from the myths:

arachnid—is the term that scientists use to describe the spider family; originates from Arachne, the girl whom Minerva turned into a spider.

aeolian harp—is a harp sounded by the wind; name derived from Aeolus, king of the winds.

cereal—breakfast food of grains; derived from Ceres, goddess of grain.

helium—is an inert, light gas derived from Helios, god of the sun.

iridescent—means a rainbowlike display of colors; the word is derived from Iris, the goddess of the rainbow.

morphine—medicine used to relieve pain and induce sleep; derived from Morpheus, god of dreams.

narcissus—the name of family of flowers which includes jonquils and daffodils.

narcissist—person who is inordinately absorbed in himself; both derived from Narcissus, the youth who fell in love with his own reflection.

Olympics—the name of the world-famous athletic games comes from Mount Olympus, home of the major Greek gods and goddesses.

pluton—is a rock formed far below the earth's surface; derived from Pluto, the god of the underworld.

stygian—derived from the river Styx, is used to describe anything from the underworld; dark and gloomy.

Even today, scientists still name stars and planets after characters from the Greek myths.

Greeks loved math and science as well as literature and plays. They thought the number four was special: four seasons, four directions, four basic substances--earth, air, fire, and water. It was a Greek who discovered pi (diameter X 3.14 = circumference of a circle). But, they didn't believe in zero! They also discovered prime numbers. Do you remember the Sieve of Eratosthenes?

Archimedes explained displacement when something is put into water the amount of water that is displaced is exactly the amount of volume in that object. He also designed a machine called the Archimedian screw. It allows water to flow uphill.

Greeks were the first of the Western societies to separate medicine from magic and religion. Hippocrates (born around 460 B.C.), son of a physician, taught that "every disease has its own nature, and arises from external causes."

The Greek civilization is renowned for the work of its scientists and scholars who made multiple discoveries in the arenas of math and medicine. During this period, rules and patterns of numbers and shapes were developed, water clocks were designed, automatic doors were mechanized, and for the gamblers among us, the world's first slot machines were constructed. We owe our foundations of mathematics, geometry, geography, astronomy, meteorology, and democracy with the ancient Greeks. Euclid, a mathematician (geometry); Archimede, who discovered specific gravity; Eratosthenes, who estimated the diameter of the earth to within a few hundred miles; Hipparchus, who first calculated the equinoxes; and Pythagoras, who contributed to mathematics, philosophy, and music are great men from ancient Greece.

Appendix E, page 1-When in Greece, Do as the Greeks Do

Welcome to the World of Greek Mythology

Pantheon is the term meaning “all the gods.”

Divine and Other Living Beings

Eros (Cupid)—Aphrodite (Venus)’s god of love who shoots people with gold-tipped arrows, causing them to fall in love forever

Psyche—princess who was so beautiful that she rivaled Aphrodite

Apollo (Apollo)—Zeus (Jupiter)’s son, god of light and truth, handsome god of music, poetry, medicine, philosophy, science and archery

Daphne A nymph beloved of Apollo, she was changed into a laurel tree, the leaves of which were thereafter sacred to the god.

Eurydice (yoo RIH dih see) Wife of Orpheus, whom he tried to retrieve from Hades

Orpheus (OR fee uhs) The archetypal poet and singer who descended into Hades to rescue his wife Eurydice.

Echo --Wood nymph cursed by Hera, she wasted away to a mere voice for the unrequited love of Narcissus.

Narcissus—mortal punished by Artemis who made him fall in love with his own reflection

Pygmalion—a sculptor who made a statue of his ideal woman. Aphrodite brought the statue alive.

Galatea-- statue sculpted by Pygmalion which became a woman

Aphrodite (Venus)—goddesses of love, laughter, and beauty, sprung from the foam of the sea.

Atlas Titan brother of Prometheus whom Zeus ordered to hold up the broad vault of the sky.

Heracles (Hercules)—Son of Zeus and Alcmene. Heracles had to prove his heroic qualities as he carried out the twelve labors—seemingly impossible tasks. When Heracles died, he joined the gods on Mount Olympus.

Achilles (a KIL leez)—the most formidable Greek warrior at Troy, the main character in *The Iliad*.

Styx 1) The oldest child of Oceanus and Tethys, she aided Zeus in his battle with the Titans, for which Zeus honored her by making vows made in Styx’s name irrevocable even for gods.

Oracle The person inspired to deliver a divine proclamation, such as the Delphic Oracle.

Zeus (zoos)(Jupiter)—son of Cronus (Saturn), ruler of the Olympian gods, god of the skies, controlled rain and thunder, father of most of the gods

Hera (Juno)—Zeus (Jupiter)’s sister and wife, goddess of marriage and children

Appendix E, page 1-When in Greece, Do as the Greeks Do

Poseidon (Neptune)—Zeus (Jupiter)'s brother, god of the sea, earthquakes, and horses

Hades (Pluto)—Zeus (Jupiter)'s brother, god to the underworld

Demeter (Ceres)—Zeus (Jupiter)'s sister and mother of Persephone (Proserpina), goddess of grain

Hestia (Vesta)—Zeus (Jupiter)'s sister, goddess of the hearth

Athena (uh thee nuh)(Minerva)--Zeus (Jupiter)'s daughter, goddess of handicrafts (potters, weavers, metalworkers, and teachers), goddess of the city, protector of civilized life, goddess of wisdom, goddess of battle

Artemis (Diana)—Zeus (Jupiter)'s daughter, Apollo's twin sister, goddess of wild things, the huntress goddess, the moon goddess

Hermes (Mercury) – Zeus (Jupiter)'s son, messenger god, trickster god, protector of merchants and thieves, gave good luck

Ares (Mars)—Zeus (Jupiter) and Hera's son, god of war

Hephaestus (Vulcan)—Hera's son, Aphrodite (Venus)'s husband, god of fire

Dionysus (Bacchus)—Zeus (Jupiter)'s son, god of wine

Persephone (Proserpina)—Zeus (Jupiter)'s niece, daughter of Demeter (Ceres), Hades (Pluto)'s wife, maiden of spring, queen of the underworld

MYTHOLOGICAL PLACES, TIMES and other THINGS

Mount Olympus 2) The mythical dwelling place of the Olympian gods, located somewhere in the sky.

Styx 2) River in the Underworld making the boundary between life and death.

Hades 2) the subterranean realm of the dead, which is named after its gloomy ruler.

Trojan War—the ten-year siege of Troy led by Achilles of the Greeks.

Delphi (DEL fy) Ancient shrine of prophecy on the slopes of Mount Parnassus, site of Apollo's Oracle.

Nectar—The drink of the Olympian gods that sustained their eternal youthfulness.

Ambrosia—food of the Olympian gods

Appendix F-When in Greece, Do as the Greeks Do

Title of Myth: _____

Major Characters

Setting

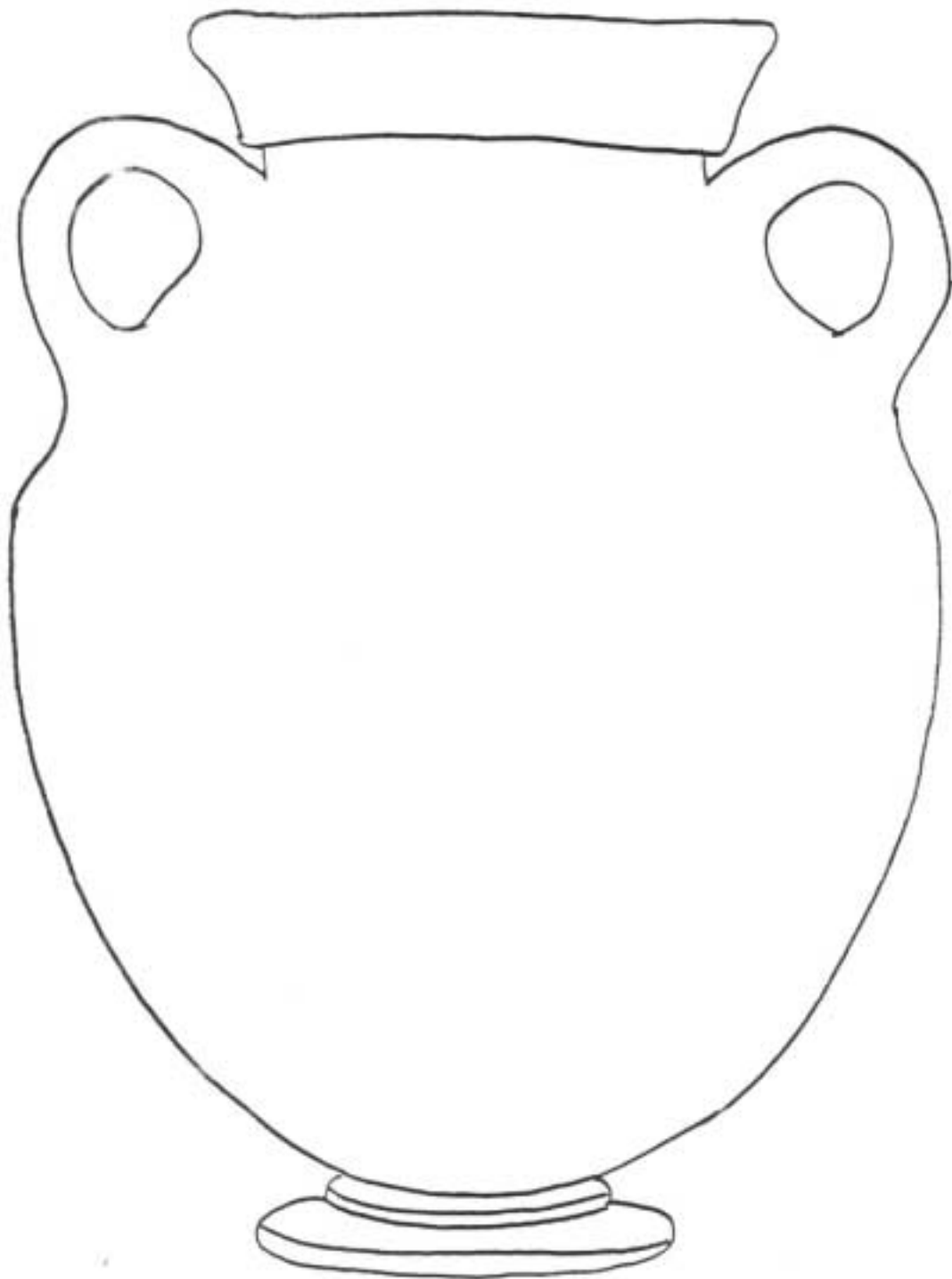
Minor characters

Author's Purpose:

Sequence of Events

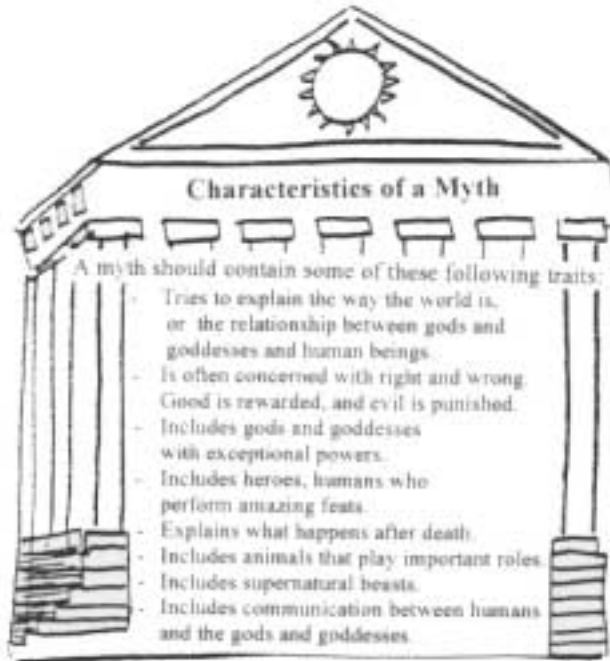
Theme of Myth:

Appendix G-When in Greece, Do as the Greeks Do



Appendix H-When in Greece, Do as the Greeks Do

Plan Your Myth



Which characteristics will your myth contain?

begin: **Sequence of events**

middle:

end:

God or Goddess

Realm

setting

List possible title for your myth:

Checklist for Writing Your Own Myth

- 1. Student has grasped the basic definition of a myth in their story by either explaining the origin of humankind, the meaning of life, or utilizing a hero to provide a moral.**
- 2. Student has used two or more of the myth characteristics listed on the “Write your Own Myth” planner.**
- 3. The story has a sequence of events, gods and goddesses and/or other mythological creatures as well as setting.**
- 4. Student has checked for (and fixed) grammar, punctuation and spelling errors.**
- 5. The student has provided a detailed illustration with their myth.**