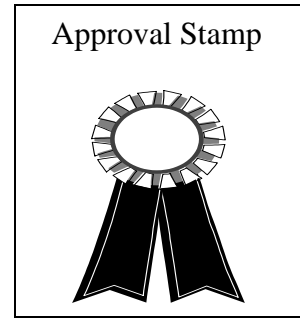




**UbD Unit
Template**
Revised : 4/7/04



Course/Subject: Language Arts

Grade(s): 6

Teacher(s): Language Art Curriculum 5-8

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Topic/Title: Greek Mythology

Theme(s): hero, human nature

Length of Time for the UbD Unit: 4-6 weeks

Date the unit was reviewed by the UbD Team: July 22, 2005

Summary of the Unit: The Olympian gods of Ancient Greece are with us today in art and literature, language, scientific and psychological terminology and in the names we have for celestial bodies.(Allan and Maitland, p.7) Myths which explain creation, natural phenomenon and human nature still appeal to and have meaning for people throughout the world today.

In the unit, students will read and examine a variety of Greek myths to discover their intrinsic value (message) and their relevance to modern times. Students will use reflection, writing, and variety of activities to demonstrate their understanding. Students will be assessed on their ability to identify and use the characteristics of a myth, show how its message is revealed through characterization and key events and to explain how that message transfers to today's society.

While this unit can be used by itself, it is designed to be taught in conjunction with a social studies unit on Ancient Greece.

Standards

Connecticut Curriculum Framework(s): Language Arts (January 2005)

Number	Content Standard
Reading 1B	Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
Reading 2C	Students recognize and appreciate that contemporary and classical literature has shaped human thought.
Reading 2D	Students will recognize that readers and authors are influenced by individual, social, cultural and historical contexts.
Writing 3B	Students will prepare, publish and/or present work appropriate to audience, purpose and task.

Understanding by Design Unit Template

Enduring Understandings <i>(Students will understand that...)</i>	Essential Questions <i>(Open-ended significant questions related to the Enduring Understandings.)</i>
Identify Topic(T) or Overarching(O) – must have at least one overarching <ol style="list-style-type: none"> 1. A culture’s belief and values are revealed through literature. (Greek mythology) 2. People try to understand their world through story telling. 3. The essences of stories transcend time and place. 4. Greek mythology is relevant for students to learn today. 	<ol style="list-style-type: none"> 1. How is this story about me? 2. How did myths help the Greeks to understand their world? 3. How has the meaning and purpose of mythology changed? 4. Why has Greek mythology withstood time? 5. What do you think is the most important characteristic of a myth?

Key Elements: Important Vocabulary, People, Terms, etc.

fate	oath	powers	phobia
enchantment	quest	vain	allusion
curse	mythology	narcissistic	labyrinth
immortal	gadfly	conflict	values
chariot	nymph	loss	beliefs
domain	destiny	gorgon	conflict

Knowledge / Skills – *(Students will know / be able to)*

- Students will know that there are two types of myths: natural phenomenon and human values.
- Students will know the characteristics of myths.
- Students will know that some of our words and phrases originated from Greek mythology.
- Students will know the major gods and goddess of Greek myths.
- Students will know why the Greeks created myths.
- Students will know the elements of a story.
- Student will be able to make comparisons using graphic organizers.
- Students will be able to summarize.
- Students will be able to organize and sequence information.
- Students will be able to use imagery, personification, and figures of speech in order to evoke the reader’s emotions.

Assessment with a Detailed Description

*All performance assessments will be graded using a specified set of criteria known to students.
An assessment may address more than one standard. Every standard must be assessed.*

Content Standard(s):

Language Arts:

Reading 1B): Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Reading 2C): Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Reading 2D): Students will recognize that readers and authors are influenced by individual, social, cultural and historical contexts

Writing 3B): Students will prepare, publish and/or present work appropriate to audience, purpose and task.

Performance – Based Assessment(s): (Include G.R.A.S.P.S. if appropriate)

Given a choice of unfamiliar myths, students will select one to read independently. Students will identify the message about human nature revealed in the myth. After reading the myth, the students will create a scrapbook with graphics and text. In this scrapbook the student will show how the message is developed through characterization and key events, and transfers to today's society. The last page of the scrapbook will be the student's reflection on how the message of the myth still has meaning for us today.

Suggested myths:

Pandora's Box

Pyramus and Thisbe

Echo and Narcissus

Icarus and Daedalus

Orpheus

See appendix for a brief summary
of suggested myths.

Rubric(s) for Performance-Based Assessment(s) are attached at the end of this document.

Content Standard(s):

Reading 1B): Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Reading 2C): Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Reading 2D): Students will recognize that readers and authors are influenced by individual, social, cultural and historical contexts

Writing 3B): Students will prepare, publish and/or present work appropriate to audience, purpose and task.

Performance – Based Assessment(s): (Include G.R.A.S.P.S. if appropriate)

Given a copy of the prewriting worksheet, students will apply their understanding of the purpose of a myth and knowledge of its characteristics to create an original myth that is applicable to today's society.

Rubric(s) for Performance-Based Assessment(s) are attached at end of document.

Other Assessment Evidence: (Tests, quizzes, self-assessment, peer-assessment, etc.)

Teacher observation and class participation with teacher feedback
Journal

Any of the learning activities contained in the menu may be used at the teacher's discretion in meeting the needs of the students.

Library and Technology Skills: If appropriate summarize how library and technology skills are integrated within the unit and how you are collaborating with library and technology staff to plan and implement the unit. Librarians and technology teachers will assist in identifying appropriate sites, resources.

- Students will use "Inspiration" software to complete a performance task.
- Students will use the internet to research the time period.
- Students will use Microsoft Word to create documents.

Connection to the CMT/CAPT: This unit addresses the following CMT 4/CAPT objectives.

Forming a General Understanding: The reader will demonstrate understanding of the text's general content. The reader will:

- Determine the main idea (non-fiction) or theme/lesson (fiction) within a written work
- Identify or infer important characters, problems, settings, events, relationships and details within a written work
- Select and use relevant information from the text in order to summarize events of the text
- Use information from the text to make a prediction based on what is read
- Use context clues to determine meaning of unknown or multiple-meaning words or figurative language

Developing Interpretation: The reader will construct an interpretation and/or explanation of the text and connect the text to outside knowledge. The reader will:

- identify or infer the author's use of structure/organizational patterns
- draw conclusions about the author's purpose for choosing a genre or including or omitting specific details in a written work
- use stated or implied evidence from the text to draw and/or support a conclusion

Making Reader/Text Connections: The reader will connect or associate the text with one's own life. The reader will:

- Make connections between the text and outside experiences and knowledge
- Select, synthesize and/or use relevant information within a written work to write a personal response to the text

Examining the Content and Structure: The reader will elaborate on the text and make judgments about the text's quality and themes. The reader will:

- Analyze the author's craft including use of literary devices and textual elements
- Select, synthesize, and/or use relevant information within a written work(s) to extend or evaluate the work(s)
- Demonstrate an awareness of author's or character's values, customs, and beliefs included in the text

CMT Writing: Grade 6 – Students respond in writing to an expository prompt

- Provide an explanation about a person, situation or thing
- Present and support ideas clearly, completely and in an organized fashion

Learning Activities with a Detailed Description

Hook:

1. View a selection from the Walt Disney video of Hercules. Instead of popcorn, serve Greek nibblers. And/or
2. Tell a myth. Before telling the story, introduce it as a special kind of story called a myth. Ask the students to listen for the characteristics of a myth and to identify the natural phenomenon explained in the story. Follow with a discussion of the questions posed. Suggest myths include:
Demeter and Persephone, the Seasons of Time (why we have seasons),
Arachne (spiders)
Phaethon and Apollo (night and day, volcanoes, constellations)

This is a menu of learning activities. Teachers will select activities appropriate for learning styles of their students. The following stories may be used to teach the unit:

Pegasus, Winged Horse	King Midas
The Adventure of Eros (Cupid) and Psyche	Narcissus
Theseus and the Minotaur	Pandora
Perseus and Medusa	Apollo
Demeter and Persephone, the Seasons of Time	Hercules

Summaries for these stories are included in the attachments.

1. Students will complete a Venn diagram comparing a Greek god/goddess and a present day cartoon superhero.
2. Gods and Goddess Flashcards or fan decks: Use the cards attached to this unit or students can design their own cards. Then use the cards for the activities on P. 38 in appendix.
3. Role play: Students will depict scenes from Greek mythology such as “Midas and the Golden Touch”.
4. Mini-posters: Students will make a mini-poster depicting a God/Goddess. Students should include the Greek and Roman names, the symbol, the family tree, the domain and any special powers or interesting facts. OR
5. Collage: Create a collage using pictures to depict a God/Goddess. Students should include the Greek and Roman names, the symbol, the family tree, the domain and any special powers or interesting facts.
6. Perform a Greek play.
7. “Recognizing symbols from myths” and “Mythic References in Everyday Life” activity sheets. These activities focus on the use of mythology symbols in advertising. (See appendix.)

8. Using the ideas of Greek symbols for the Gods, students will create symbols representing themselves. (Values and beliefs).
9. Activity sheet focusing on modern expressions such Achilles heel, Beware of Greeks bearing gifts, Caught between a rock and a hard place, etc. Sample on back of myth unit.
10. Students will write sketches of a character from a Greek myth showing strengths and weakness.
11. Choosing a specific myth the students will write an opinion essay determining whether the punishment fit the crime. For example: Was Hercules punishment just?

Resources

Texts: D'Aulaires' Book of Greek Myths,
Usborne Greek Myths for Young Children, Scholastic
Say Cheese, Medusa by Kate McMullen
Daughter of Troy by Sarah B. Franklin
The Chocolate Touch by Patrick Skene Catling
Quiver by Stephanie Spinner
Aphrodite's Blessing by Clemence McLaren
The Great God Pan by Dona Jo Napoli
Achilles by Elizabeth Cook
Goddess of Yesterday by Caroline Cooney

Teacher Resources:

Greek Myth Mini-Books, by Danielle Blood, Scholastic Professional Books
Ancient Greece by Sean Stewart Price, Scholastic Professional Books
Mythology: A Teaching Unit (Paula)
Mailbox: Intermediate, October/November 1997
The Mailbox Bookbag, February/March 2002
Allan, Tony and Sara Maitland. Titans and Olympians. Amsterdam: Time Life Books, 1997.
Hamilton, Edith. Mythology. Boston: Little, Brown and Company, 1998.

Videotapes, DVDs or Films:

“HERCULES” by Walt Disney

Software:

Inspiration Software
Microsoft Word

Internet Sources with addresses and full title of the site:

www.mythweb.com
www.randomhouse.com/teachers

Supporting materials attached.

Greek Mythology: Scrapping with Myths

Student Name:

CATEGORY	Weight	4	3	2	1	Points Earned	
Assignment Requirements	40	The scrapbook clearly includes the following: character traits, key events, message and reflection.	The scrapbook includes the following: character traits, key events, message and reflection.	The scrapbook contains at least three of the following: character traits, key events, message and reflection.	The scrapbook less than three of the following: character traits, key events, message and reflection.	S	T
Content Support	40	All of the requirements are clearly and accurately supported with evidence from the myth.	Most of the requirements are clearly and accurately supported with evidence from the myth.	Some of the requirements lack clear and accurate support with some evidence from the myth.	Most of the requirements lack clear and accurate support with little evidence from the myth.		
Resourcefulness	10	The elements are illustrated in an exceptionally resourceful way. The scrapbook contains a large variety of colors, shapes, graphics, and words.	The elements are illustrated in a resourceful way. The scrapbook reflects a variety of colors, shapes, graphics, and words.	Some of the elements are illustrated in a resourceful way. The scrapbook contains a limited variety of colors, shapes, graphics and words.	The scrapbook shows little or no resourcefulness.		
Overall Quality/Layout	10	The scrapbook is neat in appearance. The layout is well-organized, attractive and easy to read. There are no spelling or grammar errors.	The scrapbook is neat in appearance. The layout is organized, attractive and easy to read. There are no more than two spelling or grammar errors.	The scrapbook is not neat in appearance or the layout is not organized, attractive and easy to read. There are may be three or four spelling or grammar errors.	The scrapbook is not neat in appearance. The layout is not organized, attractive and easy to read. There are more than four spelling or grammar errors.		

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Greek Mythology

A Myth of My Own:

Student Name:

CATEGORY	Weight	4	3	2	1	Points Earned	
Characteristics of a myth	40	Myth shows originality and appropriately incorporates characteristics of a myth.	Myth shows some originality and incorporates some characteristics of a myth.	Myth needs improvement in originality. The characteristics of a myth are not adequately incorporated.	Myth lacks originality and does not properly incorporate characteristics of a myth.	S	T
Myth's connection to today's society	40	Myth clearly shows a highly relevant connection to today's society.	Myth shows a relevant connection to today's society.	Myth shows a somewhat relevant connection to today's society.	Myth has no relevance to today's society.		
Organization	10	Myth shows clear and logical organization. Written in correct paragraph form.	Myth is generally well organized but is unclear at times. It is written in correct paragraph form.	Myth needs some improvement in organization and clarity. Paragraphs need improvement.	Myth is not organized or clear. It is not written in correct paragraph form.		
Spelling and Punctuation	10	There are no spelling or punctuation errors in the final draft.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.		

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Summary of Myths

Narcissus: (vanity) Narcissus' beauty was so great all the girls longed to be his but he would have none of them. Even the fairest nymph Echo did not interest him. Formerly a gay chatterer Echo had lost her speech except to repeat what was said to her as punishment from Hera. Narcissus bent over a clear pool for a drink. He saw his reflection and immediately fell in love with it. He pined away, leaning over the pool. When he died a beautiful flower bloomed by the pool. It was called by his name, Narcissus. (Hamilton, pgs. 113-114)

Pandora: (curiosity, world's sorrows, evil) The God's presented Pandora with a box into which each had put something harmful and told her never to open it. Pandora was curious and opened the box. Out flew plagues, war, famine, misery and sorrow for mankind. In terror, Pandora clapped the lid down but it was too late. One good thing was there ---Hope. It was the one good thing in the box and remained mankind's sole comfort in misfortune. (Hamilton, p. 88)

Pegasus: (arrogance, constellation) Pegasus, the winged horse, was born from the neck of snake-haired Medusa when the hero Perseus cut her head off. His father was Poseidon. Pegasus first lived with the muses on Mount Helicon. Later he was tamed by Bellerophon. When the hero became so arrogant to believe that he, a mortal, could reach Mount Olympus, Zeus caused Pegasus to rear up throwing Bellerophon back down to Earth. Pegasus then became bearer of Zeus' thunderbolts and was honored by Zeus with a constellation. (Allan and Maitland, p. 33)

Midas: (greed, gold) As a reward for caring for his old friend and teacher, Dionysus promised Midas anything he wished. Midas asked that everything he touched might turn to gold. Dionysus warned him against his choice, but granted the wish as promised. Soon Midas realized the foolishness of his choice. He could not eat or drink because the food and liquid turned to solid gold. Even his beloved daughter was turned to gold when she embraced him. Desperate and humbled, Midas begged Dionysus to take away his gift. The God told Midas to bathe in the River Pactolus. The river and sands of the Pactolus now sparkle with pure gold. (Allan and Maitland, p. 95)

Hercules (Heracles): (action without thought, feeling without intellect) Hercules was the strongest man on earth and had extreme self-confidence. He considered himself equal to the gods. He had often helped them. He could be overcome only by a supernatural force. In the end he was killed by magic as nothing that lived in air, sea or on land ever defeated him. He was the son of Zeus and Alcmene, a mortal. In penance for a terrible misdeed, Hercules undertook twelve nearly impossible deeds. (Hamilton, pgs. 224-225)

Apollo: Apollo, the twin brother of Artemis, was the god of light, of sun itself. He was also patron of music, poetry and all fine arts, as well as healing and prophesy. He had great beauty but was often unhappy in love. He was commonly called Phoebus (bright) Apollo. Apollo was the only Olympian god whose name was not changed when he was adopted into the Roman pantheon. Rather than being gradually merged with local "Roman" gods, he was introduced suddenly, in response to an oracle following an epidemic. Apollo is in a number of stories. One story that features him is The Sun Chariot. (Allan and Maitland, pgs. 82-83)

Cupid (Eros) and Psyche: (love, soul and trust) Psyche was a young princess so beautiful that admirers began to worship her, almost as if she were a goddess. Venus (Aphrodite) resented this and commanded her son, Cupid (Eros) to cause Psyche to fall in love with someone totally unsuitable. Meanwhile, Psyche's father had consulted an oracle who ordered him to prepare Psyche for a wedding and leave her on top of a mountain where she would become the bride of an evil spirit. Psyche was carried off by the west wind to a magnificent palace. Invisible hands waited on her. At night her husband came but disappeared before the break of day. He was loving and gentle, not an evil spirit at all. All was fine for a long time. The husband had warned Psyche that her two sisters were searching for her and would try to persuade her to discover his identity. She begged to see her sisters promising to ignore their pleas. They teased and worried her so much that eventually Psyche made up her mind to discover her husband's identity. She had a lamp under her bed and drew it out that night. It revealed beautiful Cupid, the god of love himself. He was burned by a drop of hot oil from the lamp and awoke. Injured, betrayed and furious, he left. Psyche sought him. Venus found Psyche and punished her with seemingly impossible tasks. Moved by her devotion, Cupid rescued her and got permission from Zeus to marry her.
(Allan and Maitland, pgs 118-121)

Pyramus and Thisbe: (undying love) Pyramus and Thisbe lived in houses so close that one wall was common to both. They wanted to marry but their parents forbid it. They discovered a small chink in the wall and whispered back and forth through it. One day they decided to slip away at night and meet at a mulberry tree of snow-white berries beside a cool spring---the Tomb of Ninus. Thisbe crept out and made her way to the tomb. Pyramus had not yet arrived when she saw a lioness fresh from a kill, approach the spring to slake her thirst. Thisbe hid, but dropped her cloak which the lioness chewed and tore before disappearing into the woods. When Pyramus arrived and saw the bloody cloak he guessed at what might have happened and killed himself in grief. When Thisbe returned to the meeting place she found Pyramus beneath the mulberry tree and not wanting to be separated from him, killed herself. The red fruit of the mulberry is the memorial of their love. (Hamilton, pgs. 135-138)

Theseus and Minotaur: (risk and rescue) A Minotaur was a monster, half bull and half human. King Minos kept the Minotaur in a labyrinth built by Daedalus. Young Athenians were brought to this place and left to the Minotaur. There was no way to escape. Theseus arrived with a ship of Athenians, the next tribute. He had vowed to kill the Minotaur. Ariadne, daughter of Minos, fell in love with Theseus at first sight. She asked Daedalus how to escape the labyrinth and promised to share the secret with Theseus if he would marry her. He agreed and she gave him the clue that she had received from Daedalus. Theseus brought a ball of thread into the labyrinth as directed. He fastened one end to the inside of the door and unwound it as he went along. When Theseus came upon the sleeping Minotaur he slew him. Theseus led the Athenians to safety, following the thread back to the opening and they all escaped taking Ariadne with them. (Hamilton, pgs. 212-215)

Perseus: (perseverance) Perseus was the son of Zeus and a victim of Hera's jealousy. He was a favorite of Athena, however, who advised and protected him on his adventures. To help him slay Medusa, a monstrous gorgon with hair of snakes, Athena lent Perseus her magical shield. Perseus used this as a mirror to approach

the gorgon for any direct glance into her face would immediately turn a man to stone. After Perseus came back from his successful adventure, he returned the shield to Athena and also gave her Medusa's head. (Allan and Maitland, p.72)

Orpheus and Eurydice: (patience) Orpheus, son of a king of Thrace and the muse Calliope, was a great poet and musician. His bride was the beautiful Eurydice. They had not been married long when she stepped on a snake whose venom killed her. Orpheus was determined to bring her back to life. He went to the underworld to plead with Hades for her release. Hades agreed that Eurydice could return with Orpheus on the condition that he not look at her until both had left the Underworld. Orpheus guided his wife by striking notes on his lute as they walked up the dark path. At the last moment his longing to see Eurydice overcame him. He turned only to see her slip back into the shadows. (Allan and Maitland, p. 109)