

Course Title – Mythology

Implement start year – 2014-2015

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Unit #3, topic – Hero Myths

Students will be able to independently use their learning to recognize that hero myths help us understand our role in society.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

to purpose, audience, and a range of formal and informal tasks.
W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Productivity and Accountability
- Leadership and Responsibility

Enduring Understandings:

Students will understand that . . .

EU 1

Heroes embody how to live successfully within the confines of their culture.

EU 2

Heroes illustrate how to overcome internal flaws and external forces in order to accomplish a goal.

EU 3

Hero quests from many different cultures follow the same pattern.

Essential Questions:

EU 1

- How is success defined in different societies?
- Who are the heroes in a culture?
- What can heroes reveal about their respective cultures?

EU 2

- Why do heroes have flaws?
- What can we learn about our lives by examining a hero's successes and failures?
- How does a hero determine what is worth fighting for?

EU 3

- What are the universal patterns of a hero quest?
- Why do hero quest stories from different cultures often follow the same pattern?

Knowledge:

Students will know . . .

EU 1

- characteristics of different cultures/societies.
- the expectations of a hero in a given culture.

EU 2

- common flaws often found in heroes.
- how to determine a hero's motivation.

EU 3

- the pattern of a typical hero quest.

Skills:

Students will be able to . . .

EU 1

- examine and evaluate a variety of cultures.
- read and analyze a variety of hero quest myths using both explicit and implicit textual support to form an evaluation.
- compare/contrast the role of a hero in different cultures.
- evaluate what makes a hero successful in a given society.
- compare/contrast how ancient and modern cultures view the same hero myth.

EU 2

- recognize and appraise the common flaws in a hero.
- analyze a hero's motivation.

EU 3

- recognize the typical patterns of hero myths.
- compare/contrast the patterns of different hero myths.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Class discussion of Joseph Campbell's "The Hero's Adventure" from THE POWER OF MYTH videos
- Quiz on typical icons/archetypes in mythology
- Dialogue about values in different cultures
- Partner presentation on a major conflict in the world today, and how adhering to the ideals of a certain myth might alleviate it
- Self-assessment essay/journal entry on what constitutes a true hero
- Present an example of a modern day hero myth from a movie or TV show by bringing a clip to show the class and explaining how it fits the typical hero myth pattern

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- List suggested learning activities here in a logical sequence. Choose A, M, or T from the drop down box. (A)
- Watch and discuss Joseph Campbell's "The Hero's Adventure" from THE POWER OF THE MYTH television series. (A)
- Read and annotate hero myths from several cultures (ex. Norse, Greek, Hindu, etc.). (A)
- Work with partners to identify the major elements of a typical hero myth. (M)
- Work with a group to evaluate and present the defining cultural aspects that affect the definition of a hero using the text and other outside sources. (A)
- Make a map of a hero's journey, including pictures of the obstacles he/she faced throughout. (A)
- Create a rap outlining a hero's adventures and perform it for the class. (A)
- Create a chart comparing heroes from different cultures. (A)
- Work in a group to present one hero myth from the text to the class. During the presentation, you will use textual evidence to discuss the hero's motivations, obstacles to be overcome, successes and failures, and how the myth follows or deviates from the typical hero myth. You will add visual elements to help enhance understanding. (A)
- Find an example of a modern version of a hero myth from a movie or TV show depicting a hero we studied in class, show a clip to the class, and discuss how it follows or deviates from the version we read. (M)
- Create a chart ranking all the heroes studied in terms of how effective they were to live successfully in their cultures. (M)
- Compare/contrast different depictions of the same hero from ancient and modern perspectives (ex. the Heracles myth and Disney's HERCULES). (M)
- Create a class newspaper or magazine where every article and advertisement is based on a hero myth. Include news, sports, features, society and business articles as well as ads.
- Write a retelling of a myth from the point of view of the antagonist. (M)
- Write a play in which two heroes from different myths meet and discuss their attitudes, values and experiences. (M)
- Imagine you found a prose portal that allows you to enter any of the myths studied. You will keep a journal depicting what you witness and your reactions to it. (M)
- Research and choose a classical artistic depiction of one of the heroes/myths studied and present it to the class, along with your analysis of how the artist's depiction enhances or detracts from your view of the hero or myth. (M)
- Make a poster showing a modern day hero compared to one of the students studied. The poster should include pictures of each, a description of the accomplishments of each, and how they are similar. (T)
- Create a set of modern tasks for any hero studied, and write an essay on how the hero would fare against these obstacles. (T)
- Find an example of a modern day hero myth from a movie or TV show not specifically about a mythological hero and present a clip to the class. You will need to clearly and logically explain how your choice fits the ideals of a hero myth. (T)

