

Course Title – Mythology

Implement start year – 2014-2015

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Unit #2, topic – Creation and Cycle of Life Myths

Students will be able to independently use their learning to recognize that myths help humans understand the world and their place in it.

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/>)

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

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.11-12.1 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.

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
- Productivity and Accountability
- Leadership and Responsibility

Enduring Understandings:

Students will understand that . . .

EU 1

Creation and cycle of life myths reflect a human need for order.

EU 2

Creation and cycle of life myths provide a way to understand nature.

EU 3

Cultural values influence creation myths.

Essential Questions:

EU 1

- What is order?
- What is the role of order in life?
- Why is order necessary?
- Do humans need order to be happy and content?

EU 2

- Why do all humans have an innate need to understand the natural world?
- How do we come to know the natural world and our place in it?

EU 3

- How do creation myths reflect cultural values?

Knowledge:

Students will know . . .

EU 1

- humans establish and assign order to nature and society.
- examples of myths that establish order.
- elements of narrative technique, analysis technique, expository technique, and specific research methods and sources for mythology.

EU 2

- characteristics of the specific culture/society studied (i.e. Egyptian, Norse, Greek).
- the history of the culture.
- the geography and natural environment of the culture.
- the characteristics of a cycle of life myth.
- examples of creation myths.
- examples of cycle of life myths.
- elements of narrative technique, analysis technique, expository technique, and specific research methods and sources for mythology.

EU 3

- the values of the culture.
- examples of myths that reflect cultural values.
- elements of narrative technique, analysis technique, expository technique, and specific research methods and sources for mythology.

Skills:

Students will be able to . . .

EU 1

- define the concept of order
- debate the concept that all humans need order.
- analyze and interpret the order that is established in myths.
- Identify elements of narrative technique and expository technique within myths.

EU 2

- apply knowledge of geography and history to creation and cycle of life myths.
- identify characteristics of a creation myth.
- identify characteristics of a cycle of life myth.
- read and analyze myths that explain creation, nature, or the cycle of life.
- Use technology and research methods to obtain accurate information about past cultures.

EU3

- read and analyze the impacts of culture on creation and cycle of life myths.
- identify and explain the cultural values established in a myth.
- write a myth that reflects the cultural values of our society.
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Stage 2 – Assessment Evidence	
<p>Recommended Performance Tasks: <i>Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.</i></p>	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none">• Research and present a creation and cycle of life myth, from a culture not studied in class, which establishes order.• Create a game that reflects the creation of the world and different realms of the universe according to one of the myths we read. For example, Candyland my become Greekland with locations such as Mount Olympus and Hades.• Write an essay in which you examine how our mythology and cultural values influence our understanding of the universe and natural world.	

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO 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.*

- Discuss what culture is and work to create a class definition. When finished, the teacher will provide the actual definition, and the class will make any necessary revisions to their definition. The class will then work in pairs to identify characteristics of our culture. (M)
- View "Masks of Eternity" from the POWER OF MYTH series by Joseph Campbell. (A)
- Discuss Campbell's' primary points as they apply to creation and cycle of life myths. (M)
- Write an essay in which you identify three of Campbell's primary points and use modern examples to support or disprove his points. (A)
- Discuss why man needs to know how the universe was formed and identify current examples that support this theory. (M)
- Research the geography and history of assigned cultures. (A)
- Read and annotate or view creation myths from various cultures. (A)
- Through class discussion, identify the characteristics of creation myths and how the myths provide order and understanding to their respective cultures. (M)
- Debate the concept that humans need order to live a happy life. Stances must be supported with well-argued points and specific examples. (M)
- Read and annotate or view cycle of life myths from various cultures. (A)
- Through class discussion, identify the characteristics of cycle of life myths and how the myths provide order and understanding to their respective cultures. (A)
- Working in small groups, identify cultural values reflected in a creation myth read by the class. Discuss how the culture influenced the formation of the myth. (M)
- Retell one of the myths from the perspective of a different character. Include the character's thoughts, feelings, and actions. You must also describe how he or she learns about nature and culture. For example, write from the perspective of Persephone and describe her abduction, her mother's reaction, and Persephone's place in society as a woman. (M)
- Compare and contrast man's place in the universe and society as depicted in three myths we read. (M)
- Assume the period in which we live follows the last period given in one of the creation myths. Describe our period. (M)
- Prepare an interview with a god or character we encountered in our reading, writing out both the questions and answers. Make the character's answers reveal his or her personality, place in the universe, and place in society. (M)
- Create a drawing, painting, or diorama of the universe as described in one of the myths we have read. Be sure that the order and structure of the universe is reflected in your work. (M)
- Create a class newspaper or magazine where every article and advertisement is based on myths read in class that help man to understand the universe and his place in it. Include news, features, society, and advertisements. (T)
- Write an original creation myth that explains the origin of the universe or a particular country. (T)
- Create a modern pantheon of teachers or celebrities. Your pantheon must be based on one culture and must reflect the order of our school or society. Include an image or picture for each god or goddess. Below each of the pictures, list the qualities of the god or goddess and an explanation as to how the teacher or celebrity embodies the qualities listed. (T)
- Throughout the unit students will maintain a personal blog that that reflects how myths studied in class provide order, connect the ancient cultures to modern cultures, and impact our understanding of our world. (T)

