

Course Title – Mythology

Implement start year – 2014-2015

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Unit #1, topic – Cultural and Historical Context

Students will be able to independently use their learning to recognize connections among many different cultural mythologies.

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.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.

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.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

<p>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.</p> <p>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 to purpose, audience, and a range of formal and informal tasks.</p>	<input checked="" type="checkbox"/> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Mythology connects people of different cultures and time periods</p> <p><i>EU 2</i> Cultural values determine the meanings of the symbols in a society's mythology.</p> <p><i>EU 3</i> Understanding mythologies allows us to have an increased sensitivity to other cultures.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How are all mythologies the same? • Why are there overlapping ideas/events in different mythologies? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What is a symbol? • What do symbols reveal about the culture of a society? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can understanding mythologies help us to understand other cultures? • How important is mythology in a global society?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • actual and specific myths. • characteristics of different cultures. • icons and archetypes that reoccur in mythology. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • compare and contrast different cultures. • compare and contrast different mythologies. • read and analyze a variety of myths using implicit and explicit textual support to establish an evaluation.

<p><i>EU 2</i></p> <ul style="list-style-type: none"> • what a value is. • the most commonly occurring symbols in mythology <p><i>EU 3</i></p> <ul style="list-style-type: none"> • the similarities between myths of different cultures. • how to objectively look at and empathize with other cultures. 	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • define various cultural values. • analyze symbols and identify their meaning in a culture. • identify reoccurring symbols across different cultures. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • reflect on their own misunderstandings of different cultures.
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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 Message of the Myth" from THE POWER OF MYTH television series.
- Dialogue about the different cultural interpretations of various symbols
- Quiz on the typical icons and archetypes in mythologies
- Self-assessment essay/journal entry on personal misconceptions of other cultures
- Dialogue about the commonalities of values in different cultures

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.*

- 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 Message of the Myth" from THE POWER OF THE MYTH television series.
- Read and annotate the cultural background information in the text to determine the cultural values. (A)
- Read and annotate a variety of myths with special focus on commonalities. (A)
- Create a chart of typical symbols used in different mythologies and how they are viewed differently, depending on the culture. (A)
- Create a chart that compares gods of different cultures and reflects the values in each culture. (A)
- Read a myth not in the text which has similarities to one we studied. Present it to the class and discuss how it is similar, using textual evidence to support your analysis. (M)
- Analyze a myth or group of myths that espouse a particular value or group of values, and explain clearly, so listeners can easily follow your reasoning, how these myths transmit these values. (M)
- Research and choose a song lyric that references one of the overlapping ideas in mythology, and explain how your choice is a good illustration (M)
- Write a journal entry/essay in which you reflect on your misunderstandings of another culture. (M)
- Read a myth from a culture that was not discussed in class. Analyze the type of myth it is, the nature of the characters, gods, events, and values it portrays, and explain what it reveals about the culture that produced it. (M)
- Write an essay explaining how studying a certain culture's mythology has changed/affected your feelings about that culture. (M)
- Assuming technology is our new mythology. Create symbols to represent the values of our culture. (T)
- Present alone or with a partner a global issue going on today and how adherence to a specific mythological ideology could help alleviate the situation. (T)

