

# GLORIOUS GODS AND GODDESSES



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GRADES 4-6

## II. Introduction

1. **Rationale**-Why are the skills, content, and concepts presented in this unit important for students to learn?

Mythology is a topic that is covered in 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> grade. Many of the students that this unit is intended for are recently out of 3<sup>rd</sup> grade and entering 4<sup>th</sup>. While they primarily cover Greek Mythology in this curriculum, 6<sup>th</sup> grade discusses ancient civilizations and mythology extends into other cultures such as Roman or Egyptian. This unit is intended to be an extension of that curriculum. Entering this class with a basis of knowledge on mythology helps the students to be able to build upon that and make connections across cultures.

This also helps the students become more reflective in viewing their own culture and beliefs. By analyzing the needs of other cultures, they can assess the needs of their own and build connections upon how this is integrated into what they believe and how they show or react to their beliefs. Culture is a concept that the students come into contact with daily, whether they are aware of it or not. It shapes the world around them, and how they interact with others.

During this class, students will utilize inferencing skills and analysis skills in order to interpret the symbolism in pictures through the Visual Thinking Strategy Model. Students will also work collaboratively as peer editors during the writing process. Students will have to use critical thinking skills in order to sculpt a belief system and stories that reveals both the culture and needs of a society. Students will practice higher order thinking skills and questioning skills during the Socratic Seminar.

## 2. Differentiation for Gifted Learners

### a. Content

The content is going beyond what is expected to be learned in their grade level curriculum. They are covering over 40 gods and goddesses from 5 different cultures within four days. They are also expected to understand the symbolism accompanying these deities and how that symbolism persists today in modern culture.

### b. Process

During this unit, students will:

- Analyze photographs to form connections to descriptions and cultural implications.
- Utilize a higher level thinking process to make generalizations about a culture.
- Analyze their own culture to assess how it can shape beliefs.
- Evaluate the need for a blame, solution, or explanation within culture, which requires critical thinking skills.

- Analyze how stories can reveal beliefs, cultures, and facts about a character in order to sculpt their own.
- Craft questions using higher levels of Bloom's Taxonomy.
- Use abstract thinking skills to make connections between objects and pictures and what they would represent in terms of a god or goddess.

#### c. **Product**

Students are given choice in type of product that they produce as well as the god or goddess that they create. They can choose to write either a comic book or short story, and with that they decide the dominion of the god or goddess. They are challenged to make their creation reflective of modern culture and based on a need that they believe their cultures has.

#### d. **Learning Environment**

Students are placed in this class based on interest. They are in a small group setting, and are all academically and intellectually gifted. They are partnered to be able to feed off of the reflections and ideas of others. Much of the learning is discovery-based and student-led so that student engagement is increased.

#### e. **Visual Thinking Strategy**

This activity allows for students to utilize their creativity when analyzing pictures. They are interpreting as much as they can based on symbols and the details in the picture. This model also allows for students to delve deeper into their insights and extend upon *why* certain aspects of the picture are a specific way. Dealing with mythology, each picture our statue has such a high level of symbolism that students are being challenged to know what these symbols might connect to our how they could be interpreted.

#### f. **Questioning** (Lesson 2 and 4)

Higher-level questioning is an excellent way to enrich a lesson for gifted students. By utilizing this model, the content increases in depth and allows for further discussion of new ideas. It also encourages students to bridge connections across cultures and from ancient civilizations to their own.

The content that the students are learning during this time could be stretched over weeks of instruction, yet they are covering it within a matter of days. Time could be spent analyzing each specific culture, and the role that gods and goddesses played during that time period, but students are expected to be able to reason through that independently to be able to apply it through their answers.

### **g. Socratic Seminar**

Using a Socratic seminar allows for challenge through advanced reading articles and expectation of student understanding. It also allows for depth, because students are exploring a topic further than what is listed in curriculum to be learned.

### **h. Performance Task**

Creativity of the students can be shown through the creation of their god or goddess. They have to choose a jurisdiction, a physical appearance, and a backstory for this god or goddess. They have to weave a world together where their deity exists alongside their own culture.

### **3. *Describe the population of gifted children for whom the unit is intended.***

This particular group of students is highly interested in the topic at hand, and that is reflected in their expressions and behaviors. Each student came into the class with at least a basic understanding of many gods and goddesses. Some of this basis came from regular schooling, but most is based on independent interest.

This group is also very diverse in their personality types. I noticed quickly how easily they were able to bond with each other, as if they were all very accepting of others and their quirks. This helped them greatly during the writing process and when utilizing peer editors. These students are used to being at the top of the class, being gifted students, so having others that they could feed off of allowed for greater discussion on the topics at hand.

Due to the many unique personalities, the lessons needed to allow for vast creativity and freedom of choice in order for the students to feel at home and invested. As the teacher, I needed to recognize the knowledge that the students had brought, and prove to them that I could teach them something new. They were craving to learn more about different types of mythology.

### III. Goals and Outcomes

1. Content Goal: To develop and understanding of the belief systems of ancient cultures and how culture is reflective of the beliefs.

#### North Carolina Social Studies Essential Standards:

- 6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).
- 6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).

#### Students will know:

- Major gods and goddess in the following cultures: Mayan, Japanese, Roman, Norse, and Egyptian
- Cultures have similar needs that connect to their belief systems
- The role mythology played in ancient cultures, as well as the role of the belief systems.
- The needs within their own cultures.

2. Process Goal: To develop and utilize critical thinking skills to objectively analyze culture.

#### Students will be able to:

- Make inferences based on descriptions
- Analyze dialogue and plot to identify cultural implications
- Create a belief system reflective of culture
- Provide details and evidence within a story to support an opinion.

3. Concept Goal: To understand that culture and beliefs are interdependent.

#### Students will understand:

- The cultures of ancient civilizations are based on their beliefs
- Cultures in the past and modern culture have similar needs, and the beliefs are connected to those needs.
- Culture helps to create beliefs and is reflected through the beliefs of a civilization/community

#### IV. Assessment Plan

##### **Formative Assessment**

Assessments during the lesson will mostly take place through questioning and discussions with the students, however there are written components as well.

In Lesson 1, prior knowledge of culture and mythology will be assessed through a written description of their own culture as well as informative questioning. The lesson is adjusted based on what knowledge they already have. Following this, students will be assessed on their ability to recognize and identify symbolism through the visual thinking strategy analyzing a picture of Thor. Students will then have to apply this skill to further work when matching pictures to descriptions. After applying, students will demonstrate their ability to create symbolism within a picture by creating the cover to their written work.

In Lesson 2, students understanding of modern culture and needs will be assessed through questioning performed amidst watching news clips from the local news. Students will then analyze the need for a god or goddess and demonstrate this knowledge through the creation of a graphic organizer. Also during this lesson, observing partner conversations will be evidence of how their god or goddess fits a need in modern culture.

In Lesson 3, observations made during the Socratic seminar will display students understanding of how a story can reveal cultures and beliefs. Through student-teachers conferences, students will demonstrate their depth of knowledge in their ability to describe how their god or goddess is reflective of modern culture.

In Lesson 4, students will demonstrate their knowledge of symbolism through the creation of their own for their performance task. Through questioning of symbols that represent Greek mythology, students will show their understanding of Greek culture that has persisted over time, and how these items connect to specific gods and goddesses.

The following document is taken from Lesson 3 and displays a student's understanding of evidence in a story of culture and beliefs.

# Philemon and Baucis

A story of poverty, kindness, and hospitality

According to ancient Roman mythology and Ovid's *Metamorphoses*, Philemon and Baucis had lived out their long lives nobly, but in poverty. Jupiter, the Roman king of the gods, had heard of the virtuous couple, but based on all his previous experiences with humans, he had serious doubts as to their goodness.



Jupiter was about to destroy mankind, but was willing to give it one final chance before starting over again.

So, in the company of his son Mercury, the wing-footed messenger god, Jupiter went about, disguised as a worn and weary traveler, from house to house among the neighbors of Philemon and Baucis. As Jupiter feared and expected, the neighbors turned him and Mercury away rudely. Then the two gods went to the last house, the cottage of Philemon and Baucis, where the couple had lived all their long married lives.

Philemon and Baucis were pleased to have visitors, and insisted that their guests rest before their little hearth fire. They even lugged in more of their precious firewood to make a greater blaze. Unasked, Philemon and Baucis then served their presumably starving guests, fresh fruits, olives, eggs, and wine.

Soon the old couple noticed that no matter how often they poured from it, the wine pitcher was never empty. They began to suspect that their guests might be more than mere mortals. Just in case, Philemon and Baucis decided to provide the closest they could come to a meal that was fit for a god.

They would slaughter their only goose in their guests' honor. Unfortunately, the legs of the goose were faster than those of Philemon or Baucis. Even though the humans were not as fast, they were smarter, and so they cornered the goose inside the cottage, where they were just about to catch it.... At the last moment, the goose sought the shelter of the divine guests. To save the life of the goose, Jupiter and Mercury revealed themselves and immediately expressed their pleasure in meeting an honorable human pair. The gods took the pair to a mountain from which they could see the punishment their neighbors had suffered -- a devastating flood.

Asked what divine favor they wanted, the couple said that they wished to become temple priests and die together. Their wish was granted and when they died they were turned into intertwining trees.



## **Summative Assessment**

The culminating project that the students will be completing is a myth of their own based on a god or goddess that they have created. Their myth has to reflect modern culture, and be based on a need in society. By integrating these things into their product, students will demonstrate their understanding of culture, beliefs, needs of a culture, and how to incorporate those things into a written work. The performance task is as follows:

### **Calling all Mythology Enthusiasts!**

Marvel Comics and author Rick Riordan need your help! They are teaming up to produce a modern realm of gods and goddesses. Riordan wants to publish a collection of short stories about these deities, while Marvel is hoping to introduce new comic book lines to the public. They have recruited you to help create them! Your task is to develop the artwork and create stories that reveal the personality and dominion of these gods and goddesses. They are emphasizing that these gods and goddesses need to reflect modern culture. You can choose which avenue you would prefer to present your story! Who knows, maybe they will turn yours into the next action/adventure blockbuster!

This is an example of a student's performance task. She based her goddess on electricity.



June 2, 2015

Snap! Sizzle, Crack! Electra, the goddess of electricity finished connecting the power flow to a brand new power plant in the USA. She smiled as the red dot on the map disappeared. She went through a scan to make sure everything was in order. As usual everything was fine. Electra glanced around headquarters and all the gadgets, plugs and cables. Suddenly a beep went off. Electra sighed for that meant one thing. Time to get back to work.

Electra walked over to the map. As usual there was a colored dot on the map except this one was yellow meaning a small power failure or something like that. "Let's see" she muttered. Power failure in the USA, Nevada, Cantercity, Cannifer drive 1981. Electra tapped the dot once and suddenly she was standing next to the broken wire. She ran her finger over the wire and not surprisingly found a crack in the wire. She reached into a bag she had grabbed some tools and in minutes the wire was as good as new.

Suddenly there was an odd sound. Bong! Electra stood up instantly. That sound could only mean one thing. She rushed to a wall in the room. A wall with only one button. Electra pressed the button and instantly the wall rotated slowly and revealed a map showing the states New York, Connecticut, New Hampshire and Rhode Island in red.

The radar was special and important. It only rang when there was a major problem. It also rang for another reason. The reason was to signal Electra was needed on Earth.

Electra read over the problem. "Giant lightning storms covered these four states. The lightning only seemed to hit power plants and each bolt contained enough energy to power the USA for a month! There has been little or no power in all four states." Electra walked over to her lightning generator (she had to create one so she could keep up with blackouts and what-not) to her surprise the device said there had been lightning in any of the four states.

Electra could only come up with one conclusion. Someone or something was trying to do her job and apparently had no idea how to do it right. Electra grabbed a sack full of electric arrows and tools, grabbed her electric bow and prepared to leave.

Electra could only think of one thing. She was finally going to visit Earth. And she could not wait!

V: Lesson Plans

<b>TEACHER NAME</b>		<b>Lesson #</b>
Edwards		1
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
VTS	ELA	4 <sup>th</sup> - 6 <sup>th</sup>
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Culture		Mythology
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p><b>Grade 4:</b></p> <ul style="list-style-type: none"> <li>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li> </ul> <p><b>Grade 5:</b></p> <ul style="list-style-type: none"> <li>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)</li> </ul> <p><b>Grade 6:</b></p> <ul style="list-style-type: none"> <li>6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).</li> <li>6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).</li> </ul>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Culture influences beliefs (Beliefs and Culture are interdependent.)		How are beliefs shaped by culture?
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> <li>Students will be introduced to gods and goddesses from 5 different cultures.</li> <li>Norse: <ul style="list-style-type: none"> <li>Odin- chief</li> <li>Freyr- fertility</li> <li>Freya- love, fertility, and battle</li> <li>Thor- thunder, battle</li> <li>Hel- ruler of Helheim, the underworld, god of the dead</li> <li>Loki- trickster, mischief</li> <li>the Norns- the fates</li> <li>Njord- sea, wind, fish, and wealth</li> <li>Tyr- war and skies</li> <li>Balder (Baldur) beauty, innocence, peace, rebirth</li> </ul> </li> <li>Egyptian: <ul style="list-style-type: none"> <li>Anubis (afterlife)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Students will be able to make generalizations about a culture.</li> <li>Students will be able to analyze a visual representation to gather information about culture or text.</li> <li>Students will use symbolism to connect and interpret meaning in a visual.</li> <li>Students will categorize and link pictures based on description and details.</li> <li>Students will use problem solving to eliminate other options.</li> </ul>

- Amun-Ra (the hidden one, king)
- Mut (mother goddess)
- Osiris (living)
- Ra (sun)
- Horus(vengeance)
- Thoth(knowledge and wisdom)
- Hathor (motherhood)
- Sekhmet (war and healing)
- Geb (earth)
- Roman:
  - Jupiter- sky, king
  - Mars- war
  - Juno- women and fertility
  - Venus- love, beauty
  - Minerva- wisdom
  - Neptune- the sea
  - Vulcan- blacksmiths
  - Ceres- Harvest
  - Diana= hunting and moon
  - Mercury- messenger
  - Vesta- home
- Mayan:
  - Itzamn- heavens, night and day
  - Chac- rain, weather, fertility
  - Ah Mun- corn god, agriculture
  - Ah Puch- death, ninth and lowest underworld
  - Ek Chuach- war, human sacrifice, and violent death
  - Ix Chel- Itzamn's wife, childbirth, weaving, medicine
  - Huracan- god of storm, bad weather (also called Bolon Tzacab)
  - Kukulcan- snake god
- Japanese:
  - Benten- good fortune
  - Amaterasu- sun goddess
  - Susano- storm god
  - Izanagi- creator
  - Tsukiyomi moon god
  - Bishamon- war
  - Aizen-Myop - love
  - Hoori- hunting
  - Amida- light
- Students will understand how religious beliefs affect the cultural development of a region

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| <ul style="list-style-type: none"><li>• Students will understand how culture is displayed in a region (through architecture, government, behavior, etc.)</li><li>•</li></ul> |  |
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**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> <li>• What is culture?</li> <li>• What are beliefs?</li> <li>• How would you describe your culture?</li> <li>• How would you describe your beliefs?</li> <li>• How are beliefs connected to culture?</li> <li>• How do beliefs change over time?</li> <li>• How do your beliefs define you?</li> <li>• How is our culture reflected in society?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a god or goddess?</li> <li>• What are myths?</li> <li>• What purpose do myths serve?</li>   <li>• What do you notice in this picture?</li> <li>• What do you see that makes you think that?</li> <li>• Where or how is the culture seen?</li> <li>• What symbols do you see?</li> <li>• Why might it connect to that?</li> <li>• What might his god's dominion be? How do you know?</li> <li>• What might this reveal about their beliefs?</li>   <li>• How do you know this god or goddess fits this description?</li> <li>• What do you notice in their physicality or with their symbols?</li> <li>• What does this show about that culture?</li> <li>• What does this show about the beliefs of this region? What was important to them?</li> <li>• Where else might you see evidence of this god or goddess?</li> <li>• Where do we see similar deities?</li> <li>• Why do you think this is? What does this reveal about the nature of the people and their needs in these cultures?</li> <li>• How is this relevant or still true today?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the physical appearance you drew accurate of your god or goddesses domain?</li> <li>• Does your god or goddess fit modern culture in terms of appearance and setting?</li> <li>• What other ideas for symbolism might you include?</li> <li>• How is this god or goddess reflective of your culture?</li> <li>• How are beliefs shaped by culture?</li> </ul>

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
Students will be discussing a vast range of	-Students will be analyzing photographs to	Students will begin creating a god or goddess using a	-Students are in a small group separate setting,



<p>gods and goddesses beyond those typically read about in a regular classroom, therefore adding depth.</p>	<p>form connections to descriptions and cultural implications. -Students will utilize a higher level thinking process to make generalizations about a culture.</p>	<p>student-chosen format. Their creations will require depth through symbolism.</p>	<p>flexibly grouped with other high achieving students. -The topic being studied is based on interest.</p>
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## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

- As students enter, have paper passed out and ready to begin writing.

**\*\***Since this is the first time meeting the students, use this as a “get to know you” activity. Say that “people can be reflective of the culture they live in, so help me to get to know you by describing your culture.”

Begin by sharing culture that I experienced in Greensboro and now in Boone. How are they different? How is that reflective of the beliefs?

- Boone, as a town, is more “close-knitted” The expectations for manners are higher. There is also a higher % of people that are of Christian religion, and due to this many of the Christian beliefs are reflected in the region. Greensboro is more of a fast-paced location, so the culture is more modernized. Boone is known for its outdoors adventures, and many of the population enjoy partaking in these things. Greensboro has more options for entertainment and businesses.
- Ask students to describe their culture, as in specific as they can be.
- Once students begin finishing, ask them to then describe their beliefs. (Overarching, doesn't have to just be or be religious. What all do you believe in? ideas could include equality, or fairness, and why?)
- When finished, ask them to then think about how the two are connected.
- Discuss as a class:
  - What is culture?
  - What are beliefs?
  - How are they connected?
  - How do beliefs change over time?
  - How is culture shown through in your society?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Ask students in a whole group discussion:

- What are gods and goddesses?
- What are myths?
- How are myths used?
- Briefly discuss background knowledge Greek mythology- what gods and goddesses they know and how that affected Greek culture
- 

Use Visual Thinking Strategy:

- Show image found here: <http://www.rankopedia.com/CandidatePix/48525.gif>
  - What do you notice in this picture? What do you see that makes you think that?
  - Where/How is the culture seen?
  - What symbols do you see? Why might it connect to that?
  - What might this god's dominion be? How do you know?
  - What might this reveal about their beliefs?

**\*\***As students are responding, repeat back their observations to confirm and reassure understanding.

- If there are enough students, partner them up for this portion.
- Pass out envelopes containing (1) pictures of 8-10 of the main gods and goddesses from a specific

culture's belief system and (2) descriptions and titles of the gods/goddesses, including aspects of the given ancient culture, from architecture to events that would lead to the desire to have a god (storm, harvesting, etc.)

- Use: Egyptian, Roman, Norse, Mayan, and Japanese (see content section for list of gods and goddesses)
- Ask: Where would each god or goddess be needed? These gods and goddess were created to believe in something that is reflective of different aspects of culture. Match the deity to the description that you think best fits the physical picture of the god or goddess. Note the symbolism in the picture to help you out!
- Be thinking about that this shows about the culture and the beliefs of this region!
- Allow students about 10-15 minutes to (If in partners, discuss and) sort the pictures.
- Monitor progress and when needed, prompt using questions to help guide connections.

\*\*\* SEE END OF COMPLETE UNIT FOR PICTURES OF GODS AND THEIR DESCRIPTIONS

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

- Have students share their findings with the class and discuss why they selected the specific god or goddess for each aspect of culture. (Repeat Questions for each student/culture)
  - Ask: How do you know this god or goddess fits with this description? What did you notice in their physicality or in the symbolism of the picture?
  - Ask: What does this show about that culture?
  - What does this show about the beliefs of this region? What was important to them?
- When necessary, make corrections as to what description fits with which deity. Compare the god or goddess to ones that might be more common.
- Discuss other areas of culture that might be influenced by this god or goddess.
  - Ask: Where else might you see evidence of this god or goddess?
- Discuss connections across cultures
  - Where do we see similar deities?
  - Why do you think this is? What does this reveal about the nature of people and their needs?
  - What differences are there?
  - What do those differences reveal about that culture?
- Discuss how this is relevant today, and how the influence and culture have changed from then to now.
- How are these pictures representative of that time (clothing, type of war, architecture, etc)

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Show the image of comic book Thor:

Comic Book Thor- <http://www.comicbookmovie.com/images/users/uploads/9366/ThorFlic.jpg>

How is this still reflective of Thor?

Now it is your turn!

Present Performance Task:

Calling all Mythology Enthusiasts!

Marvel Comics and author Rick Riordan need your help! They are teaming up to produce a modern realm of gods and

goddesses. Riordan wants to publish a collection of short stories about these deities, while Marvel is hoping to introduce new comic book lines to the public. They have recruited you to help create them! Your task is to develop the artwork and create stories that reveal the personality and dominion of these gods and goddesses. They are emphasizing that these gods and goddesses need to reflect modern culture. You can choose which avenue you would prefer to present your story! Who knows, maybe they will turn yours into the next action/adventure blockbuster!

Say: Today, you are going to be completing a rough draft of your physical appearance. Would you rather do a comic book or a short story? This will be the cover of your writing. Keep in mind all aspects that need to be included in the picture.

Ensure students are:

- Making a modern representation with clothing and scenery
- Being specific about the appearance and facial expression
- Paying close attention to how their drawing depicts the beliefs held by modern culture

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Have students spend 10-15 minutes sharing their initial ideas for their gods and goddesses with the class. What do others think of this?

- Is the physical appearance accurate for the god or goddesses domain?
- Is the physical appearance accurate for the beliefs that they intend to represent
- Does the god or goddess fit a modern cultural appearance?
- What other ideas for symbolism or background do your peers have?

End with: How is this god or goddess reflective of the beliefs of your culture??



TEACHER NAME		Lesson #
Edwards		2
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	ELA/Writing Social Studies	4-6
CONCEPTUAL LENS		LESSON TOPIC
Culture		Mythology
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>Writing</p> <p>CCSS.ELA-LITERACY.W.4.2, W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.4.3, W. 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Social Studies</p> <p>6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies, and regions. (e.g., oral traditions, art, dance, music, literature, and architecture).</p> <p>6.C.1.2 Explain how religion transformed various societies, civilizations, and regions (e.g., beliefs, practice, and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism).</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>	THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>	
<b>Culture influences Beliefs:</b> <i>(Beliefs and Culture are interdependent)</i>	<b>How are beliefs influenced by culture?</b>	
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>	PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>	
<ul style="list-style-type: none"> <li>Students will learn/discuss different characteristics of their own culture.</li> <li>Students will learn that culture is the combination of lifestyles, needs, values, and beliefs of a certain area.</li> <li>Students will learn the attributes that are associated with gods and goddesses in order to create one.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be analyzing their own culture to identify needs.</li> <li>Students will compare modern culture to past cultures to draw conclusions on common needs.</li> <li>Students will create a deity and classify their deity based on the needs that they address.</li> <li>Students will evaluate and produce an explanation for events in culture</li> </ul>	

<ul style="list-style-type: none"> <li>• Example used: Set- god of storms, confusion and destruction</li> <li>• Students will learn how certain gods and goddesses fit into ancient cultures (see Lesson 1 for list)</li> <li>• Students will understand that many basic needs or issues are prevalent over time, like safety, food, water, peace, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create a table that analyzes different gods and goddesses.</li> </ul>
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**GUIDING QUESTIONS**  
*What questions will be asked to support instruction?*  
 Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
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<ul style="list-style-type: none"> <li>• Ask students: How were these clips evidence of the culture of this area?</li> <li>• What did they discuss?</li> <li>• How does that shape the community?</li> <li>• How does that shape the people?</li> <li>• What other aspects of culture do you see evidence of, and how are they evident?</li> <li>• How is this reflected in your beliefs?</li> </ul>	<ul style="list-style-type: none"> <li>• In the video clips, what needs were addressed?</li> <li>• How does this god fit into culture? What aspect of culture is shown through him?</li> <li>• How does he fit a need? How could he be used to give blame or credit to? What might he explain?</li> <li>• How might their beliefs have affected their culture, or vice-versa??</li> <li>• In Ancient cultures, how does culture effect their beliefs?</li>   <li>• What aspects of ancient civilizations do you feel are still needs today?</li> <li>• What areas still impact the culture?</li> <li>• What aspects of modern culture do you feel could use an explanation?</li> <li>• What aspect of culture could use someone to blame?</li> <li>• What aspect of culture could use someone to give credit to?</li> <li>• If you were to create someone, like the gods and goddesses, to rule over this area, who/what would you create?</li> <li>• Where do you see a correlation or a connection?</li> <li>• How could you create a deity of something to</li> </ul>	<ul style="list-style-type: none"> <li>• How would your belief system that you have created have an effect on culture?</li> <li>• How is culture reflected through the beliefs displayed in your god/goddess?</li> <li>• Which other deities seem similar to yours?</li> <li>• How have needs in culture changed? How have they remained the same?</li> <li>• How are beliefs shaped by culture?</li> </ul>
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	<p>believe in that is reflective of culture?</p> <ul style="list-style-type: none"> <li>• What need in culture does your god or goddess address?</li> <li>• How is it reflective of modern culture?</li> <li>• Where would this god or goddess be blamed?</li> <li>• Where would they be given credit?</li> <li>• What might they explain?</li> </ul>	
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**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
	<p>Students will be analyzing their own culture to assess how it can shape beliefs. Students will also have to evaluate the need for a blame, solution, or explanation within culture, which requires critical thinking skills.</p>	<p>Students will be able use creative thinking skills in order to create their own god or goddess.</p>	<p>Students are in a separate setting, flexibly grouped. The topic being studied is based on student interest.</p>



**PLANNED LEARNING EXPERIENCES**

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Show news clips of current events that reflect the community's culture. (Will select closer to date).

- Ask students: How were these clips evidence of the culture of this area?
- What did the clips discuss?
- How do these traits of culture shape the community?
- How does that shape the people?
- What other aspects of culture do you see evidence of, and how is it evident?

**\*\*How are these topics in the video clips reflected in your beliefs?**

**\*Have a discussion around these questions, reaffirming where needed, and asking for further clarification when needed.**

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Say: We are surrounded by our culture, so it is easier to interpret. Within a culture, the needs of people are exhibited. Whether it is the need for peace, for safety, food, etc, it helps to form our culture. *In the video clips, what needs were addressed?* We often use beliefs to address our needs, similarly to ancient civilizations. Gods and goddesses were created to help explain things about the world or to address needs. And these different needs and beliefs help to influence and shape culture.

Refer back to the pictures and gods and goddesses from the previous day-

Show picture of Amun-Ra

How does this god fit into culture? What aspect of culture is shown through him?

How does he fit a need? How could he be used to give blame or credit to? What might he explain?

How might their beliefs have affected their culture, or vice-versa??

Give the students new envelopes with the description and picture already combined for each god and goddess.

Have them create a poster chart gluing the pictures down, and listing the needs for the gods and goddesses, areas where blame could be given and areas where offerings or praises would be given. (Use envelopes from previous day, having partnered them the night before).

As the students finish, have them share their poster with others.

<i>God/Goddess Picture</i>	<i>Description</i>	<i>What do they explain/what needs do they fit</i>	<i>Where can they be given credit?</i>	<i>Where can they be given blame?</i>

Ask: In ancient cultures, how is culture effecting their beliefs?

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Ask as a whole group:

- What aspects of ancient civilizations do you feel are still needs today?
- What areas still impact the culture?
- What other aspects of culture do you feel could use an explanation? (why is this the way that it is?)
- What aspect of culture could use someone to blame?
- What aspect of culture could use someone to give credit to?

Rhetorical Question: How could we tie these things together to create a belief system? For example use Set, Egyptian (God of storms, Confusion, Destruction)

What could be a common bond between these things? Why might they be linked under one god?

Say: To create your own belief system, you need to find an area for your god or goddess to have a dominion over.

What could we link together in a belief of a god or goddess?

Where do these things correlate? What is connected or tied to other things?

How could you use these combinations to create a deity of something to believe in that is reflective of culture?

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

#### Calling all Mythology Enthusiasts!

Marvel Comics and author Rick Riordan need your help! They are teaming up to produce a modern realm of gods and goddesses. Riordan wants to publish a collection of short stories about these deities, while Marvel is hoping to introduce new comic book lines to the public. They have recruited you to help create them! Your task is to develop the artwork and create stories that reveal the personality and dominion of these gods and goddesses. They are emphasizing that these gods and goddesses need to reflect modern culture. You can choose which avenue you would prefer to present your story! Who knows, maybe they will turn yours into the next action/adventure blockbuster!

\*\*\* Students sculpted the physical appearance of their deity on the previous day.

Tell students that even though they got an idea for their god or goddess yesterday, they will be refining that idea today.

They are to analyze how their god or goddess fits into modern culture and addresses needs.

Allow students 15-20 minutes to develop this understanding and idea. They can enhance their drawing to fit these things.

- What need does it address?
- How is this reflective of our culture?
- Where would this god or goddess be blamed?
- Where would they be given credit?
- What might they help explain?
- Why would it be believed in?

Bring students back together and discuss how many people are required to make culture into a culture. What would be the defining characteristics of that? If it is just your opinion, what might that make it? Mention: opinion of others is a necessary piece to the puzzle, as modern culture may be reflective of all individuals.

Place students either with partners or small groups to discuss their ideas. Allow for feedback or suggestions from others.

They may offer suggestions on:

- breadth of reign
- application to culture
- how they feel this idea connects to culture
- Is it based on a sufficient need

Now that students have an idea for where their god or goddess fits into culture, they can begin drafting their story outline.

Make a list of situations that the evidence of this god or goddess fitting a need in culture shows through, and choose one to sculpt a story around. (they will be analyzing backstories of gods and goddesses the next day, so they just need to begin getting an outline)

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

After students finish, have them present their findings to the class. Allow time for discussion of where else their god or goddess might be needed.

When about 20 minutes are left, bring the students back together to review progress up to this point. Ask students to share :

How would your belief system that you have created have an effect on culture?

Culture and beliefs are interdependent, so how does this work backwards as well?

Let this be an open dialogue to allow for feedback from others and building upon one another.

Using poster board and sticky-notes, allow students to write/bullet answers to these questions to post:

How is culture *reflected* through the beliefs displayed in your god/goddess?

Which other deities that seem similar to yours and how?

How have needs in culture changed?

What similarities do we see in your answers to the first and last questions?

When reviewing the last question- What ancient gods and goddesses are similar to yours? What does this show about the needs in cultures over time?

*How are beliefs shaped by culture?*

TEACHER NAME		Lesson #
Edwards		3
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	ELA and Social Studies	4-6
CONCEPTUAL LENS		LESSON TOPIC
Culture		Mythology
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li> <li>• RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• 6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).</li> <li>• 6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).</li> </ul> <p><b>Writing:</b></p> <p>CCSS.ELA-LITERACY.W.4.2, W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.4.3, W. 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<b><i>Beliefs are influenced by Culture. (Culture and Beliefs are Interdependent)</i></b>		How are beliefs influenced by culture?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>

- Students will read “The Story of Isis and Osiris” and learn information about Egyptian mythology.
  - In ancient cultures, pharaohs were expected to marry their sister.
  - Wheat, barely, corn, and grapes were all used crops (Thanks to Isis’s teaching)
  - The Osiris was accredited to showing Egyptians which animals were suitable to eat.
  - Cedar and ebony were precious woods and had to be traded from other countries.
  - Ancient Egyptian burial of pyramids was linked to Osiris and the hope of new life.
- Students will read “Philemon and Baucus” giving information about Roman mythology, specifically Jupiter and Mercury.
  - Through this, students will learn how Roman and Greek mythology shared and built off of one another.
  - Roman culture facts gained from story:
    - Having less money was frowned upon.
    - Gods were seen as deserving the best
    - Kindness should be rewarded
    - Meat meals could have been rare for lower class families, certain foods were considered delicacy (wine, eggs, olives, fresh fruit)
  - The wrath of the gods was to be feared!
- Students will learn that dialogue can be used to convey personality.
- Students will learn that details in a story can reveal character traits and give information on the setting (culture) of a region.
- Students will learn that culture creates a need for beliefs and beliefs help to shape what defines a culture.
- Students will learn that some needs are consistent over time.

- Students will be able to compose a story that uses details, dialogue, and description to reveal a character’s personality and the culture a story takes place in.
- Students will be able analyze a passage to infer the characteristics of a culture or belief system.
- Students will be able to sculpt higher-level questions.
- Students will participate in an inquiry-based, collaborative discussion.
- Students will continue to evaluate their culture to identify needs and produce a belief that will explain or address that need.

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<ul style="list-style-type: none"><li>• What can be learned about the gods of ancient Greece from this clip?</li><li>• What can be learned about Greek culture?</li><li>• What can be learned about Greek beliefs?</li></ul>	<ul style="list-style-type: none"><li>• What previous experiences do you have with close reading or annotating a passage?</li><li>• What is revealed about Roman Culture that the gods doubted the goodness of Philemon and Baucus?</li><li>• What is revealed about Romans belief in gods through the treatment that Philemon and Baucus give them?</li><li>• What might you interpret about what roman citizens would believe in regard natural disasters through gods and goddesses? How could this be interpreted?</li><li>• What does this story reveal as valued in this culture?</li><li>• What does the personality of the gods and goddesses reveal about the beliefs of this civilization?</li><li>• Why would Ancient Egypt have a god like Seth; what purpose would this serve?</li><li>• How can perspective, dialogue, and actions can reveal characteristics of a group through a story? How was it done in this passage?</li><li>• What other stories in mythology do you know of that could reveal characteristics about beliefs or culture of a region?</li><li>• In what ways did the god or goddess reflect that given culture?</li><li>• In what ways did the god or goddess exemplify that culture's beliefs?</li><li>• How could this similarly</li></ul>	<ul style="list-style-type: none"><li>• What do you feel like is a strength of your project? Why?</li><li>• What areas do you feel like could use some work, and why?</li><li>• How is your god or goddess reflective of modern culture?</li><li>• How is your god or goddess representing the beliefs that your culture might have?</li></ul>

	<p>be reflected in your story?</p> <ul style="list-style-type: none"> <li>• What situations and events can you present your character with that would help to identify culture and create beliefs?</li> </ul>	
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**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
	<p>Students will be analyzing how stories can reveal beliefs, cultures, and facts about a character in order to sculpt their own. Students will also be crafting questions using higher levels of Bloom's Taxonomy.</p>	<p>Students will be able use creative thinking skills in order to create their own god or goddess. They are given choice in type of god or goddess and type of product.</p>	<p>Students are grouped based on interest in a small group setting. Students are primarily academically gifted.</p>

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

*Percy Jackson and the Lightning Thief*

Show introduction to camp clip from movie. Ask:

What can be learned about the gods of ancient Greece from this clip?

What can be learned about Greek culture?

What can be learned about Greek beliefs?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Say: Like the hints that were shown in that clip, every god or goddess has stories that help create their personality and form the beliefs that they represent. We are going to dissect some of those stories today. To really interpret the hints about culture and beliefs, we are going to practice close reading. What previous experiences do you have with close reading or annotating a passage?

**\*\*This next section (*Philemon and Baucus*) can be bypassed if students show a solid understanding of close reading.**

Check for understanding using "*Philemon and Baucus*" (*This story is used in both Greek and Roman cultures*)

**\*\* Underline in RED (one color) or note any sentences that reveal the culture of this civilization. Underline in BLUE (different color) any sentences or phrases revealing beliefs.**

**\*\*Write comments or questions to the side that you might have while reading.**

Discuss with students during reading *why* certain lines should be underlined or how they might reveal beliefs or culture. Model thoughts out loud while reading to formulate questions. After reading, mention questions that students might be able to produce for discussion, such as:

- What is revealed about Roman Culture that the gods doubted the goodness of Philemon and Baucus?
- What is revealed about Romans belief in gods through the treatment that Philemon and Baucus give them?
- What might you interpret about what roman citizens would believe in regard natural disasters through gods and goddesses? How could this be interpreted?

Pass out copies of "The Story of Isis and Osiris"-

Have students close read, reminding them to be underlining what they consider to reveal culture or beliefs of the civilization. Have this reminder written on the board, as well as a note to write thoughts and questions in the borders.

As students finish, encourage them to be writing questions down that they believe would spark discussion regarding the culture and beliefs revealed through this passage.

Ask students to have 3-5 questions regarding culture or beliefs based on the story. The questions need to be open-ended (no yes or no questions!) and require thinking to answer!

Sample Questions to be used if needed:

- What does this story reveal as valued in this culture?
- What does the personality of the gods and goddesses reveal about the beliefs of this civilization?
- Why would Ancient Egypt have a god like Seth; what purpose would this serve?



**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Host a whole group Socratic Seminar.

Use either of the first two sample questions to begin the conversation.

Encourage students to discuss rather than debate, and use their questions to help direct the conversation.

\*Allow 15-20 minutes.

Pay close attention to insights that students have gained, jotting down bullet-notes of what aspects of culture and beliefs they picked up on through the story.

Bring the discussion to a close and show students the list that was gathered of what they noticed (on projector if able). Allow them to read through the list independently.

Ask: How can perspective, dialogue, and actions can reveal characteristics of a group through a story? How was it done in this passage?

Using notes and student input, ask students to produce a brief 2-3 sentence statement describing the culture of Ancient Egypt as learned through this passage. (This can be done whole class if the group is small enough to get input from all, or can be split into groups.)

Ask: What other stories in mythology do you know of that could reveal characteristics about beliefs or culture of a region?

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Present students with a variety of stories about gods and goddesses in different cultures. Ask students to select a god or goddess that is similar to theirs and read their story. While they read, they should think about:

- In what ways did the god or goddess reflect that given culture?
- In what ways did the god or goddess exemplify that culture's beliefs?
- How could this similarly be reflected in your story?

As a group (or if large enough split into two-three groups) allow the students time to discuss the following question. Encourage them to have their project in front of them to be able refer to and help others provide feedback.

- What situations and events can you present your character with that would help to identify culture and create beliefs?

Calling all Mythology Enthusiasts!

Marvel Comics and author Rick Riordan need your help! They are teaming up to produce a modern realm of gods and goddesses. Riordan wants to publish a collection of short stories about these deities, while Marvel is hoping to introduce new comic book lines to the public. They have recruited you to help create them! Your task is to develop the artwork and create stories that reveal the personality and dominion of these gods and goddesses. They are emphasizing that these gods and goddesses need to reflect modern culture. You can choose which avenue you would prefer to present your story! Who knows, maybe they will turn yours into the next action/adventure blockbuster!

Today they are going to focus on creating the edition or short story to provide Marvel Comics and Rick Riordan. They might have started this on the previous day, but can develop it further and with more detail now.

(Have examples of comic books and short stories available to help students formulate ideas if needed)

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

As students are working, call them over one at a time for an “Editor’s conference,” allowing them to share what their thoughts of so far, and provide feedback for how they might better develop their character or what aspect may need enhancement.

During this conference ask:

- What do you feel like is a strength of your project? Why?
- What areas do you feel like could use some work, and why?
- How is your god or goddess reflective of modern culture?
- How is your god or goddess representing the beliefs that your culture might have?

Also allow them to ask questions of classmates to bounce ideas and receive critique.

# Philemon and Baucis

Accessed from: <http://ancienthistory.about.com/cs/myths/a/philemonbaucis.htm>

A story of poverty, kindness, and hospitality

According to ancient Roman mythology and Ovid's *Metamorphoses*, Philemon and Baucis had lived out their long lives nobly, but in poverty. Jupiter, the Roman king of the gods, had heard of the virtuous couple, but based on all his previous experiences with humans, he had serious doubts as to their goodness.



Jupiter was about to destroy mankind, but was willing to give it one final chance before starting over again.

So, in the company of his son Mercury, the wing-footed messenger god, Jupiter went about, disguised as a worn and weary traveler, from house to house among the neighbors of Philemon and Baucis. As Jupiter feared and expected, the neighbors turned him and Mercury away rudely. Then the two gods went to the last house, the cottage of Philemon and Baucis, where the couple had lived all their long married lives.

Philemon and Baucis were pleased to have visitors, and insisted that their

guests rest before their little hearth fire. They even lugged in more of their precious firewood to make a greater blaze. Unasked, Philemon and Baucis then served their presumably starving guests, fresh fruits, olives, eggs, and wine.

Soon the old couple noticed that no matter how often they poured from it, the wine pitcher was never empty. They began to suspect that their guests might be more than mere mortals. Just in case, Philemon and Baucis decided to provide the closest they could come to a meal that was fit for a god.

They would slaughter their only goose in their guests' honor. Unfortunately, the legs of the goose were faster than those of Philemon or Baucis. Even though the humans were not as fast, they were smarter, and so they cornered the goose inside the cottage, where they were just about to catch it.... At the last moment, the goose sought the shelter of the divine guests. To save the life of the goose, Jupiter and Mercury revealed themselves and immediately expressed their pleasure in meeting an honorable human pair. The gods took the pair to a

mountain from which they could see the punishment their neighbors had suffered -- a devastating flood.

Asked what divine favor they wanted, the couple said that they wished to become temple priests and die together. Their wish was granted and when they died they were turned into intertwining trees.

## The Story of Isis and Osiris

Accessed from: <http://www.egyptianmyths.net/mythisis.htm>

In the days before **Re** had left the earth, before he had begun to grow old, his great wisdom told him that if the goddess **Nut** bore children, one of them would end his reign among men. So Re laid a curse upon Nut - that she should not be able to bear any child upon any day in the year.

"one of them would end his reign among men..."

Full of sorrow, Nut went for help to **Thoth**, the thrice-great god of wisdom and magic and learning, Re's son, who loved her. Thoth knew that the curse of Re, once spoken, could never be recalled, but in his wisdom he found a way of escape. He went to **Khonsu**, the Moon-god, and challenged him to a contest at draughts. Game after game they played and always Thoth won. The stakes grew higher and higher, but

Khonsu wagered the most, for it was some of his own light that he risked and lost.

At last Khonsu would play no more. Then Thoth the thrice-great in wisdom gathered up the light which he had won and made it into five extra days which for ever after were set between the end of the old year and the beginning of the new. The year was of three hundred and sixty days before this, but the five days which were added, which were not days of any year, were ever afterwards held as days of festival in old Egypt.

But, since his match with Thoth, Khonsu the moon has not had enough light to shine throughout the month, but dwindles into darkness and then grows to his full glory again; for he had lost the light needed to make five whole days.

On the first of these days **Osiris**, the eldest son of Nut, was born, and the second day was set aside to be the birthday of **Horus the Elder**. On the third day the second son of Nut was born, dark **Seth**, the lord of evil. On the fourth her daughter **Isis** first saw the light, and her second daughter **Nephthys** on the fifth. In this way the curse of Re was both fulfilled and defeated: for the days on which the children of Nut were born belonged to no year.

When Osiris was born many signs and wonders were seen and heard throughout the world. Most notable was the voice which came from the holiest shrine in the temple at **Thebes** on the Nile, which today is called Karnak, speaking to a man called Pamylen bidding him proclaim to all men that Osiris, the good and mighty king, was born to bring joy to all the earth. Pamylen did as he was bidden, and he also attended on the Divine Child and brought him up as a man among men.

When Osiris was grown up he married his sister Isis, a custom which the Pharaohs of Egypt followed ever after. And Seth married Nephthys: for he too being a god could marry only a goddess.

After Isis by her craft had learned the Secret Name of Re, Osiris became sole ruler of Egypt and reigned on earth as Re had done. He found the people both savage and brutish, fighting among themselves and killing and eating one another. But Isis discovered the grain of both wheat and barley, which grew wild over the land with the other plants and was still unknown to man; and Osiris taught them how to

plant the seeds when the Nile had risen in the yearly inundation and sunk again leaving fresh fertile mud over the fields; how to tend and water the crops; how to cut the corn when it was ripe, and how to thresh the grain on the threshing floors, dry it and grind it to flour and make it into bread. He showed them also how to plant vines and make the grapes into wine; and they knew already how to brew beer out of the barley.

When the people of Egypt had learned to make bread and cut only the flesh of such animals as he taught them were suitable, Osiris, went on to teach them laws, and how to live peacefully and happily together, delighting themselves with music and poetry. As soon as Egypt was filled with peace and plenty, Osiris set out over the world to bring his blessings upon other nations. While he was away he left Isis to rule over the land, which she did both wisely and well.

But Seth the Evil One, their brother, envied Osiris and hated Isis. The more the people loved and praised Osiris, the more Seth hated him; and the more good he did and the happier mankind became, the stronger grew Seth's desire to kill his brother and rule in his place. Isis, however, was so full of wisdom and so watchful that Seth made no attempt to seize the throne while she was watching over the land of Egypt. And when Osiris returned from his travels Seth was among the first to welcome him back and kneel in reverence before "the good god Pharaoh Osiris".

Yet he had made his plans, aided by seventy-two of his wicked friends and Aso the evil queen of Ethiopia. Secretly Seth obtained the exact measurements of the body of Osiris, and caused beautiful chest to be made that would fit only him. It was fashioned of the rarest and most costly woods: cedar brought from Lebanon, and ebony from Punt at the south end of the Red Sea for no wood grows in Egypt except the soft and useless palm.

Then Seth gave a great feast in honour of Osiris; but the other guests were the two-and-seventy conspirators. It was the greatest feast that had yet been seen in Egypt, and the foods were choicer, the wines stronger and the dancing girls more beautiful than ever before. When the heart of Osiris had been made glad with feasting and song the chest was brought in, and all were amazed at its beauty.

Osiris marveled at the rare cedar inlaid with ebony and ivory, with less rare gold and silver, and painted inside with figures of gods and birds and animals, and he desired it greatly.

"I will give this chest to whosoever fits it most exactly!" cried Seth. And at once the conspirators began in turn to see if they could win it. But one was too tall and another too short; one was too fat and another too thin - and all tried in vain.

"Let me see if I will fit into this marvelous piece of work," said Osiris, and he laid himself down in the chest while all gathered round breathlessly.

"I fit exactly, and the chest is mine!" cried Osiris.

**"And the chest is mine!"**

"It is yours indeed, and shall be so forever!" hissed Seth as he banged down the lid. Then in desperate haste he and the conspirators nailed it shut and sealed every crack with molten lead, so that Osiris the man died in the chest and his spirit went west across the Nile into Duat the Place of Testing; but, beyond it to Amenti, where those live for ever who have lived well on earth and passed the judgments of Duat, he could not pass as yet. Seth and his companions took the chest which held the body of Osiris and cast it into the Nile; and Hapi the Nile-god carried it out into the Great Green Sea where it was tossed for many days until it came to the shore of Phoenicia near the city of Byblos. Here the waves cast it into a tamarisk tree that grew on the shore; and the tree shot out branches and grew leaves and flowers to make a fit resting place for the body of the good god Osiris and very soon that tree became famous throughout the land.



Presently King Malcander heard of it, and he and his wife, Queen Astarte, came to the seashore to gaze at the tree. By now the branches had grown together and hidden the chest which held the body of Osiris in the trunk itself. King Malcander

gave orders that the tree should be cut down and fashioned into a great pillar for his palace. This was done, and all wondered at its beauty and fragrance: but none knew that it held the body of a god.

Meanwhile in Egypt Isis was in great fear. She had always known that Seth was filled with evil and jealousy, but kindly Osiris would not believe in his brother's wickedness. But Isis knew as soon as her husband was dead, though no one told her, and fled into the marshes of the delta carrying the baby Horus with her. She found shelter on a little island where the goddess Buto lived, and entrusted the divine child to her. And as a further safeguard against Seth, Isis loosed the island from its foundations, and let it float so that no one could tell where to find it.

Then she went to seek for the body of Osiris. For, until he was buried with all the needful rites and charms, even his spirit could go no farther to the west than Duat, the Testing-Place; and it could not come to Amenti.

Back and forth over the land of Egypt wandered Isis, but never a trace could she find of the chest in which lay the body of Osiris. She asked all whom she met, but no one had seen it - and in this matter her magic powers could not help her.

At last she questioned the children who were playing by the riverside, and at once they told her that just such a chest as she described had floated past them on the swift stream and out into the Great Green Sea.

Then Isis wandered on the shore, and again and again it was the children who had seen the chest floating by and told her which way it had gone. And because of this, Isis blessed the children and decreed that ever afterwards children should speak words of wisdom and sometimes tell of things to come.

At length Isis came to Byblos and sat down by the seashore. Presently the maidens who attended on Queen Astarte came down to bathe at that place; and when they returned out of the water Isis taught them how to plait their hair - which had never been done before. When they went up to the palace a strange and wonderful perfume seemed to cling to them; and Queen Astarte marveled at it, and at their plaited hair, and asked them how it came to be so.

The maidens told her of the wonderful woman who sat by the seashore, and Queen Astarte sent for Isis, and asked her to serve in the palace and tend her children, the little Prince Maneros and the



baby Dictys, who was ailing sorely. For she did not know that the strange woman who was wandering alone at Byblos was the greatest of all the goddesses of Egypt. Isis agreed to this, and very soon the baby Dictys was strong and well though she did no more than give him her finger to suck. But presently she became fond of the child, and thought to make him immortal, which she did by burning away his mortal parts while she flew round and round him in the form of a **swallow**. Astarte, however, had been watching her secretly; and when she saw that her baby seemed to be on fire she rushed into the room with a loud cry, and so broke the magic.

Then Isis took on her own form, and Astarte crouched down in terror when she saw the shining goddess and learned who she was.

Malcander and Astarte offered her gifts of all the richest treasures in Byblos, but Isis asked only for the great tamarisk pillar which held up the roof, and for what it contained. When it was given to her, she caused it to open and took out the chest of Seth. But the pillar she gave back to Malcander and Astarte; and it remained the most sacred object in Byblos, since it had once held the body of a god.

When the chest which had become the coffin of Osiris was given to her, Isis flung herself down on it with so terrible a cry of sorrow that little Dictys died at the very sound. But Isis at length caused the chest to be placed on a ship which King Malcander provided for her, and set out for Egypt. With her went Maneros, the young prince of Byblos: but he did not remain with her for long, since his curiosity proved his undoing. For as soon as the ship had left the land Isis retired to where the chest of Seth lay, and opened the lid. Maneros crept up behind her and peeped over her shoulder: but Isis knew he was there and, turning, gave him one glance of anger - and he fell backwards over the side of the ship into the sea.

Next morning, as the ship was passing the Phaedrus River, its strong current threatened to carry them out of sight of land. But Isis grew angry and placed a curse on the river, so that its stream dried up from that day.

She came safely to Egypt after this, and hid the chest in the marshes of the delta while she hastened to the floating island where **Buto** was guarding Horus.

But it chanced that Seth came hunting wild boars with his dogs, hunting by night after his custom, since he loved the darkness in which evil things abound. By the light of the moon he saw the chest of cedar wood inlaid with ebony and ivory, with gold and silver, and recognized it.

At the sight hatred and anger came upon him in a red cloud, and he raged like a panther of the south. He tore open the chest, took the body of Osiris, and rent it into fourteen pieces which, by his divine strength, he scattered up and down the whole length of the Nile so that the crocodiles might eat them.

"It is not possible to destroy the body of a god!" cried Seth. "Yet I have done it - for I have destroyed Osiris!" His laughter echoed through the land, and all who heard it trembled and hid.

Now Isis had to begin her search once more. This time she had helpers, for Nephthys left her wicked husband Seth and came to join her sister. And **Anubis**, the son of Osiris and Nephthys, taking the form of a jackal, assisted in the search. When Isis traveled over the land she was accompanied and guarded by **seven scorpions**. But when she searched on the Nile and among the many streams of the delta she made her way in a boat made of papyrus: and the crocodiles, in their reverence for the goddess, touched neither the rent pieces of Osiris nor Isis herself. Indeed ever afterwards anyone who sailed the Nile in a boat made of papyrus was safe from them, for they thought that it was Isis still questing after the pieces of her husband's body.

Slowly, piece by piece, Isis recovered the fragments of Osiris. And wherever she did so, she formed by magic the likeness of his whole body and caused the priests to build a shrine and perform his funeral rites. And so there were thirteen places in Egypt which claimed to be the burial place of Osiris. In this way also she made it harder for Seth to meddle further with the body of the dead god.

One piece only she did not recover, for it had been eaten by certain impious fishes; and their kind were accursed ever afterwards, and no Egyptian would touch or eat them. Isis, however, did not bury any of the pieces in the places where the tombs and shrines of Osiris stood. She gathered the pieces together, rejoined them by magic, and by magic made a likeness of the missing member so that Osiris was complete. Then she caused the body to be embalmed and hidden away

in a place of which she alone knew. And after this the spirit of Osiris passed into Amenti to rule over the dead until the last great battle, when Horus should slay Seth and Osiris would return to earth once more.

But as Horus grew in this world the spirit of Osiris visited him often and taught him all that a great warrior should know - one who was to fight against Seth both in the body and in the spirit.

One day Osiris said to the boy: "Tell me, what is the noblest thing that a man can do?"

And Horus answered: "To avenge his father and mother for the evil done to them."

This pleased Osiris, and he asked further: "And what animal is most useful for the avenger to take with him as he goes out to battle?"

"A horse," answered Horus promptly.

"Surely a lion would be better still?" suggested Osiris.

"A lion would indeed be the best for a man who needed help," replied Horus; "but a horse is best for pursuing a flying foe and cutting him off from escape."

"...the time had come for Horus to declare war on Seth..."

When he heard this Osiris knew that the time had come for Horus to declare war on Seth, and bade him gather together a great army and sail up the Nile to attack him in the deserts of the south.

Horus gathered his forces and prepared to begin the war. And Re himself, the shining father of the gods, came to his aid in his own divine boat that sails across the heavens and through the dangers of the underworld.

Before they set sail Re drew Horus aside so as to gaze into his blue eyes: for whoever looks into them, of gods or men, sees the future reflected there. But Seth was watching; and he took upon himself the form of a black pig - black as the thunder-cloud, fierce to look at, with tusks to strike terror into the bravest heart.

Meanwhile Re said to Horus: "Let me gaze into your eyes, and see what is to come of this war." He gazed into the eyes of Horus and their color was that of the Great Green Sea when the summer sky turns it to deepest blue.

While he gazed the black pig passed by and distracted his attention, so that he exclaimed: "Look at that! Never have I seen so huge and fierce a pig."

And Horus looked; and he did not know that it was Seth, but thought it was a wild boar out of the thickets of the north, and he was not ready with a charm or a word of power to guard himself against the enemy.

Then Seth aimed a blow of fire at the eyes of Horus; and Horus shouted with the pain and was in a great rage. He knew now that it was Seth; but Seth had gone on the instant and could not be trapped.

Re caused Horus to be taken into a dark room, and it was not long before his eyes could see again as clearly as before. When he was recovered Re had returned to the sky; but Horus was filled with joy that he could see, once more, and as he set out up the Nile at the head of his army, the country on either side shared his joy and blossomed into spring.

There were many battles in that war, but the last and greatest was at Edfu, where the great temple of Horus stands to this day in memory of it. The forces of Seth and Horus drew near to one another among the islands and the rapids of the First Cataract of the Nile. Seth, in the form of a red hippopotamus of gigantic size, sprang up on the island of Elephantine and uttered a great curse against Horus and against Isis:

"Let there come a terrible raging tempest and a mighty flood against my enemies!" he cried, and his voice was like the thunder rolling across the heavens from the south to the north. At once the storm broke over the boats of Horus and his army; the wind roared and the water was heaped into great waves. But Horus held on his way, his own boat gleaming through the darkness, its prow shining like a ray of the sun.

Opposite Edfu, Seth turned and stood at bay, straddling the whole stream of the Nile, so huge a red hippopotamus was he. But Horus took upon himself the shape of a handsome young man, twelve feet in

height. His hand held a harpoon thirty feet long with a blade six feet wide at its point of greatest width.

Seth opened his mighty jaws to destroy Horus and his followers when the storm should wreck their boats. But Horus cast his harpoon, and it struck deep into the head of the red hippopotamus, deep into his brain. And that one blow slew Seth the great wicked one, the enemy of Osiris and the gods - and the red hippopotamus sank dead beside the Nile at Edfu. The storm passed away, the flood sank and the sky was clear and blue once more. Then the people of Edfu came out to welcome Horus the avenger and lead him in triumph to the shrine over which the great temple now stands. And they sang the song of praise which the priests chanted ever afterwards when the yearly festival of Horus was held at Edfu:

"Rejoice, you who dwell in Edfu! Horus the great god, the lord of the sky, has slain the enemy of his father! Eat the flesh of the vanquished, drink the blood of the red hippopotamus, burn his bones with fire! Let him be cut in pieces, and the scraps be given to the cats, and the offal to the reptiles!

"Glory to Horus of the mighty blow, the brave one, the slayer, the wielder of the Harpoon, the only son of Osiris, Horus of Edfu, Horus the avenger!"

But when Horus passed from earth and reigned no more as the Pharaoh of Egypt, he appeared before the assembly of the gods, and Seth came also in the spirit, and contended in words for the rule of the world. But not even Thoth the wise could give judgment. And so it comes about that Horus and Seth still contend for the souls of men and for the rule of the world.

There were no more battles on the Nile or in the land of Egypt; and Osiris rested quietly in his grave, which (since Seth could no longer disturb it) Isis admitted was on the island of Philae, the most sacred place of all, in the Nile a few miles upstream from Elephantine. But the Egyptians believed that the Last Battle was still to come - and that Horus would defeat Seth in this also. And when Seth was destroyed forever, Osiris would rise from the dead and return to earth, bringing with him all those who had been his own faithful followers. And for this reason the Egyptians embalmed dead and set the bodies away beneath towering pyramids of stone and deep in the tomb chambers of

western Thebes, so that the blessed souls returning from Amenti should find them ready to enter again, and in them to live for ever on earth under the good god Osiris, Isis his queen and their son Horus.

<b>TEACHER NAME</b>		<b>Lesson #</b>
Edwards		4
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Questioning	ELA/Social Studies	4-6
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Culture		Mythology
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">RL.4.3</a> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li> <li>• RL. 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</li> <li>• <a href="#">RL.5.7</a> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• 6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).</li> <li>• 6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).</li> </ul>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Beliefs are influenced by culture. (Culture and Beliefs are interdependent.)		How are beliefs influenced by culture?
<b>CONTENT KNOWLEDGE</b> <b>(What factual information will students learn in this lesson?)</b>		<b>PROCESS SKILLS</b> <b>(What will students be able to do as a result of this lesson?)</b>
<ul style="list-style-type: none"> <li>• Students will understand that words formed through mythology still have meaning and association today.</li> <li>• Logos and companies that use mythology today:</li> </ul>		<ul style="list-style-type: none"> <li>• Create a symbol (or multiple symbols) that identify and reflect beliefs</li> <li>• Form an explanation and connection between symbols in modern culture and their</li> </ul>

<ul style="list-style-type: none"> <li>• Nike</li> <li>• Pandora (music and jewelry)</li> <li>• Tennessee Titans</li> <li>• Achilles International</li> <li>• Aegis Security Company</li> <li>• Apollo Theater in New York</li> <li>• Atlas</li> <li>• Calypso Park in Canada</li> <li>• Honda Odyssey</li> <li>• Odyssey Travel</li> <li>• Parthenon Greek Restaurants</li> <li>• Trident Gum</li> <li>• Venus Razor</li> <li>• A cacadeus</li> </ul>	<p>relationship with Greek mythology</p> <ul style="list-style-type: none"> <li>• Explain the purpose that symbols serve in culture</li> </ul>
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**GUIDING QUESTIONS**  
*What questions will be asked to support instruction?*  
*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<ul style="list-style-type: none"> <li>- If you had to pick a company for your god or goddess to represent, what would it be? Why?</li> <li>- How is this relevant to culture?</li> <li>- What purpose do logos and symbols serve?</li> <li>- What purpose is there between connection to a god or goddess and a company?</li> </ul>	<ul style="list-style-type: none"> <li>- What might Nike be the goddess of? What does Nike (the brand) represent?</li> <li>- Why would they have chosen that goddess?</li> <li>- What comes to your mind when you see this, in regards to Greek Mythology?</li> <li>- How could you enhance evidence of culture in your picture/story?</li> <li>- What would make people believe in this god or goddess? How could you strengthen that likelihood?</li> <li>- Where else could you add symbolism in</li> </ul>	<ul style="list-style-type: none"> <li>- How do your beliefs influence your opinion of culture?</li> <li>- How is your culture shaped by your beliefs?</li> <li>- How are beliefs and culture interdependent?</li> </ul>



	<p>your picture?</p> <ul style="list-style-type: none"> <li>- Where could dialogue or description be added to your story to help give more information about your god or goddess?</li> </ul>	
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**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
	<p>Students will use abstract thinking skills to make connections between objects and pictures and what they would represent in terms of a god or goddess.</p>	<p>Students will be able use creative thinking skills in order to create their own god or goddess. They are given choice in type of god or goddess and type of product.</p>	<p>Students are grouped based on interest in a small group setting. Students are primarily academically gifted.</p>

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Have students spend 2-3 minutes studying their own goddess. Ask them:

- If you had to pick a company for your god or goddess to represent, what would it be? Why?
- How is this relevant to culture?
- What purpose do logos and symbols serve?
- What purpose is there between connection to a god or goddess and a company?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Say: Here is a company that truly did choose a goddess to be their namesake.

Show Nike commercial: [https://www.youtube.com/watch?v=FAcq\\_jvmXDo](https://www.youtube.com/watch?v=FAcq_jvmXDo)

- What might Nike be the goddess of? What does Nike (the brand) represent?
- Why would they have chosen that goddess?

Around the room, post pictures on poster board of corporations, logos, etc. that use or are named after Greek mythology (see list in content). Have students walk throughout the room and write how they think it might connect to mythology.

Ask: What comes to your mind when you see this, in regards to Greek Mythology?

They can list: gods that come to mind, locations, myths, etc.

Before students start moving, ask them to have one student at a picture at a time (more pictures than students should allow for this).

Spend around 10 minutes on this portion.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After 10 minutes, have students return to their seats and starting with one picture, analyze what students associated with it and what it really connects to.

Ask:

- Why would this god or goddess be chosen in this logo or title?
- How is this connecting modern culture to ancient culture?
- Using Trident, and the Titans, ask students: why are these symbols appropriate for the god or goddess they reflect?
- 

In Ancient civilizations, most gods and goddesses had symbols that were immediately recognized as belonging to them (Poseidon's Trident, Thor's hammer, an owl for Athena, a jackal for Anubis, etc.)

Ask: What purpose do symbols serve in terms of the beliefs of a civilization?

How have the beliefs of our culture shaped symbols?

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

*Students should be finishing up their project. If they have finished the writing portion, this is what they can add to their project:*

Ask students:

- Think of how your god or goddess can be represented or used through symbolism.
- What beliefs are included in your deity that can easily be partnered with a symbol?
- How can you let that be a visible or easily noticed part of your culture?

Show Percy Jackson bind- highlighting the symbol on it:

Ask students to create a "logo" or symbol that can be marked on all future stories or comic book issues based on their god or goddess. Think of it as a trademark!



### **Reminder of Performance Task:**

Calling all Mythology Enthusiasts!

Marvel Comics and author Rick Riordan need your help! They are teaming up to produce a modern realm of gods and goddesses. Riordan wants to publish a collection of short stories about these deities, while Marvel is hoping to introduce new comic book lines to the public. They have recruited you to help create them! Your task is to develop the artwork and create stories that reveal the personality and dominion of these gods and goddesses. They are emphasizing that these gods and goddesses need to reflect modern culture. You can choose which avenue you would prefer to present your story! Who knows, maybe they will turn yours into the next action/adventure blockbuster!

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of*

*informal and formal assessment strategies.*

As students are working on and finishing their projects, monitor the room and when needed, ask:

- How could you enhance evidence of culture in your picture/story?
- What would make people believe in this god or goddess? How could you strengthen that likelihood?
- Where else could you add symbolism in your picture?
- Where could dialogue or description be added to your story to help give more information about your god or goddess?

During the last 10 minutes, bring students back together and ask:

Now that you have sculpted beliefs and analyzed your own culture....

- How do your beliefs influence your opinion of culture?
- How is your culture shaped by your beliefs?
- How are beliefs and culture interdependent?

Japanese Gods



Benten



Amaterasu



Susano



Izanagi



月讀尊 まほらば大地降臨図  
奉獻 川谷和子(平成10年11月5日)

Tsukiyomi





bishamon



Aizen-myoo

Mayan Gods



Itzamn



Chac



Ah mun



Ah Puch



**Ek Chuah**  
Dios del Comercio y de la Guerra Ek Chuah



Ix Chel



Kukulcan



Jupiter



Mars



Juno



Venus



Minerva



Neptune



Vulcan



Ceres



Diana



Mercury



Vesta

Egyptian gods and goddesses





Anubis



Amun- Ra



Mut

Osiris



Ra

Horus



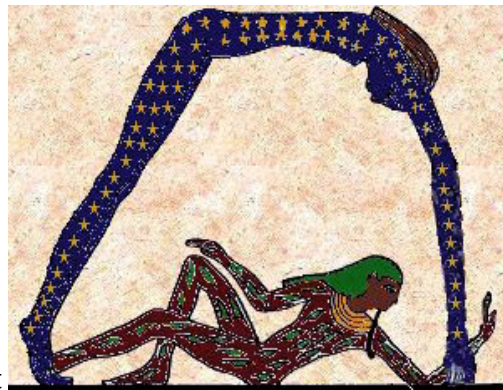


Hathor



Thoth  
geb and nut

Sekhmet





Odin



Freyr>

<Thor  
>Freya





<Loki

Njord



<Tyr



Balder>

The norn-the fates



God/goddess: Odin

Culture: Norse

Dominion: God of Battle

Description: He is the oldest and highest of the gods. Connected to war, death, and knowledge.

God/goddess: Thor

Culture: Norse

Dominion: God of the Sky and Thunder

Description: Son of Odin, carries a hammer which is his most precious possession. When it is thrown, it always returns to his hand. Often battles with giants, and is married to Sif.

<p>God/goddess: Freyr  Culture: Norse  Dominion: God of Fertility and Plenty  Description: Sails on his magic ship, that can hold all the gods and also be folded incredibly small.</p>	<p>God/goddess: Freya (Freyja)  Culture: Norse  Dominion: Goddess of love, fertility, and of seeresses  Description: The most beautiful of the gods. She can turn into a falcon and often travels by carriage drawn by two cats.</p>
<p>God/goddess: Loki  Culture: Norse  Dominion:  Description: “the trickster”, son of two giants, and Odin’s foster brother. His playfulness often causes harm to the gods.</p>	<p>God/goddess: Njord  Culture: Norse  Dominion: God of wealth, fertility, and the sea  Description: Father of Freyr and Freya, thought to be especially wealthy.</p>
<p>God/goddess: Tyr  Culture: Norse  Dominion: God of War  Description: sought after for courage and heroism in battle. Thought of as one of the main war gods in Norse Mythology.</p>	<p>God/goddess: Balder  Culture: Norse  Dominion: God of light and purity.  Description: Wise and beautiful, he is the most loved. Gives off light. Son of Odin and Frigg</p>
<p>God/goddess: The Norns  Culture: Norse  Dominion: The Fates: Fate, Being, and Necessity  Description: They guard the spring of fate and determine peoples destiny.</p>	

<p>God/goddess: Benten  Culture: Japanese  Dominion: Goddess of Beauty, Wealth, and Fertility  Description: Shinto, associated with the arts and with educational success.  Married a serpent king and is often represented riding a serpent or dragon.</p>	<p>God/goddess: Amaterasu  Culture: Japanese  Dominion: Goddess of the sun  Description: When she hides her face in a cave, the crops wither, when she is lured out by other gods, the crops revive.</p>
<p>God/goddess: Susanoo (Susanowo)  Culture: Japanese  Dominion: God of Storms  Description: Spiteful, mischievous and destructive. Linked to the wind and sea. Said to have given agriculture to mankind.</p>	<p>God/goddess: Izanagi  Culture: Japanese  Dominion:  Description: Created the Japanese islands with his wife, Izanami. He also created many of the other gods, including Amaterasu and Susanoo.</p>
<p>God/goddess: Tsukiyomi  Culture: Japanese  Dominion: The Moon God  Description: Shinto, Born of Izanagi's left eye while his sister, Amaterasu was born of his right.</p>	<p>God/goddess: Bishamon  Culture: Japanese  Dominion: God of War  Description: Buddhist Guardian of the north. Always depicted in full armor. Patron of worriers. One of the seven gods of lucl.</p>
<p>God/goddess: Aizen-myoo  Culture: Japanese  Dominion: God of Love  Description: worshipped by landlords and musicians. Looks rather fierce for being the god of love.</p>	<p>God/goddess:  Culture: Japanese  Dominion:  Description:</p>



<p>God/goddess: Itzamn  Culture: Mayan  Dominion: God of heaven, day, and night.  Description: "Iguana House" frequently appeared as 4 gods who encased the world. Gave humankind writing, the calendar, and was the patron of medicine.</p>	<p>God/goddess: Chac  Culture: Mayan  Dominion: God of rain and thunder  Description: Connected to fertility and agriculture, sometimes thought of as one god and sometimes perceived to be four. Tears from his eyes symbolize rain, while an ax symbolizes thunder.</p>
<p>God/goddess: Ah Mun  Culture: Mayan  Dominion: God of Corn  Description: Ruled over vegetation, sometimes shown fighting Ah Puch</p>	<p>God/goddess: Ah Puch  Culture: Mayan  Dominion: The God of Death  Description: Ruler of the deepest level of the Mayan Underworld, Mitnal.</p>
<p>God/goddess: Ek Chuah  Culture: Mayan  Dominion: God of War  Description: helped to guide merchants, always surrounded by death.</p>	<p>God/goddess: Ix Chel  Culture: Mayan  Dominion: Earth and Moon Goddess, Goddess of Childbirth  Description: "The Lady Rainbow" patroness of weavers and pregnant women. Known to cause destruction.</p>
<p>God/goddess: Kukulcan  Culture: Mayan  Dominion: God of earth, fire, air, and water.  Description: "Feathered Serpent" helped to teach civilization about agriculture, fishing, and medicine. Represents good and evil</p>	<p>God/goddess:  Culture: Mayan  Dominion:  Description:</p>

<p>God/goddess: Anubis  Culture: Egyptian  Dominion: God of the Dead  Description: Son of Osiris and a goddess of the dead. Jackal-headed, guides the souls of those who have recently died to the underworld. Also the lord of embalming and guarding tombs.</p>	<p>God/goddess: Amun  Culture: Egyptian  Dominion: King of the Gods  Description: linked to the political well-being of Egypt. Painted blue so that he can be invisible. He was also attributed to those who felt oppressed.</p>
<p>God/goddess: Mut  Culture: Egyptian  Dominion: Sky Goddess  Description: Divine mother, her name actually means mother. She's associated with lionesses, crowns, and cobras.</p>	<p>God/goddess: Osiris  Culture: Egyptian  Dominion: Used to be Fertility God, now Lord of the Dead  Description: Husband of Isis, judges the dead as they enter the underworld.</p>
<p>God/goddess: Ra or Re  Culture: Egyptian  Dominion: God of the Sun  Description: Creator of Ancient Egypt. Every night he battles with the serpent of chaos.</p>	<p>God/goddess: Horus  Culture: Egyptian  Dominion: God of the sky  Description: Falcon headed, son of Isis and Osiris. Sworn enemy of set, who murdered his father.</p>
<p>God/goddess: Hathor  Culture: Egyptian  Dominion: Goddess of love and joy  Description: She is a protective goddess, wife of Horus and sometimes thought as the mother of the pharaoh. Connected to foreign places and materials. Also goddess of deserts. Often depicted with cow ears.</p>	<p>God/goddess: Thoth  Culture: Egyptian  Dominion: God of Writing and Knowledge  Description: Ancient Egyptians believe that he gave them hieroglyphic writing. We was also connected to the moon.</p>

<p>God/goddess: Sekhmet  Culture: Egyptian  Dominion: Goddess of War  Description: She has the head of a lioness.</p>	<p>God/goddess: Geb and Nut  Culture: Egyptian  Dominion: God of Earth and Goddess of sky.  Description: The parents of Isis and Osiris. Earthquakes are Geb's laughter. At the end of the day, Nut swallows Ra and gives birth to him the next morning.</p>
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<p>God/goddess: Mercury  Culture: Roman  Dominion: God of trade, profit, merchants, and travelers  Description: Extremely popular in communities where trade was prominent. Known as being fast and a trickster.</p>	<p>God/goddess: Vesta  Culture: Roman  Dominion: Goddess of the hearth, home, and family.  Description: Her presence is symbolized by sacred fire burning at her hearth and temples. She is stern, and the donkey is her sacred animal.</p>
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<p>God/goddess: Jupiter  Culture: Roman  Dominion: God of light and the Sky  Description: Supreme god, protector of laws. His temple was the center of political life. He is attributed to both lightning bolts and eagles.</p>	<p>God/goddess: Mars  Culture: Roman  Dominion: God of war  Description: one of the most worshipped of Roman gods, originally the god of spring, nature, and fertility. Father of the founders of Rome, Romulus and Remus. His sacred animals are the wolf and woodpecker.</p>
<p>God/goddess: Juno  Culture: Roman  Dominion: Goddess of Marriage  Description: Queen of the gods and married to Jupiter. Protector and special counselor of Rome. She is more warlike than her Greek counterpart.</p>	<p>God/goddess: Venus  Culture: Roman  Dominion: Goddess of love  Description: Romans see her as essential to the balance of life, she was born of sea-foam. One of her symbols is a rose.</p>
<p>God/goddess: Minerva  Culture: Roman  Dominion: Goddess of Wisdom, Poetry, Medicine, Crafts, and War.  Description: Inventor of music and numbers, sprang into being from the brain of her father, Jupiter.</p>	<p>God/goddess: Neptune  Culture: Roman  Dominion: God of the Sea  Description: also worshipped as the god of horses, associated with both fresh and salt water.</p>
<p>God/goddess: Vulcan  Culture: Roman  Dominion: God of Fire  Description: A blacksmith and welder, he manufactures armor for gods and heroes. Also attributed to more hazardous fires and thus sought to protect crops from harm.</p>	<p>God/goddess: Ceres  Culture: Roman  Dominion: Goddess of agriculture, fertility, and motherly relationships  Description: Mostly celebrated by women and particularly the middle class, as they grew crops.</p>

## VI. Unit Resources

Aulaire, I., & Aulaire, E. (2005). *D'Aulaires' book of Norse myths*. New York: New York Review of Books.

This text contains a wide variety of myths from the Norse culture, from creation stories to more common stories of Thor and Loki. It is easy to read for all ages 3<sup>rd</sup> grade and above and includes many illustrations, making it a favorite for use in a classroom.

Davis, F. (1992). *Myths and legends of Japan*. New York: Dover Publications.

This text, though more suited for advanced readers in upper middle grades, includes very detailed and authentic myths. The complication of reading and length of myths would make me hesitant to use it in the classroom.

Philip, N., & Mistry, N. (1995). *The illustrated book of myths: Tales & legends of the world*. London: D. Kindersley

Covering over ten different cultures, this provides myths categorized by type (creation, gods and people, etc.). It provides many of the common myths in easily read passages. It also contains many facts about the different cultures, including artwork, history, and landforms. It has a detailed list of each god and goddess mentioned and an index for easier research.

Lee, S., & Kirby, J. (2011). *The Mighty Thor* (Vol. 3). Marvel Masterworks.

Being a comic book, this is automatically a favorite with the students. It also contains many aspects of true Norse Mythology including multiple places and most of the gods and goddesses. Battles and family relations mentioned in Norse Mythology are represented through the comic book series.

Masters, A., & Dennis, P. (1999). *Roman myths*. New York: P. Bedrick Books.

This book contains a lot of very common Roman myths, such as Romulus and Remus. It includes illustrations and is an easier read to be able to use with students of all grade levels. It also contains a glossary of people and places for easy reference.

Napoli, D., & Balit, C. (2013). *Treasury of Egyptian mythology: Classic stories of gods, goddesses, monsters & mortals*. Washington, D.C.: National Geographic.

This is an excellent resource to use when teaching Egyptian mythology. It contains information about specific gods and goddesses, aspects of the culture of Ancient Egypt, stories, and even a map of Egypt. Also included are both illustrations and photographs true to Egyptian culture.

Websites containing information about specific gods and goddesses in the different cultures:

<http://www.crystalinks.com/romegods.html>

<http://www.ancientegypt.co.uk/gods/explore/main.html>

<http://www.crystalinks.com/mayangods.html>

<http://www.allabouthistory.org/mayan-gods.htm>

<http://www.godchecker.com/pantheon/norse-mythology.php?deity=ODIN>

<http://norse-mythology.org/gods-and-creatures/the-vanir-gods-and-goddesses/njord/>