

Mountain of Myths

Grade Level or Special Area: Second Grade

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Length of Unit: 8 lessons

I. ABSTRACT

This unit introduces the study of Greek Mythology, as found in the second grade section of the Core Knowledge Sequence. Myths are stories created to give values to people, places, and things. The study will include gods of Ancient Greece, Mount Olympus, mythological creatures and characters, and Greek myths. Upon completion of this unit, the students will gain a strong understanding of mythology and how these myths have standards, rules, and expectations that mortal men and women must follow.

II. OVERVIEW

A. Concept Objectives

1. The student will understand that myths were created to explain the natural world around them.
2. The student will recognize that myths inspire a people's sense of purpose and that visual images portray their idea of themselves through the myths, legends, values, and beliefs.
3. The student will develop awareness that literature and art reflect the values from the time period in which they were created.

B. Content from the *Core Knowledge Sequence*

1. Gods of Ancient Greece (page 45)
 - a. Zeus (Jupiter)
 - b. Ares (Mars)
 - c. Hera (Juno)
 - d. Hermes (Mercury)
 - e. Apollo (Apollo)
 - f. Athena (Minerva)
 - g. Artemis (Diana)
 - h. Hephaestus (Vulcan)
 - i. Poseidon (Neptune)
 - j. Dionysus (Bacchus)
 - k. Aphrodite (Venus)
 - l. Hades (Pluto)
 - m. Eros (Cupid)
2. Mount Olympus: home of the gods (page 45)
3. Mythological creatures and characters (page 45)
 - a. Atlas (holding the world on his shoulders)
 - b. Centaurs
 - c. Cerberus
 - d. Pegasus
 - e. Pan
4. Greek Myths (page 46)
 - a. Prometheus (how he brought fire from the gods to men)
 - b. Pandora's Box
 - c. Oedipus and the Sphinx

- d. Theseus and the Minotaur
 - e. Daedalus and Icarus
 - f. Arachne the weaver
 - g. Swift-footed Atalanta
 - h. Demeter and Persephone
 - i. Hercules (Heracles) and the Labors of Hercules
- C. Skill Objectives
1. The student listens attentively and engages actively in a variety of oral language experiences. (TEKS 2.1)
 2. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. (TEKS 2.2)
 3. The student develops vocabulary through reading and using resources to build word meanings. (TEKS adapted 2.8)
 4. The student uses a variety of strategies to comprehend selections read aloud and selections read independently, such as cause and effect, making predictions, and drawing conclusions. (TEKS adapted 2.9)
 5. The student becomes skilled at distinguishing fiction from nonfiction, including fact and fantasy. (TEKS 2.11c)
 6. The student analyzes characters, including their traits, relationships, and changes. (TEKS 2.11h)
 7. The student conducts research to demonstrate learning through productions and displays such as murals, written and oral reports. (TEKS adapted 2.12)
 8. The student writes for a variety of audiences and purposes, and in various forms. (TEKS 2.14)
 9. The student uses writing as a tool for learning and research to record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas. (TEKS adapted 2.20)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E.D., Jr. (ed). (1998) *What Your Second Grader Needs to Know*. New York, NY: Delta Book ISBN 0-385-31843-0
 2. Evans, C. and Millard, A. (1985). *Greek Myths and Legends*. London: Usborne Publishing Ltd. ISBN 0-86020-946-6
- B. For Students
 1. The students will be familiar with the history and geography of Greece.

IV. RESOURCES

- A. Aliko. (1994) *The Gods and Goddesses of Olympus*. New York, NY: Library of Congress ISBN 0-06-446189-0
- B. Brown, M.W. (1990). *The Important Book*. New York: Harper Collins Publishers. ISBN 0-06-443227-0
- C. Burleigh, R. (2002) *Pandora*. Singapore: Tie Wah Press ISBN 0-15-202178-7
- D. D'Aulaires', I. and E. Parin. (1962) *D'Aulaires' Book of Greek Myths*. New York, NY: Bantam Doubleday Dell Publishing Group, Inc. ISBN 0-440-40694-3
- E. Evans, C. and Millard, A. (1985). *Greek Myths and Legends*. London: Usborne Publishing Ltd. ISBN 0-86020-946-6
- F. Ferris, J., Nicholson, S., Stroud, J., and Tagholm. (2002). *Everyday Life in the Ancient World*. New York: Kingfisher Publishing. ISBN 0-75345-464-5

- G. Hirsch, E.D., Jr. (ed). (1998) *What Your Second Grader Needs to Know*. New York, NY: Delta Book ISBN 0-385-31843-0
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- J. Lewis, S. (1987). *One-Minute Greek Myths*. New York: Doubleday and Company, Inc. ISBN 0-385-23423-6
- K. MacDonald, F. (1998). *The Traveler's Guide to Ancient Greece*. New York: Scholastic. ISBN 0-590-11920-6
- L. Naden, C.J. *Pegasus the Winged Horse*. U.S.A.: Troll Associates ISBN 0-89375-365-3
- M. Posner, P. (2002). *Gods and Goddesses from Greek Myths*. Ohio: Peter Bedrick Books. ISBN 1-57768-508-3
- N. Price, M.E. (1994). *The Children's Treasury of Mythology*. Hong Kong: Barnes and Noble, Inc. ISBN 1-56619-646-9
- O. Spinner, Stephanie (1999). *Snake Hair: The Story of Medusa*. New York: Grosset and Dunlap ISBN 0-448-41981-5

V. LESSONS

Lesson One: Gods and Goddesses (2 days)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student will recognize that myths inspire a people's sense of purpose and that visual images portray their idea of themselves through the myths, legends, values, and beliefs.
 - 2. Lesson Content - Gods of Ancient Greece (page 45)
 - a. Zeus (Jupiter)
 - b. Ares (Mars)
 - c. Hera (Juno)
 - d. Hermes (Mercury)
 - e. Apollo (Apollo)
 - f. Athena (Minerva)
 - g. Artemis (Diana)
 - h. Hephaestus (Vulcan)
 - i. Poseidon (Neptune)
 - j. Dionysus (Bacchus)
 - k. Aphrodite (Venus)
 - l. Hades (Pluto)
 - m. Eros (Cupid)
 - 3. Skill Objective(s)
 - a. The student listens attentively and engages actively in a variety of oral language experiences. (TEKS 2.1)
 - b. The student develops vocabulary through reading and using resources to build word meanings. (TEKS adapted 2.8)
 - c. The student becomes skilled at distinguishing fiction from nonfiction, including fact and fantasy. (TEKS 2.11c)

- d. The student analyzes characters, including their traits, relationships, and changes. (TEKS 2.11h)
 - e. The student uses writing as a tool for learning and research to record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas. (TEKS adapted 2.20)
- B. *Materials*
1. Construction paper
 2. Pictures of the gods and goddesses
 3. Glue
 4. Scissors
 5. Pencil
 6. Crayons
 7. Aliko. (1994) *The Gods and Goddesses of Olympus*. New York, NY: Library of Congress ISBN 0-06-446189-0
 8. Appendix A: instructions for god and goddess booklet
- C. *Key Vocabulary*
1. Myth – stories told by ancient people
 2. Mortal – ability to die
 3. Immortal – exempt from death
 4. God – the supreme being
 5. Goddess – a female god
- D. *Procedures/Activities*
1. Read aloud *The Gods and Goddesses of Olympus* by Aliko.
 2. Distribute construction paper and pictures of gods and goddesses. Follow directions for the booklet project in appendix A. For example, starting with Zeus paste his picture on the front of the first booklet section.
 3. As a group, teacher and students orally discuss Zeus and record information on a transparency.
 - a. Discussion Questions
 - Ruler of . . .
 - Powers . . .
 - Interesting facts . . .
 - Parents . . .
 4. Students will record the above information on the first booklet tab.
 5. Complete the above directions for the remaining 14 gods and goddesses.
- E. *Assessment/Evaluation*
1. The student will be assessed on the completion of the booklet project.

Lesson Two: Mount Olympus: Where It All Began (2 days)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student will understand that myths were created to explain the natural world around them.
 - b. The student will develop awareness that literature and art reflect the values from the time period in which they were created.
 2. Lesson Content
 - a. Mount Olympus: home of the gods (page 45)

- b. Mythological creatures and characters (page 45)
 - Pegasus
 - c. Greek Myths (page 46)
 - Prometheus (how he brought fire from the gods to men)
 - 3. Skill Objective(s)
 - a. The student becomes skilled at distinguishing fiction from nonfiction, including fact and fantasy. (TEKS 2.11c)
 - b. The student conducts research to demonstrate learning through productions and displays such as murals, written and oral reports. (TEKS adapted 2.12)
- B. *Materials*
 - 1. White butcher paper
 - 2. Colored butcher paper
 - 3. Crayons
 - 4. Glue
 - 5. Scissors
 - 6. Black marker
 - 7. Prepared outline of a three-foot human body for each student on white butcher paper.
 - 8. Pictures of mythological characters and creatures
 - 9. Appendix D: Mythological Character and Important Thing Writing Rubric
 - 10. D'Aulaires', I. and E. Parin. (1962) *D'Aulaires' Book of Greek Myths*. New York, NY: Bantam Doubleday Dell Publishing Group, Inc. ISBN 0-440-40694-3
- C. *Key Vocabulary*
 - 1. Altar - raised area where religious ceremonies are performed
 - 2. Ambrosia – food of the gods
 - 3. Nectar – drink of the gods
- D. *Procedures/Activities*
 - 1. Read aloud from the book *D'Aulaires' Book of Greek Myths*, the story of Prometheus on day one and the story of Pegasus on day two.
 - 2. Assign mythological characters and creatures to students. Depending on the number of students and the number of mythological characters, students can work in groups or individually. (The students will draw the mythological character that is assigned, as well as use the same character in lesson 7 for the Important Thing Writing. The Important Thing Writing and the drawing of the character will be graded using the same rubric).
 - 3. Distribute the previously outlined three-foot human bodies and the pictures of the mythological characters.
 - 4. Using the outlined human bodies, students will artistically create a three-foot mythological character. Students should add as many details as possible. For example, Zeus should have a crown, lighting bolt, etc.
 - 5. After students have colored their mythological character it should be cut out and glued on the colored butcher paper.
 - 6. This art project makes an impressive hall mural the students enjoy.
- E. *Assessment/Evaluation*
 - 1. The student will be evaluated on the illustration accuracy of their mythological character or creature using a rubric. See Appendix D.

Lesson Three: The Myths of Arachne and Atalanta

F. *Daily Objectives*

1. Concept Objective(s)
 - a. The student will understand that myths were created to explain the natural world around them.
2. Lesson Content
 - a. Greek Myths (page 46)
 - Arachne the weaver
 - Swift-footed Atalanta
3. Skill Objective(s)
 - a. The student develops vocabulary through reading and using resources to build word meanings. (TEKS adapted 2.8)
 - b. The student uses a variety of strategies to comprehend selections read aloud and selections read independently, such as cause and effect, making predictions, and drawing conclusions. (TEKS adapted 2.9)

G. *Materials*

1. Pencils
2. Appendix B-1: Cause and Effect Organizer
3. Appendix B-2: Ambrosia Planning Sheet
4. Appendix B-3: Greek Festival Ambrosia
5. D'Aulaires', I. and E. Parin. (1962) *D'Aulaires' Book of Greek Myths*. New York, NY: Bantam Doubleday Dell Publishing Group, Inc. ISBN 0-440-40694-3
6. Price, M.E. (1994). *The Children's Treasury of Mythology*. Hong Kong: Barnes and Noble, Inc. ISBN 1-56619-646-9

H. *Key Vocabulary*

1. Maiden – a young unmarried woman
2. Suitor – one who courts a woman or seeks to marry her
3. Envious – to want what someone else has
4. Loom – a hand-operated or machine-operated device for weaving thread or yarn into cloth
5. Vain – excessively proud, especially of your appearance
6. Quarrel – to fight with words

I. *Procedures/Activities*

1. Read aloud *D'Aulaires' Book of Greek Myths* the story of Arachne and Hippomenes and from *The Children's Treasury of Mythology* by Price the story of Swift-footed Atalanta.
2. Discuss the concept of cause and effect with students.
3. Pass out Appendix B-1: Cause and Effect Organizer and have student complete cause and effect organizer using the events from the story of Arachne.
4. Discuss cause and effect results as a class
5. Pass out Appendix B-2: Ambrosia Planning Sheet.
6. As a class, plan how to make ambrosia and assign each student an ingredient to bring to school for the culminating event at the end of the unit. Use Appendix B-3: Greek Festival Ambrosia recipe to disperse ingredients to each student.

J. *Assessment/Evaluation*

1. Teacher will assess the completed cause and effect organizer.

Lesson Four: Theseus Needs the Talents of Daedalus

- K. *Daily Objectives*
1. Concept Objective(s)
 - a. The student will recognize that myths inspire a people's sense of purpose and that visual images portray their idea of themselves through the myths, legends, values, and beliefs.
 - b. The student will develop awareness that literature and art reflect the values from the time period in which they were created.
 2. Lesson Content
 - a. Greek Myths (page 46)
 - Theseus and the Minotaur
 - Daedelus and Icarus
 3. Skill Objective(s)
 - a. The student listens attentively and engages actively in a variety of oral language experiences. (TEKS 2.1)
 - b. The student analyzes characters, including their traits, relationships, and changes. (TEKS 2.11h)
 - c. The student writes for a variety of audiences and purposes, and in various forms. (TEKS 2.14)
- L. *Materials*
1. Pencils
 2. Venn diagram drawn on chalkboard or butcher paper
 3. Appendix C: If I Were a God or Goddess
 4. D'Aulaires', I. and E. Parin. (1962) *D'Aulaires' Book of Greek Myths*. New York, NY: Bantam Doubleday Dell Publishing Group, Inc. ISBN 0-440-40694-3
- M. *Key Vocabulary*
1. Descendent – children or offspring
 2. Labyrinth – a maze of passageways and rooms
 3. Conch – a shell
- N. *Procedures/Activities*
1. Read aloud the story of Theseus found in the *D'Aulaires' Book of Greek Myths*.
 2. As a group, complete a Venn diagram using Daedelus and Icarus as your focus.
 3. Distribute Appendix C: If I Were a God or Goddess and have students create their own mythological character.
- O. *Assessment/Evaluation*
1. Students will be assessed by oral participation of the Venn diagram.
 2. Students will be assessed by the completion of Appendix C: If I Were a God or Goddess worksheet.

Lesson Five: Oedipus and Pandora

- P. *Daily Objectives*
1. Concept Objective(s)
 - a. The student will recognize that myths inspire a people's sense of purpose and that visual images portray their idea of themselves through the myths, legends, values, and beliefs.
 2. Lesson Content
 - a. Greek Myths (page 46)
 - Pandora's Box
 - Oedipus and the Sphinx

3. Skill Objective(s)
 - a. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. (TEKS 2.2)
 - b. The student uses a variety of strategies to comprehend selections read aloud and selections read independently, such as cause and effect, making predictions, and drawing conclusions. (TEKS adapted 2.9)

Q. *Materials*

1. Pencil
2. Paper
3. D'Aulaires', I. and E. Parin. (1962) *D'Aulaires' Book of Greek Myths*. New York, NY: Bantam Doubleday Dell Publishing Group, Inc. ISBN 0-440-40694-3
4. Burleigh, R. (2002) *Pandora*. Singapore: Tie Wah Press ISBN 0-15-202178-7

R. *Key Vocabulary*

1. Greed - strong desire for more
2. Vanity - excessive pride, especially in your appearance
3. Slander - something false or mean that damages somebody's reputation
4. Envy - jealousy

S. *Procedures/Activities*

1. Read aloud the story of Oedipus from *D'Aulaires' Book of Greek Myths*.
2. Read aloud the first part of Pandora from *Pandora* by Burleigh. Stop reading before she opens the box.
3. Independently students will write their own ending to the myth.
4. Upon completion of the prediction writing, read the ending of Pandora's story.
5. Students will participate in an oral discussion revealing their predictions.

T. *Assessment/Evaluation*

1. Students will be assessed on the completion of their written predictions.

Lesson Six: Two Strong Men: Hercules and Atlas

U. *Daily Objectives*

1. Concept Objective(s)
 - a. The student will understand that myths were created to explain the natural world around them.
 - b. The student will recognize that myths inspire a people's sense of purpose and that visual images portray their idea of themselves through the myths, legends, values, and beliefs.
2. Lesson Content
 - a. Mythological creatures and characters (page 45)
 - Atlas (holding the world on his shoulders)
 - Centaurs
 - Pan
 - b. Greek Myths (page 46)
 - Hercules (Heracles) and the Labors of Hercules
3. Skill Objective(s)
 - a. The student uses a variety of strategies to comprehend selections read aloud and selections read independently, such as cause and effect, making predictions, and drawing conclusions. (TEKS adapted 2.9)
 - b. The student analyzes characters, including their traits, relationships, and changes. (TEKS 2.11h)

V. *Materials*

1. Writing utensil for chalkboard
2. Names of mythological characters and creatures, listed individually on index cards
3. Container for mythological names
4. D'Aulaires', I. and E. Parin. (1962) *D'Aulaires' Book of Greek Myths*. New York, NY: Bantam Doubleday Dell Publishing Group, Inc. ISBN 0-440-40694-3
5. Lasky, K. (1997). *Hercules the Man, the Myth, the Hero*. New York: Hyperion Books for Children. ISBN 0-786-81278-8

W. *Key Vocabulary*

1. Labor – to work
2. Humble – modest and unassuming in attitude and behavior
3. Centaur - half man, half horse

X. *Procedures/Activities*

1. Read aloud the story of Pan from *D'Aulaires' Book of Greek Myths*.
2. Read aloud the story of Hercules from *Hercules the Man, the Myth, the Hero* by Lasky.
3. As a class, students will sequence the twelve labors of Hercules on the chalkboard.
4. Students will orally participate in the Supernatural Power Game.
 - a. Rules:
 - Students will randomly draw a mythological character from a container.
 - The student will give verbal clues to his or her classmates about the mythological character.
 - The class will guess the mythological character being described.
 - A variation of this game would be to use non-verbal actions to give clues, much like in Charades.

Y. *Assessment/Evaluation*

1. The student will be assessed on the completion of the sequencing activity.
2. The student will be assessed on the oral participation during the Supernatural Power Game.

Lesson Seven: Hades and Persephone

Z. *Daily Objectives*

1. Concept Objective(s)
 - a. The student will understand that myths were created to explain the natural world around them.
 - b. The student will recognize that myths inspire a people's sense of purpose and that visual images portray their idea of themselves through the myths, legends, values, and beliefs.
2. Lesson Content
 - a. Mythological creatures and characters (page 45)
 - Cerberus
 - b. Greek Myths (page 46)
 - Demeter and Persephone
3. Skill Objective(s)

- a. The student develops vocabulary through reading and using resources to build word meanings. (TEKS adapted 2.8)
- b. The student becomes skilled at distinguishing fiction from nonfiction, including fact and fantasy. (TEKS 2.11c)
- c. The student analyzes characters, including their traits, relationships, and changes. (TEKS 2.11h)
- d. The student writes for a variety of audiences and purposes, and in various forms. (TEKS 2.14)
- e. The student uses writing as a tool for learning and research to record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas. (TEKS adapted 2.20)

AA. *Materials*

1. Paper
2. Pencil
3. Appendix D: Mythological Character and Important Thing Writing Rubric
4. Brown, M.W. (1990). *The Important Book*. New York: Harper Collins Publishers. ISBN 0-06-443227-0
5. D'Aulaires', I. and E. Parin. (1962) *D'Aulaires' Book of Greek Myths*. New York, NY: Bantam Doubleday Dell Publishing Group, Inc. ISBN 0-440-40694-3

BB. *Key Vocabulary*

1. Pomegranate – a round reddish orange-sized fruit with a tough rind enclosing several chambers that are filled with numerous seeds surrounded by tart juicy red pulp
2. Underworld - the place beneath the earth where the souls of the dead go
3. Hospitable - friendly, welcoming, and generous to guests or strangers
4. Desolate - bare, uninhabited, and deserted

CC. *Procedures/Activities*

1. Sometime prior to this lesson read *The Important Book* by Brown.
2. Read aloud the story of Hades and Persephone from *D'Aulaires' Book of Greek Myths*
3. Review the writing devices used in *The Important Book*.
4. Write as a group, a sample sentence using *The Important Book* format.
5. Distribute paper and have students write a short story using *The Important Book* format. Students will write about their assigned mythological character from lesson two.
6. Students' writing will be added to the hall display.

DD. *Assessment/Evaluation*

1. The student will be evaluated on the quality, content, and neatness of their writing using Appendix D: Mythological Character and Important Thing Writing Rubric.

VI. CULMINATING ACTIVITY

- A. The purpose of this Greek Festival culminating activity is to allow students to experience Greek society in many forms. Some of the events you might incorporate into your Greek Festival are:
 1. Students will dress as their favorite mythological character or creature.

2. Students will experience a traditional Greek meal, which includes laying sideways on the floor with pillows while eating ambrosia, nectar, figs, cheese, pears, grapes, bread, honey, etc.
3. The teacher will prepare the Greek Festival Ambrosia recipe, Appendix B-3, before the noon meal. This activity can be used to teach students about measurement.
4. Students will share their writing on the final day. Students will be evaluated using Appendix D: Mythological Character and Important Thing Writing Rubric for oral presentation.
 - a. The Important Thing
 - b. If I Were a God or Goddess
5. Host the Olympic Games
 - a. Opening ceremony and passing the torch
 - b. Frisbee throw
 - c. Foot races
 - d. Relay races with a baton
 - e. Chariot races (using boxes for chariots, jump ropes for reigns, and children as the horses)
 - f. Award ceremony with wreaths given to participants
4. Students will actively participate in the game Greek Jeopardy, which will assess their knowledge of the past lessons. Appendix E-1 and E-2: Greek Jeopardy contains game questions and categories. Students will be divided into small groups during play.
5. At the conclusion of the day the students will orally participate in a Venn diagram activity. See Appendix F. As a class, students will compare today's culture vs. Greek culture.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Instructions for god and goddess booklet
- B. Appendix B-1: Cause and Effect Organizer
- C. Appendix B-2: Ambrosia Planning Sheet
- D. Appendix B-3: Greek Festival Ambrosia recipe
- E. Appendix C: If I Were a Greek God or Goddess
- F. Appendix D: Mythological Character and Important Thing Writing Rubric
- G. Appendix E-1: Greek Jeopardy
- H. Appendix E-2: Greek Jeopardy
- I. Appendix F: Venn diagram

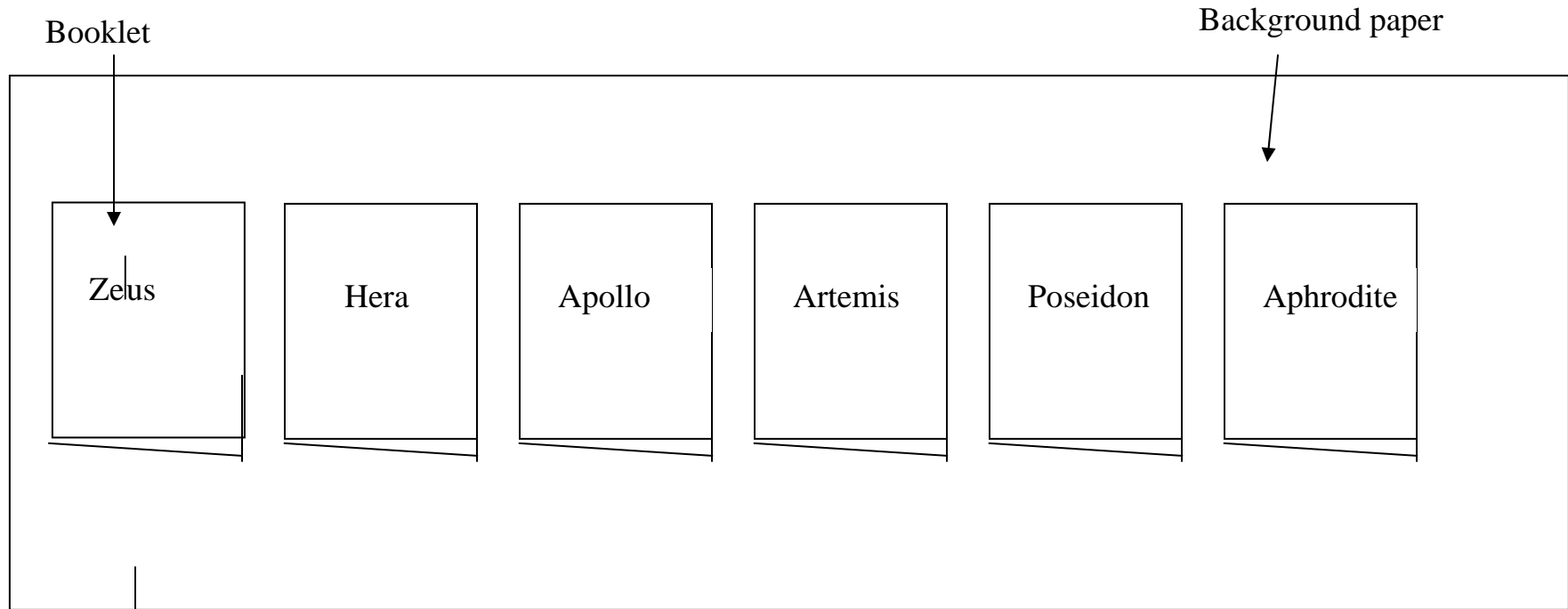
VIII. BIBLIOGRAPHY

- A. Aliki. (1994) *The Gods and Goddesses of Olympus*. New York, NY: Library of Congress ISBN 0-06-446189-0
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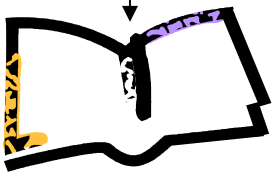
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- O. Spinner, Stephanie (1999). *Snake Hair: The Story of Medusa*. New York: Grosset and Dunlap ISBN 0-448-41981-5

Appendices

Appendix A
Booklet Project



Each booklet will open like a book and you can write facts on the inside.

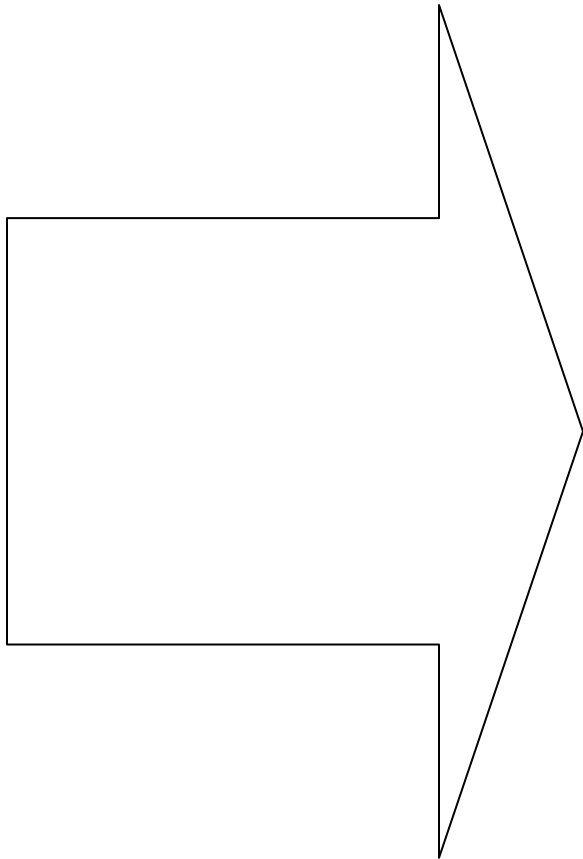


Directions

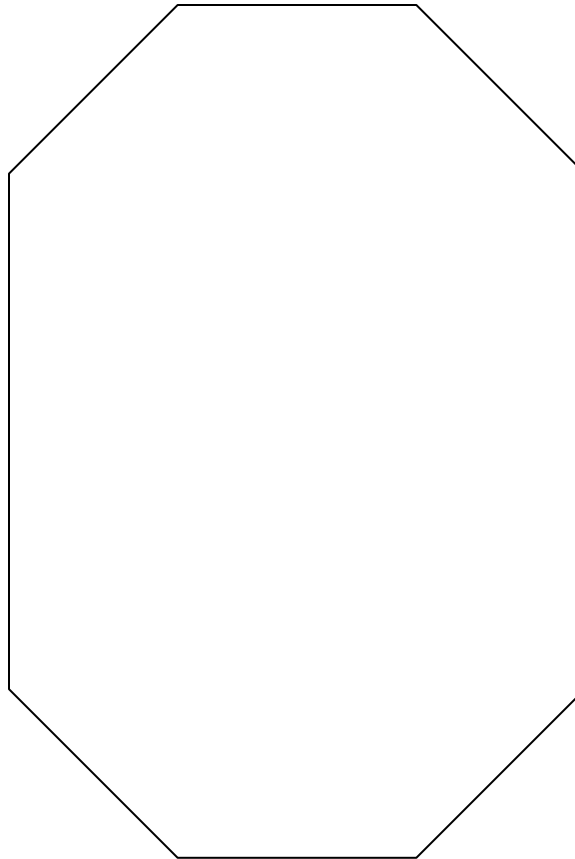
1. Fold all pieces of the same size paper in half. You will need 15 since there are 15 gods/goddesses that we will cover.
2. Place a line of glue at the top and bottom of one side of each folded booklet and glue them edge-to-edge on a background paper. You need to cut the background paper long enough to fit 15 booklets side by side. Tag Board strips work best. They are durable and can be cut long enough to fit 15 booklets. The drawing above is just an example.
3. Pictures of the god or goddess go on the front of each booklet
4. Open each booklet and write the facts about the god/goddess inside each booklet. The students may copy what the teacher write on the transparency into this booklet.

Cause and Effect Organizer

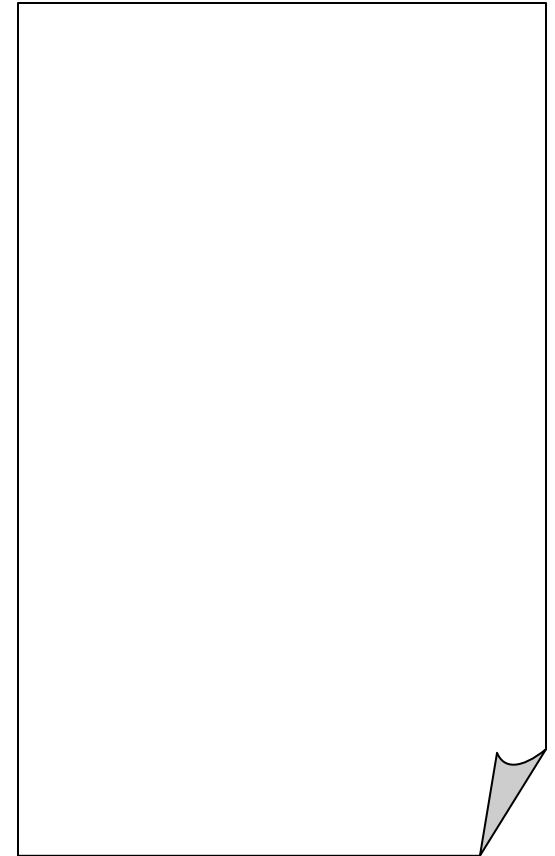
Cause



Event



Effect



~~~*Ambrosia Planning*~~~~~

*Identify what you are making; list all of the materials, steps and problems.*



*Plan how to make "Ambrosia: Food of the gods."*

What~*Ambrosia: Food of the gods*

Materials~

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Steps~

1. *Gather materials*

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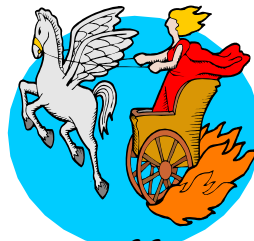
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Problems~

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*I need to bring \_\_\_\_\_ by \_\_\_\_\_.*

# Greek Festival AMBROSIA

11-ounce cans mandarin oranges, drained  
20-ounce can unsweetened pineapple chunks, drained  
Maraschino cherries  
Bananas, thinly sliced  
1 bag of shredded coconut  
1 bag of miniature marshmallows  
Cool Whip  
Granola

1. Combine the ingredients in a serving container and stir together.
2. Serve in individual dessert bowls, topping each serving with a sprinkling of granola if desired.
3. The quantity of each ingredient will depend on the number of students participating in the Greek Festival.

## If I Were a God or Goddess

If I were a god/goddess, my name would be \_\_\_\_\_.

I would be the god/goddess of \_\_\_\_\_.

My parents would be \_\_\_\_\_. I would

live \_\_\_\_\_. I would wear \_\_\_\_\_

\_\_\_\_\_. I would carry \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_. For magical powers I would \_\_\_\_\_

\_\_\_\_\_.

My special attributes would be \_\_\_\_\_

\_\_\_\_\_.

For mortal men, I would \_\_\_\_\_

\_\_\_\_\_.

For the earth, I would \_\_\_\_\_

\_\_\_\_\_.



# Mythological Character and Important Thing Writing Rubric

1=Poor      5=Exceptional

## Mythological Character Drawing

Neatness      The character is neatly colored and neatly drawn to the best of the student's ability.

1      2      3      4      5

Detail      The character contains accurate details.

1      2      3      4      5

Completion      The character is completely drawn, colored, outlined, and cut out.

1      2      3      4      5

## The Important Thing Writing

Research      Evidence of research is visible.

1      2      3      4      5

Proofreading      Facts are written clearly.

1      2      3      4      5

Proper grammar is used.

1      2      3      4      5

Handwriting is neat and legible.

1      2      3      4      5

## Oral Presentation of Writing Assignment

Presentation      Good eye contact, clear voice, and proper posture are used.

1      2      3      4      5

**Total Points Earned** \_\_\_\_\_

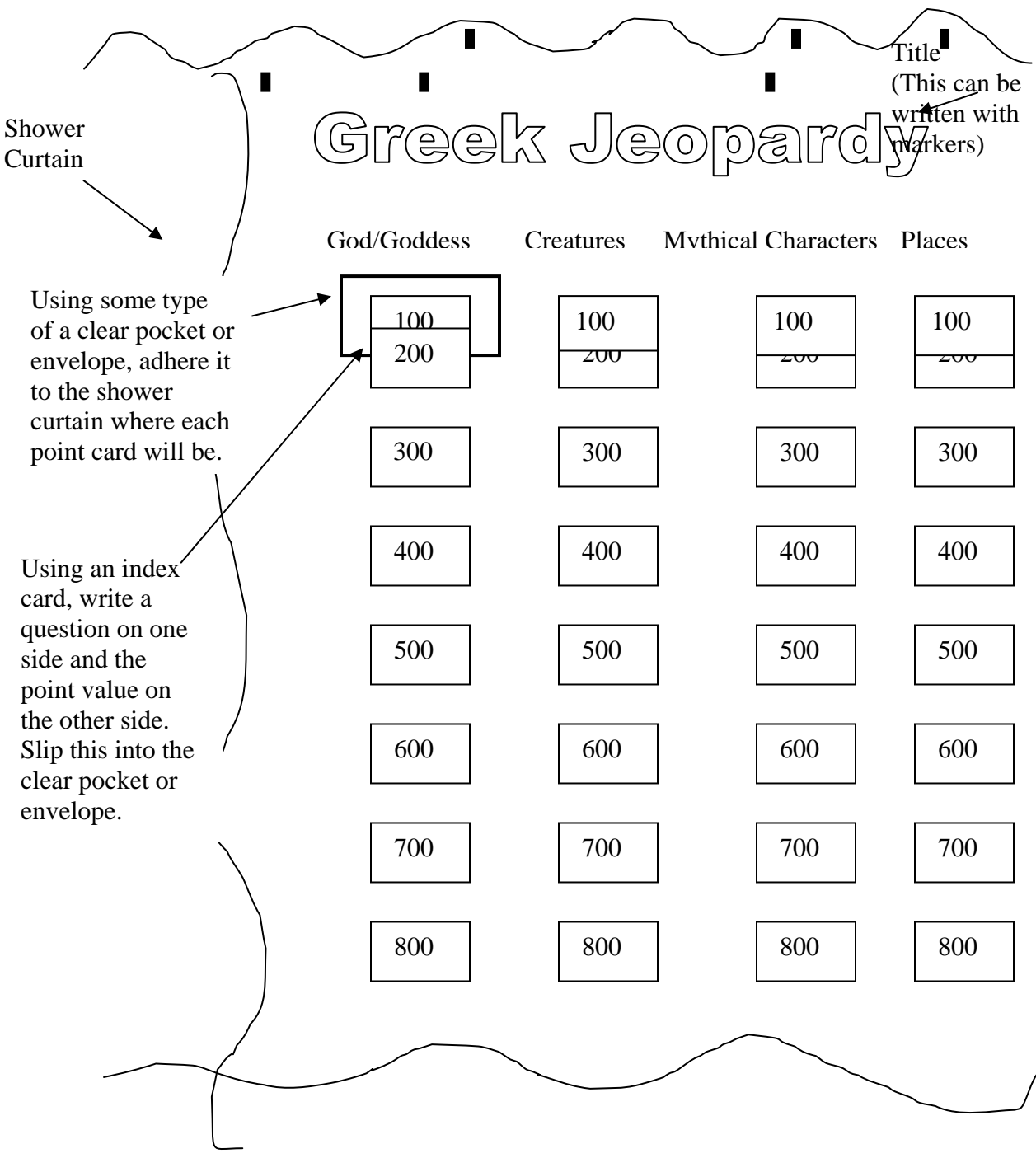
**Total Point Possible= 40**

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appendix E-1

A large jeopardy game can be made simply by using index cards and taping them to a wall.

A more extravagant game can be made using a shower curtain. You will need: 1 shower curtain, permanent markers, and adhesive clear envelopes (32).



## Jeopardy Questions

### God/Goddess

- 100- He is the god of heaven and earth. (Zeus)
- 200- She rose up out of the sea. (Aphrodite)
- 300- He loved war. (Ares)
- 400- She tried to steal Zeus' thunderbolt. (Hera)
- 500- She invented the flute, trumpet, farm tools, and the olive tree. (Athena)
- 600- She wanted to stay young forever and never have to marry. (Artemis)
- 700- He was raised among nymphs and wild animals. (Dionysus)
- 800- He was born with bad luck but grew up strong. (Hephaestus)

### Creatures

- 100- He carried the sky on his shoulders. (Atlas)
- 200- He was half horse-half man. (Centaur)
- 300- This is the watchdog of the underworld. (Cerberus)
- 400- He had goat horns on his head and a hairy body. (Pan)
- 500- It sprang from Medusa's severed neck. (Pegasus)
- 600- He was tricked into picking up apples. (Atlas)
- 700- He was found by 9 muses. (Pegasus)
- 800- He fell in love with a nymph named Daphne. (Pan)

### Mythical characters

- 100- A vain girl who was skilled at the loom. (Arachne)
- 200- The strongest man who ever lived. (Heracles)
- 300- He brought fire to men. (Prometheus)
- 400- She won trophies by killing a boar. (Atalanta)
- 500- Curiosity got the best of her. (Pandora)
- 600- King of Thebes. (Oedipus)
- 700- Her riddle was solved and she lost her powers. (Sphinx)
- 800- An architect who built the palace of Cnossus. (Daedalus)

### Places

- 100- This is where Hades lived. (Underworld)
- 200- The highest mountain in Greece. (Mt. Olympus)
- 300- Athena sprang from this place. (Sea)
- 400- Poseidon is the god of this (Sea)
- 500- Poseidon lived in this. (Golden Underwater Palace)
- 600- Where a religious ceremony takes place. (Altar)
- 700- A maze of passageways and rooms. (Labyrinth)
- 800- The deepest pit of the underworld. (Tartarus)

Appendix F

Use the Venn diagram below to compare life today with life in ancient Greece.

**Ancient  
Greece**

**Life  
Today**

