



**Wonders of Mythology and Folklore Unit
Mrs. Singer – Ninth Grade Literature**

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Rationale for Teaching the Wonders of Mythology and Folklore

Myths, whether old or new, have influenced the various cultures of the world since ancient times. In this unit, I plan to instruct my students on the importance of mythology in relation to the cultures and the values of society. I also plan to help them overcome the language barriers in order to appreciate the poetic complexity of ancient languages as well as the structure of the common myth. After completing the unit, students will develop a better comprehension of ancient writings, explore the significance of those writings in terms of cultural values, and construct their own creative myth in order to practice the components and purposes of mythology. Mythology is an essential part of the Ninth Grade Curriculum, for it contains historical elements, it exemplifies the morals and values of a society, and it represents many cultures, which diversifies the curriculum.

Unlike what many people assume, many myths do contain historical content. For instance, Patai asserts, "...in many cases myths do have a historical kernel...or that historical traditions can and do assume mythical forms and survive as myths for a long time after the memory of the historical event itself has sunk into oblivion" (73). As a teacher, I am aware that students have various ways of conserving information. Some students can remember facts from dictation while others remember facts if they are told in the form of a story. I have had many instances in which students do not recall World War II from a lecture, but they remember watching a film based on the war, and that is how they learned; therefore, myths are not merely stories used for entertainment but they also teach history in an entertaining manner that people will remember longer than an objective historical documentary. Students learn historical facts while imagining how

those events affected the people who were there. Consequently, one of the main reasons for teaching history is to inform people of the past so that they can avoid making the same mistakes in the future. Patai states, “The mythical historiographer writes or tells of great, weighty, fateful, and decisive events which are relevant to the here and the now” (67). By reading a character’s personal account of that past world, students can relate the events more to the current world around them. Through learning the mistakes that people or characters made in the past, students can learn from them and hopefully, make better choices. Thus, mythology corresponds with the fundamental elements of history.

In addition to its historical elements, mythology also portrays the values and morals of society. For example, Stawinski remarks, “Through myths we gain an understanding of our place in the world and how we are to live in it” (75). Knowing the mistakes and background of our existence leaves many questions unanswered. We desire to know how we, personally, can affect the world and make it a better place, and we need guidelines in order obtain that goal. Mythical characters often possess those values we find important, and those who possess poor qualities are often punished. For instance, Juno, the Roman wife of Jupiter, was subservient to her husband and worked to maintain the peace among the family (Switzer 23). According to many traditional societal views, she is the epitome of what was considered a good, virtuous wife whose main purpose was to ensure the well-being of the family unit. On the other hand, Tantalus, a son of the Greek titan Zeus, murders Zeus’s son Pelops, and his punishment is to suffer excessive thirst and hunger (Switzer xi). Therefore, this myth abides by the belief that sins will be punished, which is common among virtually all cultures. His harsh retribution demonstrates that people should attempt to live a just life, or they will suffer the

consequences later. Odysseus, the hero of Homer's *The Odyssey* (one of the major myths of the unit), has the characteristics of strength, wit, and determination similar to many comic book superheroes. His persistence is the key to his success in returning home after being away for twenty years, which corresponds with the old saying, "If you don't succeed, try, try again," a common belief in our culture. Likewise, Patai declares, "The duties, obligations, rights, and expectations of man in relation to the physical, social, and spiritual realms of his existence are all anchored in that period of origins of which the myth is the authoritative account" (71). History informs people, but myth encourages people to discover their own personal place in the world by mimicking the values and customs shared by their society. We must know the values of our communities in order to live in peace in them.

Aside from embracing the values of a culture, mythology also represents the difference in values among cultures. Stawinski claims, "...myths convey the values of the culture through stories that reinforce cultural identity, attitudes and practices" (75). Diverse people hold different values and beliefs from others; therefore, multi-cultural mythologies can educate students about other cultures and promotes equality in the classroom. This diversity of instruction promotes students to respect other cultures as well as giving minority cultures in the classroom fair representation. Additionally, Switzer writes, "All of us seem to have an inborn need to try to make sense of the world around us and of our own lives. Throughout human history, myths and legends have been one way we have tried" (3). Switzer's remark illustrates that people all around the globe try to find a purpose and meaning in their existence; thus, this need is universal. However, people in different countries have various needs. For example, a person in a

country ruled by dictatorship will have an alternate view of the world and their place in it than an American who is accustomed to many freedoms. Likewise, other countries practice various religions, which also affect mythologies. Hence, mythology allows students to explore what is happening around the world and enhance their ability to analyze other cultures in a rational and at times, emotional manner.

People argue that mythology is not valuable due to the unrealistic elements present in the myth; therefore, they believe that mythology is not worth teaching. Science, over the years, has taught us how the world works and therefore, contradicts many mythological teachings. However, although parts of these tales have been proven false, myths still hold significant importance in our lives. Stawinski comments, “Our stories have become myths, cultural artifacts that may be interesting and a subject of study, but cannot possibly be true. Yet even in societies that have thoroughly embraced science as a means of understanding the world, myths remain a powerful force” (71). We are aware that the seasons are a natural occurrence due to the orbit of our planet and have nothing to do with Persephone’s abduction into the underworld, but these tales still hold value to us. They allow us to make connections with the people of the past who configured them as ways to explain the world when science was not available. We are bonding with our ancestors by examining their thought processes as well as our own.

Furthermore, the values possessed by those past cultures are still relevant in contemporary society. As a community, we still despise evil and embrace goodness as well as idealize certain roles in our culture. Ancient mythological figures have merely been replaced by comic book superheroes who dominate motion pictures. Both styles of stories demonstrate those same morals that help us to strive to become better citizens.

For example, Patai explains, “The explanations it [myth] supplies to the great questions that have agitated man ever since he was man invariably contain an element of encouragement...” (68). Through the standards taught through myths, people have an ideal to try to imitate in order to reach a higher and even spiritual level of being. History can overwhelm people while myths teach vital lessons to promote man to take control of his life with his behavior and choices. Unlike science, myth reinforces that we all have a purpose and duty in this world, and these ancient tales can guide us in the direction of a better state of being.

Works Cited

Patai, Raphael. *Myth and Modern Man*. New Jersey: Prentice-Hall, Inc., 1972.

Stawinski, Art. “Truth in Myth and Science.” *Dialogue and Universalism*. Vol. 15. 2005. 71-78.

Switzer, Ellen. *Gods, Heroes, and Monsters*. New York: Atheneum/Macmillan Publishing Company, 1988.

Unit Goals:

Wonders of Mythology and Folklore

- **Goal I:** Students will develop a comprehensive knowledge of deities and how they are representative of humanity:

- **Goal II:** After each reading, students will work in small groups to compose questions that will lead class discussions.
- **Goal III:** Students will read mythological/folklore texts from various parts of the world and explore how those texts illustrate the values of those cultures as well as universal values.
- **Goal IV:** Students will analyze how the myths and folktales studied relate to their personal lives.
- **Goal V:** Students will maintain a reading journal throughout the unit in which they will record their responses to the readings as well as document the various trends in mythology and folklore.
- **Works Include:**
 - *The Odyssey* from *Elements of Literature* Third Course 2005 Ed.
 - “The Fenris Wolf” From *Elements of Literature* Third Course 2005 Ed.
 - “All Stories are Anansi’s” - www.anansi-web.com and “Tortoise, the Birds, and the Feasts” – Afro-American Almanac – www.toptags.com.
 - “Planting a Pear Tree” Chinese Folktale from *Myths and Folklore* by Henry I. Christ and “Pangu and the Creation of the World” - www.livingmyths.com.
 - “Coyote and the Origin of Death” A Caddo Myth from *World Literature* Third Ed.
- **Assessment of Goals:**
- **Minor Assessments:**

- Greek and Goddess Portrait
 - Students work in groups to compose a portrait of a god or goddess of their choice. No one in the class can choose the same god or goddess. Portrait will include: a picture (drawn or printed), symbols associated with the deity, and a description of how that deity represents the values of our society. Students should develop their portraits from their opinions and interpretations of the gods and goddesses in *The Odyssey*.
- Mock Trial
 - Students will work in groups not exceeding four members per group and choose either the country man or the priest from “Planting a Pear Tree”. They will compose a rationale to be presented to a judge who might hear this case if it was brought to court. Students will choose the character they sympathize with and justify his actions.
- Reading Log
- **Major Assessment:**
 - Students will demonstrate their knowledge of mythology by composing a written work. Students may work in groups not exceeding four members per group or individually to create a myth of their own, or they may work in groups to write a play to be performed. They must include some of the common aspects of myth and folklore,

yet their compositions should also be original. Students also have the choice of writing a literary analysis of a myth of their choice read outside of class or a narrative written from a character's point of view. Rubrics will be used.

Overarching Concepts:

- **Defining Morality – Theme**
- **Persistence/Self-determination – Stance**
- **Strategy – Literary Compositions**

Introductory Activity for

Wonders of Mythology and Folklore Unit

Pretend that you are a newspaper columnist who gives advice to people who write letters to you. Divide into groups of three or four. Read each letter, and as a group, develop a possible solution. Be sure to be sensitive to the person's situation. Also, you must be sure to include several reasons why the person should follow your advice. You may also include the consequences of other courses of action the person could follow if they choose not to accept your advice. Each group needs to select one writer and one speaker who will share the results with the class.

Scenario I:

Dear Anne,

Tommy and I have been dating for over a year. We are young, happy, and in love. Things were going so well until this summer. I went off to work as a counselor at a summer camp for the blind, which I do every summer. When I returned home, I was so eager to see Tommy that I drove immediately to his home. As my car approached his house, I saw Tiffany's car in the driveway. Tiffany is not a close friend of mine, but we hang around the same circle of friends. Devastated, I drove over to my friend Sue's house where I discovered that not only Tiffany but several other girls from the group had been frequent guests at Tommy's house. Sue insisted that she had only seen the flirty visitors around his house, so she did not know if Tommy was involved with them or not. He had always had girls flirt with him. Now, I am so confused. I can't understand why those girls would be at his house, and I don't know if he has been faithful to me. I don't want to just accuse him, for it might ruin our relationship. What do I do?

Scenario II:

Dear Anne,

I worked as a doctor in the army for ten years. Although I never saw combat, I did see the agonizing, horrific wounds of countless soldiers who came to my base for help, and I enjoyed attending to their needs. However, after ten years, I began to bore of the solitary life of the military, so I decided to leave the armed forces and join the army reserve. After getting a job at a clinic, I finally got the pleasure of marrying Jodie who had been my long distance girlfriend for some time. We got a house in a small suburban community surrounded by trees and a warm atmosphere. We immediately had a baby, and I have never been happier, but yesterday, one of my former officers visited me. He informed me that my expertise was needed at a military base in Iraq where soldiers were becoming ill with an unknown disease. He insisted that he was requesting my service not ordering it, but he was afraid that I was the only person qualified to take the position. Ten soldiers had already died from the illness in one month, and more were falling ill. He did not know when I would return and warned me of the unpredictable and hostile environment of the country. I feel obligated to serve my country, but I have grown so

accustomed to family life. How old will my baby be when he sees me again? What if I don't make it home at all? What should I do?

Scenario III:

Dear Anne,

I always wanted to get my high school diploma. I had to leave school when I was sixteen to help support my family since my mother was sick. Now, I am twenty nine, and I still have not pursued finishing my education. I have two children, and I work two jobs to support them. Most of my spare time is used to play with my children, cook for them, and care for them. I feel as if I should give up and learn to be happy with my career as a waitress, but I dream of one day becoming a manager, which would require me to complete my education. What should I do?

Scenario IV:

Dear Anne,

John and I were good friends when we were little. Then, when we were in the seventh grade, we got into a fight. I had gotten angry at John because the girl I had a crush on liked him instead. After the incident, our parents came to school for a meeting. I was rather rude and still insistent on calling John ugly names. I refused to apologize and ended up getting suspended for a week. John and I have not talked since. Now, I am a ninth grader in high school, and John's father is the principal. He is constantly following me around and watching me. He never believes anything I tell him. I have already been written up twice for minor violations that he turned into major ones. I feel like he is against me for the way I treated John. What should I do?

These scenarios relate to the various themes and/or dilemmas present in Homer's *The Odyssey*.

Mrs. Singer's Class

User's Manual

Name: _____

Description of Product:

Common Uses of Product:

Instructions on How to Operate and Maintain Product:

When Product Works Best:

How to Know When Product Is Not Working Properly:

Steps to Fix Product When It Is Not Working Properly.

Daily Lesson Plans:

Wonders of Mythology and Folklore Unit

Special Note: This unit will be taught at the beginning of the second semester of school. Therefore, due to class changes, one day is needed for introductions and syllabus distribution. Furthermore, I teach lower level, at risk students, and I have designed this unit to fit their needs. Some suffer from ADHD, some suffer from emotional or psychological problems, and others are behind at least two reading levels. Therefore, more time is allotted for assignments, and most of the reading is done in class to ensure the success of the students.

Week One:

Day One:

5 min: Attendance and Seating Chart.

20 min: Distribute syllabus and read through it with the class. Students will be responsible for returning the signature page of the syllabus signed by their parent/guardian. This will be their first assignment grade.

10 min: Teacher introduction: Provides students with a brief summary of the course and provides images of a day in the life in the ninth grade literature classroom. Students may ask any questions regarding the course or the teacher.

15 min: Students will complete an owner's manual and turn it in at the end of class. Students need to pretend that they are a product. They need to fill out the user's manual describing themselves such as what makes them work well, how to know when they are not working well, how to keep them working well, and how to help or fix them if they are not working well. This assignment is merely a tool for the teacher to find out some information about the students in the class in order to work with them better and lead them to success.

Day Two:

3 min: Attendance and Preparation

5 min: Tool sharpening: Correct usage of *They're*, *Their*, and *There* and *You're*, and *Your*. Teacher will read the following "definitions" as well as the examples.

- A. *They're* – They are: *They're* going to the movies tonight. Students can volunteer to create an example.
- B. *Their* – Possessive Case: *Their* dog died last Thursday. Students can volunteer to create an example.
- C. *There* – Reference to a place: *The* conference room is over *there*. *There* are many problems in the world. Students can volunteer to create an example.
- D. *You're* – You are: *You're* a very nice person. Students can volunteer to create an example.
- E. *Your* – Possessive Case: *Your* house is lovely. Students can volunteer to create an example.

5 min: Distribute and explain the introductory activity. Students are to divide themselves into groups not exceeding four members per group. As a group, students will read through each scenario on the introductory activity. They will need to elect a writer

to record the group's thoughts and solutions to each scenario, and they will need to elect a speaker who will share the group's discussion with the class. Students will be allowed to choose own groups. In the introductory activity, groups will receive a handout that provides four scenarios that relate to the themes of the first work of the unit, *The Odyssey*. Students should follow the following directions: pretend that you are a newspaper columnist who gives advice to people who write letters to you. Divide into groups of three or four. Read each letter, and as a group, develop a possible solution. Be sure to be sensitive to the person's situation. Also, you must be sure to include several reasons why the person should follow your advice. You may also include the consequences of other courses of action the person could follow if they choose not to accept your advice.

20 min: Students work in groups on introductory activity.

15 min: The elected speaker from the groups shares comments and solutions to scenarios.

2 min: Prepare for departure.

Day Three:

3 min: Attendance and Preparation

5 min: Tool sharpening: Pronoun Agreement: *person – he/she* and *people – they*.

Teacher will provide the following rules to the students and provide examples.

- A. Singular: If a person is trying to find a job, he/she needs a resume. Students can volunteer to create an example.
- B. Plural: If people want to go to college, they need to make good grades in high school. Students can volunteer to create an example.

5 min: Introduce literary terms: *myth, epic, epic hero, alter ego, internal* and *external conflicts*. Teacher will write terms on the board and provide a brief lecture on the terms.

- A. myth: a traditional story that is rooted in a particular culture, is basically religious, and usually explains a belief, a ritual, or a mysterious natural phenomenon. Ask students if they are familiar with any myths.
- B. Epic: a long story usually told in poetic verse, which relates the great deeds of a larger than life hero who embodies the values of a particular society.
- C. Epic Hero: The larger than life hero of the epic who embodies the values of a particular society. Most epic heroes undertake some sort of quest to achieve something of tremendous value to themselves or their people. Contemporary epic heroes can include heroes from video games such as Link from *The Legend of Zelda*.
- D. Alter Ego: a reflection of a hero's best and worst qualities. In *The Odyssey*, Poseidon, god of the sea and Odysseus's enemy, portrays some of the poor qualities of Odysseus such as arrogance.
- E. Internal Conflict: when a character struggles with a problem within them such as a character flaw or guilt. A person who is addicted to gambling would have an internal conflict.
- F. External Conflict: when a character struggles with a problem caused by some outside force. This could be an enemy, a monster, nature, or society.

10 min: Distribute handout on Greek Gods and Goddesses and read descriptions with the students. This list is a quick reference guide for students. It lists the major gods and goddesses so that the students will be able to recognize the deities and their roles as they

read *The Odyssey*. Some pictures will be distributed in order to help students visualize the deities, as well.

5 min: Distribute handout on Homer and have students read through it as text books are assigned. This handout provides students will background information on Homer and his other great epic *The Iliad*. Students will be able to learn about the oral tradition as well as know who Odysseus is and what war he is returning from when *The Odyssey* begins.

5 min: Allow students to ask questions regarding the short reading on Homer and share past experiences with mythology and folklore.

15 min: Read pages 651-654 as a class.

2 min: Prepare for departure.

Day Four:

3 min: Attendance and Preparation.

5 min: Tool sharpening: Proper Usage of Conjunctions: , *and*; , *but*; , *or*; , *for*; , *yet*; , *so*; , *nor*. Teacher will write the following sentences on the board and allow students to choose which conjunction fits best. Students should raise their hands to answer.

A. As a class, students will pick the conjunction that fits best.

- a. I did not feel well, _____ I went home early. (so)
- b. I like to play soccer, _____ I like baseball better. (and)
- c. I enjoy mountain climbing, _____ I enjoy hiking. (and)
- d. We can eat at Applebee's, _____ we can go to Outback Steakhouse.
(or)
- e. I won the race, _____ I had been training for six months for it. (for)
- f. John was a doctor, _____ he enjoyed working with people. (and)
- g. I would like to go, _____ I cannot get off from work. (but)
- h. I do not like meat, _____ I do not like potatoes. (and)

5 min: Distribute rubrics and handout on reading logs. Teacher will explain that entries include: opinions about reading with explanations, questions regarding plot, theme, or passages that are not understood, common trends (themes, monsters, personalities, etc.) found in stories, and/or comments regarding passages that were insightful or enjoyable.

10 min: Students complete initial entries in reading log from the reading from yesterday.

25 min: Read pages 656-666 as a class.

2 min: Prepare for departure.

Day Five:

10 min: Students complete second reading log entry during daily attendance and preparation.

3 min: Tool sharpening: Usage: *cause* and *because*. Teacher will explain the proper uses of *cause* and *because* listed below. Students often use these words incorrectly.

A. Cause:

- a. Verb: to make something happen: The earthquakes caused the Tsunami.
- b. Noun: things that cause something to happen: One of the causes of the Civil War was slavery.

B. Because: denotes why: I cannot go to the movies because I am grounded.

C. Students can practice creating their own examples.

5 min: Students will divide into small groups not exceeding four group members to share reading log entries and develop questions before addressing the class in discussion. Students should notice common ideas or questions that exist among them. The group can elect a member to present questions and comments, but any member is free to address the class.

10 min: Students lead class discussion.

25 min: Read pages 667-677 as a class.

2 min: Prepare for departure.

Week Two:

Day Six:

10 min: Students complete third reading log entry during daily attendance and preparation.

3 min: Tool sharpening: Review parts of a sentence. Practice identifying sentence fragments. Teacher will review the parts of a sentence listed below. Teacher will write the expressions listed below on the board and have students identify whether each one is a sentence or a fragment. Students should raise their hands to answer.

A. Parts of a Sentence:

- a. Subject
- b. Verb
- c. Predicate

B. A sentence must express a complete thought.

C. Students will identify whether the following expressions are sentences or fragments.

- a. Even though I got home early (fragment)
- b. Because I liked him, I invited him to the party (sentence)
- c. Cars were lined all down the street (sentence)
- d. Came home late from work on Thursday (fragment)
- e. While walking down the street (fragment)
- f. He likes to play many records (sentence)
- g. Pick up the dry cleaning on your way home from work (sentence)
- h. In the pet store, the cutest kittens (fragment)

5 min: Students will divide into small groups not exceeding four group members per group to share reading log entries and develop questions before addressing the class in discussion. Students should notice common ideas and questions that exist among them. The group can elect a member to present questions and comments, but any member is free to address the class.

10 min: Students lead class discussion.

25 min: Read pages 678-683 as a class.

2 min: Prepare for departure.

Day Seven:

10 min: Students complete fourth reading log entry during daily attendance and preparation.

3 min: Tool sharpening: Correct usage of the verb *is*: past, present, and future tenses. Teacher will explain the correct form of the verb *is* in the following tenses. Students may volunteer to conjugate the verb.

- A. Present:
 - a. I am; You are; He/She/It is; We are; You are; They are.
- B. Past:
 - a. I was; You were; He/She/It was; We were; You were; They were.
- C. Future:
 - a. I will; You will; He/She/It will; We will; You will; They will.

10 min: Read pages 684-686 as a class to complete Part One of the myth.

10 min: Students divide into groups not exceeding four group members per group to share reading log entries and develop questions before addressing the class in discussion. Students should focus on not only the most recent reading but also Part One as a whole. They should consider the role of the gods and goddesses at this point in the myth. Students should notice common ideas and questions that exist among them. The group can elect a member to present questions and comments, but any member is free to address the class.

15 min: Students lead class discussion on Part One of *The Odyssey*.

2 min: Prepare for departure.

Day Eight:

3 min: Attendance and Preparation

5 min: Tool sharpening: Run-on sentences. Teacher defines a run-on sentence. Teacher will write the following sentences on the board and have students identify whether or not each one is correct or a run-on sentence. Students should raise their hands to answer.

- A. Run-on: This expression occurs when two independent sentences are blended together without proper punctuation.
- B. Students practice identifying if the following expressions are sentences or run-on sentences.
 - a. I took the money because I needed to buy lunch. (correct)
 - b. He was a kind man who liked children. (correct)
 - c. He was born in Brazil he lived there for twenty years. (run-on)
 - d. Basketball is a fun game football is better. (run-on)
 - e. Because I woke up late, I was late to work. (correct)
 - f. The Aquarium opened on November 23 it is the largest aquarium in the world. (run-on)
 - g. I saw Jim who was on his way to the wedding. (correct)
 - h. Hunting is a great sport hunting is challenging. (run-on)

5 min: Review literary terms: *myth*, *epic*, *epic hero*, *alter ego*, *internal* and *external conflicts*. Teacher will write terms on the board and provide a brief lecture on the terms.

- A. myth: a traditional story that is rooted in a particular culture, is basically religious, and usually explains a belief, a ritual, or a mysterious natural phenomenon. Ask students if they are familiar with any myths.
- B. Epic: a long story usually told in poetic verse, which relates the great deeds of

- a larger than life hero who embodies the values of a particular society.
- C. Epic Hero: The larger than life hero of the epic who embodies the values of a particular society. Most epic heroes undertake some sort of quest to achieve something of tremendous value to themselves or their people. Contemporary epic heroes can include heroes from video games such as Link from *The Legend of Zelda*.
 - D. Alter Ego: a reflection of a hero's best and worst qualities. In *The Odyssey*, Apollo, god of the sea and Odysseus's enemy, portrays some of the poor qualities of Odysseus such as arrogance.
 - E. Internal Conflict: when a character struggles with a problem within them such as a character flaw or guilt. A person who is addicted to gambling would have an internal conflict.
 - F. External Conflict: when a character struggles with a problem caused by some outside force. This could be an enemy, a monster, nature, or society.

35 min: Read pages 690-696 as a class.

2 min: Prepare for departure.

Day Nine:

10 min: Students complete fifth reading log entry during daily attendance and preparation.

5 min: Tool sharpening: Subject/Verb agreement. Teacher will explain the following rules concerning subject/verb agreement. Teacher will write the following sentences on the board, and students will choose the form of the verb that is correct for each sentence. Students should raise their hands to answer questions.

- A. Singular subjects have singular verbs.
- B. Plural subjects have plural verbs.
 - a. For each sentence, students choose the correct verb:
 - i. The capital of Mexico (is, are) Mexico City. (is)
 - ii. The plaza at the center of the city (covers, cover) the site of an ancient Aztec temple. (covers)
 - iii. Today, people (call, calls) the plaza the Zocalo. (call)
 - iv. Many buildings of historical and architectural interest (surrounds, surround) the Zocalo. (surround)
 - v. The offices of the government (is, are) in the National Palace. (are)
 - vi. Inside the Palace (is, are) several murals by Diego Rivera. (are)
 - vii. One of them, titled *El Mundo Azteca* (depicts, depict) people from the ancient culture. (depicts)
 - viii. The citizens, together with tourists, (enjoy, enjoys) visiting the National Palace. (enjoy)

5 min: Students divide into groups not exceeding four group members per group to share reading log entries and develop questions before addressing the class in discussion. Students should notice common ideas and questions that exist among them. The group can elect a member to present questions and comments, but any member is free to address the class.

13 min: Students lead class discussion.

15 min: Read pages 698-702 as a class.

2 min: Prepare for departure.

Day Ten:

10 min: Students complete sixth reading log entry during daily attendance and preparation.

3 min: Tool sharpening: Subject/Verb agreement. Teacher reveals the singular and plural indefinite pronouns. Teacher writes sentences on the board, and students choose the correct verb form for the sentence. Students should raise their hands to answer questions.

- A. Indefinite Singular Pronouns: anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something.
- B. Indefinite Plural Pronouns: all, any, more, most, none, and some (singular or plural depending on the sentence).
- C. Students choose the correct verb form for the following sentences:
 - a. Neither of the contestants (knows, know) the answer to the question. (know)
 - b. (Has, Have) all of the ice melted? (Has)
 - c. Everybody in the theater (is, are) standing and cheering. (is)
 - d. Many of the tickets to the play (has, have) been sold. (have)
 - e. Both of the candidates for the job (seems, seem) capable. (seem)
 - f. No one at the party (recognizes, recognize) Stefan. (recognizes)
 - g. Each of the Maramoto brothers (has, have) applied for a scholarship. (has)
 - h. Most of the musicians (respects, respect) the conductor. (respect)
 - i. Some of the story (was, were) difficult to understand. (was)
 - j. (Is, Are) either of the doctors available for an appointment tomorrow? (Are)

5 min: Students divide into groups not exceeding four group members per group to share reading log entries and develop questions before addressing the class in discussion. Students should notice common ideas and questions that exist among them. The group can elect a member to present questions and comments, but any member is free to address the class.

10 min: Students lead class discussion.

30 min: Read pages 703-709 as a class to complete Part Two.

2 min: Prepare for departure.

Week Three:

Day Eleven:

3 min: Attendance and Preparation

3 min: Tool sharpening: Correct usage of *to*, *too*, and *two*. Teacher explains the following definitions of the words *to*, *too*, and *two* and provides examples.

- A. To: in the direction of; so as to reach a particular state: I was kind to him.
I am going to London this weekend.
- B. Too: more than is desired, allowed, or possible; in addition: You are driving

too fast. He was at the game, too.

B. Two: is a number meaning one less than three: There were two people at the register ahead of me.

10 min: Students divide into groups not exceeding four group members per group to share reading log entries and develop questions before addressing the class in discussion. Students should focus on not only the most recent reading but also the myth as a whole. Students should also try to identify some possible themes of the myth as well as apply some literary terms such as internal and external conflicts present in the myth. They should also consider the role of the gods and goddesses in the myth. Students should notice common ideas and questions that exist among them. The group can elect a member to present questions and comments, but any member is free to address the class.

32 min: Students lead class discussion on Part Two and the entire myth as a whole.

2 min: Prepare for departure and reading logs are turned in for evaluation before students leave the room.

Day Twelve:

3 min: Attendance and Preparation

5 min: Tool sharpening: Subordinate clauses. Teacher defines subordinate clauses and provides an example. Teacher will write the following sentences on the board, and students will identify the subordinate clauses in each sentence. Students should raise their hand to answer questions.

A. Subordinate Clause: Does not express a complete thought and cannot stand by itself as a sentence.

a. Example: when the explorers returned to their campsite.

B. Students identify the subordinate clauses in the following sentences:

a. Anyone who wants salad should order it separately. (who wants salad)

b. Bonus points will be awarded to whoever turns in the assignment early. (whoever turns in the assignment early)

c. The puppy that is sitting in the corner seems very shy. (that is sitting in the corner)

d. Because there are many kinds of burritos, we enjoy having them for dinner once a week. (because there are so many kinds of burritos)

e. Tomorrow, Tamala will give her presentation, which is about opera. (which is about opera)

f. Since the prime minister of Canada is giving a speech at the convention center, there will probably be a parking problem downtown. (since the prime minister of Canada is giving a speech at the convention center)

g. After the class, Pedro, Kevin, and I decided that we would go fishing. (that we would go fishing)

h. The mayor refunded the Garzas the money that they had spent to beautify the park. (that they had spent to beautify the park)

10 min: Distribute rubric and instructions for God/Goddess portrait. Students work in groups not exceeding four members per group to compose a portrait of a god or goddess of their choice. No one in the class can choose the same god or goddess. Portrait will include: a picture (drawn or printed), symbols associated with the deity, and a

description of how that deity represents the values of our society. Students should develop their portrait from their opinions and interpretations of the gods and goddesses from *The Odyssey*.

30 min: Students work on project in groups.

2 min: Prepare for departure.

Day Thirteen:

3 min: Attendance and Preparation

10 min: Reading logs are distributed and discussed. Students are able to ask questions regarding the logs, and the teacher provides any additional instructional information in order to clarify the purpose and goals of the logs.

35 min: Students work on project in groups.

2 min: Prepare for departure.

Day Fourteen:

3 min: Attendance and Preparation

5 min: Tool sharpening: Combining sentences. Teacher provides one method of combining sentences in order to connect ideas. Teacher writes the following sentences on the board, and students find a way to combine them by inserting words. Students must raise their hands to answer questions.

A. One way to combine sentences is by inserting a word:

a. Example: An object exploded above the earth. The object was mysterious.

b. Combined: A mysterious object exploded above the earth.

B. Have students try to combine the following sentences by inserting words.

a. The night skies in Europe were so bright that people could take photographs without a flash. This was in northern Europe. (The night skies in northern Europe were so bright that people could take photographs without a flash).

b. People were startled. Eyewitnesses saw colors that looked like a rainbow. (Startled eyewitnesses saw colors that looked like a rainbow).

c. Many trees were uprooted. For twelve miles around the spot, many trees pointed away from the center. (For twelve miles around the spot, many uprooted trees pointed away from the center).

d. There were upright trees at the spot itself. The trees were burned. (There were burned upright trees at the spot itself).

40 min: Students work on project in groups.

2 min: Prepare for departure.

Day Fifteen:

3 min: Attendance and Preparation

5 min: Tool sharpening: Combining sentences. Teacher explains another method that students can use to combine sentences, which is by using conjunctions. Teacher writes the following sentences on the board, and students use a conjunction to combine them.

This should be a review from conjunctions from a previous tool sharpening exercise.

Students should raise their hands to answer questions.

- A. Another way to combine sentences is by making two sentences into a compound sentence by adding a conjunction: , *and*; , *but*; , *or*; , *so*; , *for*; , *yet*; , *nor*.
- Example: Tom had seen a Rivera mural in Mexico City. He told Yusef about the artist.
 - Combined: Tom had seen a Rivera mural in Mexico City, and he told Yusef about the artist.
- B. Students practice combining the following sentences:
- Diego Rivera was influenced by painters from other countries. His style is distinctly his own. (, but)
 - Rivera's wife, Frida Kahlo, was a highly praised painter. She is noted for her intensely colored self-portraits. (, and)
 - Orozco was born in Mexico. Many of his most famous murals are in the United States. (, yet) (, but)

40 min: Groups present portraits.

2 min: Prepare for departure.

Week Four:

Day Sixteen:

3 min: Attendance and Preparation

45 min: Students watch the film *The Clash of the Titans*

2 min: Prepare for departure.

Day Seventeen:

3 min: Attendance and Preparation

45 min: Students watch the film *The Clash of the Titans*

2 min: Prepare for departure.

Day Eighteen:

8 min: If needed, finish film while taking attendance.

5 min: Review literary terms: *myth*, *epic*, *epic hero*, *alter ego*, *internal* and *external conflicts*. Teacher will write terms on the board and provide a brief lecture on the terms.

- myth:** a traditional story that is rooted in a particular culture, is basically religious, and usually explains a belief, a ritual, or a mysterious natural phenomenon. Ask students if they are familiar with any myths.
- Epic:** a long story usually told in poetic verse, which relates the great deeds of a larger than life hero who embodies the values of a particular society.
- Epic Hero:** The larger than life hero of the epic who embodies the values of a particular society. Most epic heroes undertake some sort of quest to achieve something of tremendous value to themselves or their people. Contemporary epic heroes can include heroes from video games such as Link from *The Legend of Zelda*.
- Alter Ego:** a reflection of a hero's best and worst qualities. In *The Odyssey*, Apollo, god of the sea and Odysseus's enemy, portrays some of the poor qualities of Odysseus such as arrogance.
- Internal Conflict:** when a character struggles with a problem within them such

as a character flaw or guilt. A person who is addicted to gambling would have an internal conflict.

F. External Conflict: when a character struggles with a problem caused by some outside force. This could be an enemy, a monster, nature, or society.

10 min: Students work on seventh reading log entry for *The Clash of the Titans*.

10 min: Students divide into groups not exceeding four group members per group to share reading log entries and develop questions before addressing the class in discussion. Students should notice common ideas and questions that exist among them. The group can elect a member to present questions and comments, but any member is free to address the class. Students should try to consider differences between the hero Odysseus and Perseus and judge which hero they prefer and why.

15 min: Students lead class discussion on *The Clash of the Titans*.

2 min: Prepare for departure.

Day Nineteen:

3 min: Attendance and Preparation

10 min: Tool sharpening: Comma Usage. Teacher provides one comma usage rule. Teacher writes the following sentences on the board, and students decide the appropriate place to insert a comma. Students should raise their hands to answer questions.

- A. Commas are used after introductory phrases: Jogging along her usual path, Eloise was caught by surprise. No, I am busy tonight. Yes, I like ham. John, where are you going?
- B. Students practice putting commas where they are needed in the following sentences:
 - a. Lying on the ground Roberto admired the clouds in the sky. (after ground)
 - b. In the corner of the room Julie found her lost earring. (after room)
 - c. Even though Cynthia and Leslie were late they didn't miss the beginning of the play. (after late)
 - d. Toward the back of the closet Nancy noticed a bright, shiny object. (after closet)

10 min: Distribute a handout on Norse mythology and Norse gods and goddesses, and read through it with students. This handout can also be used as a quick reference guide to help students identify the roles of the gods and goddesses as they read "The Fenris Wolf." This handout also reveals some beliefs in Norse mythology.

15 min: Read "The Fenris Wolf" as a class.

10 min: Students complete eighth reading log entry.

2 min: Prepare for departure.

Day Twenty:

3 min: Attendance and Preparation

5 min: Tool sharpening: Comma usage. Teacher explains another rule for using commas. Teacher writes the following expressions on the board, and students identify where commas should be inserted. Students should raise their hands to answer questions.

- A. Commas are used to set off nonessential clauses and phrases.

- a. Example: The coconut, which is a remarkable gift of nature, grows on palm trees.
 - b. The phrase is set off because if it is eliminated from the sentence, the sentence will still have the same meaning.
- B. Students practice putting commas where they are needed in the following sentences:
- a. Who is the climber who just reached the top? (after climber)
 - b. Dried coconut meat which is called copra is used for many products. (after meat and after copra)
 - c. Coconut shells once cleaned and polished are carved into bowls, cups, or spoons. (after shells and after polished)
 - d. My family who will meet me at the airport will be pleased with the gifts. (after family and after airport)

10 min: Students divide into groups not exceeding four group members per group to share reading log entries and develop questions before addressing the class in discussion. Students should consider the differences between the Norse gods/goddesses and the Greek gods/goddesses. Students should notice common ideas and questions that exist among them. The group can elect a member to present questions and comments, but any member is free to address the class.

25 min: Students lead class discussion.

5 min: Distribute handout on African Folklore and read through it with the students. This handout provides some African gods and goddesses that are well-known or that might interest students. Since there are so many different tribes in Africa, there is not one universal mythology. However, this handout does provide some common beliefs that exist among the various tribes. This handout also explains the trickster character, which is common in African mythology and folklore.

2 min: Prepare for departure.

Week Five:

Day Twenty-One:

3 min: Attendance and Preparation

5 min: Tool sharpening: Comma usage. Teacher provides another comma rule for students. Teacher writes the following sentences on the board, and students identify where the comma should be inserted.

- A. Commas are used to set off elements that interrupt the sentence.
 - a. Dr. Okimo, the new P.T.A. president, asked parents to become active.
- B. Students practice putting commas where they are needed in the following sentences:
 - a. The Blanchards our new neighbors have just built a deck. (after Blanchards and after neighbors)
 - b. Belgium a small country in Europe has two official languages. (after Belgium and after Europe)
 - c. Dutch a Germanic language is spoken by those in the northern part of Belgium. (after Dutch and after language)
 - d. The people in the southern part the Walloons speak French. (after people and after Walloons)

15 min: Read “Tortoise, the Birds, and the Feasts” and “All Stories are Anansi’s” as a class.

5 min: Students complete ninth reading log entry.

5 min: Students divide into groups not exceeding four group members per group to share reading log entries and develop questions before addressing the class in discussion. Students should notice common ideas and questions that exist among them. The group can elect a member to present questions and comments, but any member is free to address the class.

15 min: Students lead class discussion.

2 min: Prepare for departure and reading logs are turned in for evaluation before students leave class.

Day Twenty-Two:

3 min: Attendance and Preparation

5 min: Tool sharpening: Avoiding colloquialism in formal writing. Teacher explains the difference between colloquialism and formal language and provides examples of appropriate situations for each type of speech. Teacher provides examples to aid in explaining the difference. This brief lesson will assist students on the next assignment. Students may also create their own examples.

- A. Colloquialism is informal language. It is the language we tend to use in casual settings such as when we are with our friends.
- B. Formal language is standardized English or an elevated language we use in formal situations such as a job interview or reports.
- C. Example: Colloquial – He got busted for drugs. Formal: He got arrested for drugs.

5 min: Distribute handout on Chinese Mythology and read through it with students. This handout lists some of the gods and goddesses as well as some Chinese beliefs and values.

15 min: Read “Pangu and the Creation of the World” and “Planting a Pear Tree” as a class.

5 min: Distribute instructions and rubric for Mock Trial assignment. Students will work in groups not exceeding four members per group and choose either the country man or the priest from “Planting a Pear Tree”. They will compose a rationale to be presented to a judge who might hear this case if it was brought to court. Students will choose the character they sympathize with and justify his actions. This assignment needs to be at least three paragraphs in length and must use formal language. Students should provide three reasons to justify their character’s actions as well as provide supportive information.

15 min: Students work in groups on Mock Trial assignment.

2 min: Prepare for departure.

Day Twenty-Three:

3 min: Attendance and Preparation

5 min: Reading logs are distributed and discussed. Students are able to ask questions regarding the logs, and the teacher provides any additional instructional information in order to clarify the purpose and goals of the logs.

40 min: Students complete Mock Trial assignment.

2 min: Prepare for departure.

Day Twenty-Four:

3 min: Attendance and Preparation

5 min: Tool sharpening: Comma Usage. Teacher provides another rule for comma usage. Teacher writes sentences on the board, and students identify where the comma should be inserted. Students should raise their hands to answer questions.

- A. Commas are used to divide items in a series.
 - a. Example: When I got home, I cleaned my room, walked the dog, and did my homework.
- B. Students practice putting commas where they are needed in the following sentences:
 - a. I like books magazines and comics. (I like books, magazines, and comics).
 - b. We are going to the grocery store the gas station and the library after school. (We are going to the grocery store, the gas station, and the library after school).
 - c. Mike Jim and Bonnie were at the party. (Mike, Jim, and Bonnie were at the party).

5 min: Distribute handout on Native American mythology and folklore and read through it with the students. Since the Native American people also differ among tribes like the Africans, this handout provides information about beliefs and rituals that are common among various tribes.

10 min: Read “Coyote and the Origin of Death,” a Caddo myth.

5 min: Complete tenth reading log entry.

8 min: Students divide into groups not exceeding four group members per group to share reading log entries and develop questions before addressing the class in discussion. Students should notice common ideas and questions that exist among them. The group can elect a member to present questions and comments, but any member is free to address the class. Students should consider possible themes as well as their own feelings towards death.

12 min: Students lead class discussion. Extra time will be allotted on the next class meeting if needed.

2 min: Prepare for departure.

Day Twenty-Five:

3 min: Attendance and Preparation

5 min: Tool sharpening: EOCT Preparation: Works Cited. Teacher reviews the format for citing a book, which is likely to appear on the EOCT exam. Teacher will provide a book to two volunteer students to cite on the board.

- A. Citing Books: last name, first. Title. City Published: Publisher, copyright year.
- B. Ask two students to volunteer to cite a book given to them on the board.

5 min: Distribute handout and rubric on unit project. In this final assessment, students will demonstrate their knowledge of mythology by composing a written work. Students may work in groups not exceeding four members per group or individually to create a

myth of their own, or they may work in groups to write a play to be performed. They must include some of the common aspects of myth and folklore, yet their compositions should also be original. Students also have the choice of writing a literary analysis of a myth of their choice read outside of class or a narrative written from a character's point of view. Rubrics will be used.

35 min: Students work in groups or individually on unit project.

2 min: Prepare for departure.

Week Six:

Day Twenty-Six:

3 min: Attendance and Preparation.

5 min: Tool sharpening: Complex sentences. Teacher explains one method to create a complex sentence. Teacher writes the following sentences on the board, and students make the two sentences into one complex sentence. Students should raise their hands to answer questions.

- A. You can create complex sentences by using subordinate clauses.
 - a. Example: Because they are endlessly fascinating, caves and glaciers attract explorers from all walks of life.
- B. Have students practice writing complex sentences by combining the following sentences using subordinate clauses:
 - a. Inside caves, visitors see stalactites and stalagmites. These are colorful, free-form columns. (Inside caves, visitors see stalactites and stalagmites, which are colorful, free-form columns).
 - b. The two terms are similar. It is easy to remember the difference between them. (The two terms are similar, which makes it easy to remember the difference between them).
 - c. Stalactites hang from the ceilings of caves. They have to hold on tightly. (Because stalactites hang from the ceilings of caves, they have to hold on tightly).

40 min: Students work in groups or individually on unit project.

2 min: Prepare for departure.

Day Twenty-Seven:

3 min: Attendance and Preparation

5 min: Tool sharpening: Complex sentences. Teacher writes the following sentences on the board, and students combine the two sentences to make one complex sentence. This lesson is a review lesson from the previous class.

- A. Students practice writing complex sentences by combining the following sentences using subordinate clauses:
 - a. Stalagmites are formed on the floors of caves. Minerals are deposited by dripping water. (Because minerals are deposited by dripping water, stalagmites are formed on the floors of caves).
 - b. Glaciers are huge masses of ice. They create landforms such as valleys and fiords. (Glaciers are huge masses of ice, which create landforms such as valleys and fiords).

- c. A moving glacier collects debris. The debris can range from dust to boulders. (Ranging from dust to boulders, a moving glacier collects debris).

40 min: Students work in groups or individually on unit project.

2 min: Prepare for departure.

Day Twenty-Eight:

3 min: Attendance and Preparation

10 min: Tool sharpening: EOCT preparation: reading comprehension – students will read a brief paragraph and answer two to three questions on a passage. This passage is attached in the tool sharpening lessons section. It is a practice test printed from the Georgia Department of Education website.

35 min: Students work in groups or individually on unit project.

2 min: Prepare for departure.

Day Twenty-Nine:

3 min: Attendance and Preparation.

5 min: Tool sharpening: EOCT preparation: *first person, third person omniscient, and third person limited*. Teacher explains the differences among these types of narration. Questions on narration are common on the EOCT.

- A. First Person: When a written work is narrated from one character’s point of view. It uses the pronoun “I.”
 - a. Since first person narration only allows for one character’s interpretation, it sometimes can be unreliable.
 - b. Example: If two people get into a fight and the police ask them how the fight started, more than likely, each person will give an explanation that makes him/her appear to be in the right.
- B. Third Person Omniscient: When the work is narrated by an all knowing narrator who reveals all the actions from the characters as well as thoughts. This narration uses the pronouns “he” and “she.”
- C. Third Person Limited: This narration also uses the pronouns “he” and “she;” however, it tends to follow the path of one character with less focus on other characters.

40 min: Students work in groups or individually on unit project.

2 min: Prepare for departure.

Day Thirty:

3 min: Attendance and Preparation

5 min: Tool sharpening: Revising sentences. Teacher explains how to revise wordy sentences using the example below. Students practice by revising the following wordy sentences. Students should raise their hands to answer questions.

- A. Wordy Sentences: These are sentences that contain too many unnecessary words, which can be eliminated to make the sentence more clear and concise.
 - a. Example: I am sorry to inform you at this date in time that I can no longer come to your home to baby sit your son.
 - b. Revised: I am sorry, but I can no longer baby sit your son.

- B. Students practice revising the following wordy sentences:
- a. But actually, in reality, the practice of hypnotism has been widely and generally accepted by the participants and members of groups such as medical, dental, and psychological associations around the world.
(Hypnotism has been widely accepted by medical, dental, and psychological associations around the world).
 - b. When they think of the phenomenon of hypnotism, most people picture a stage show or a television show that stars or features a flamboyant entertainer who invites and brings volunteer people up onto the stage to perform a series of different funny and hilarious actions.
(When people think of hypnotism, they picture a flamboyant entertainer who invited people on stage to perform hilarious actions).

40 min: Students work in groups or individually on unit project.

2 min: Prepare for departure.

Note: More time will be allotted for projects if students are diligently working and cannot finish by the end of the sixth week. Also, time will be scheduled in class for those groups who are going to perform a play, or for any groups who would like to present their compositions to the class.

Greek Gods and Goddess

Name	Identification	Symbols
Zeus	Ruler of all gods and men	Thunderbolt, Eagle, Oak
Hera	Goddess of marriage, wife of Zeus	Peacock
Apollo	Sun god, god of archery, prophecy and music	Bow, Lyre
Poseidon	God of the sea	Trident, Horse, and Bull
Athena	Goddess of wisdom and war	Owl, Olive Tree
Hermes	Messenger of the gods	Winged Boots
Hades	Ruler of the underworld	
Aphrodite	Goddess of love and beauty	Myrtle, Dove
Dionysus	God of wine	Grape Vine, Ivy
Ares	God of war	Spear
Hephaestus	God of fire	Axe
Demeter	Goddess of grain and harvests	Torch, Corn
Hestia	Goddess of the hearth and domestic life	
Artemis	Goddess of the moon	Bow, Deer

Norse Mythology

Gods/Goddesses

Name	Identification	Day of the Week
Odin	Norse supreme god god of wisdom and victory	Wednesday
Frigga/Frigg	Odin's wife, goddess of marriage and motherhood	Friday
Thor	God of thunder and lightening	Thursday
Tyr/Tiu	God of war and bravery	Tuesday
Loki	God of fire, mischief, and evil	
Frey/Freyr	God of sun, rain, and harvests	
Freya	Goddess of love and fertility	
Bragi	God of poetry and music	
Balder	God of goodness and harmony	

Norse mythology is mythology developed thousands of years ago from the people of Scandinavia and Germany. Norse mythology differs greatly from Greek myths. For instance, Asgard, the home of the gods, is a bleak place in which the gods are constantly aware of impending doom. The gods know that one day they will be destroyed, and Asgard will fall to ruins. The battle of good and evil continues although it is evident that evil will eventually triumph. In the Norse prophecy of the end of the world, there will be a war between the gods and goddess against giants and monsters led by the evil god Loki. In the end, all of the warriors will kill each other, and the world will end in fire. The final struggle is called Ragnarok. Nevertheless, a new world will be created from the ashes, which will be free of misery and evil.

Norse myths revolve around the concept of heroism in which one can only become a hero through death.



African Mythology

Name	Identification
Elegua	Trickster god of crossroads, beginnings, and opportunity. Messenger to higher gods.
Bumba/Congo	God of vomit. He literally vomited the earth, moon, humans, animals, etc.
Eshu	Trickster god of opportunity and communication.
Shango/Nigeria	God of thunder, drums, and dance.
Olorun/Nigeria	God of peace and justice
Obatala	Was assigned to create world but never did due to a night of partying.
Abassi/Nigeria	Creator sky god who created the world with his wife Atai. He created humans and gave them argument and death to keep population under control.
Anansi	Spider trickster god who created the sun and moon as well as night and day.
Orisha	Guardian spirits

These are merely a few of the African mythological figures, for there are various African tribes whose deities and beliefs vary. Here are some more interesting aspects of African mythology.

Earth: Many African tribes believe that earth is a female deity who is the mother of all of all creatures.

Jok (Nilotic: Kenya, Uganda, Sudan): Jok is the concept of the divine. Some tribes feel that Jok is one supreme being or God. It can also represent various gods and spirits.

Elephant: The elephant being the largest of the African animals is the center of many African myths and folktales. The elephant is usually depicted as the wise chief who settles disputes among the forest creatures.

Koleo: The snake god. Pythons are worshipped throughout Africa.

Destiny: The Yoruba (Nigeria) believe that a man's destiny depends on the choices that he made when he was in Heaven. The Yoruba also emphasize patience, for if someone has made the right choice in Heaven, he/she must be patient when times are tough because good fortune will come their way.

Afterlife: Most African tribes believe that the soul lives on after the body has died. However, some tribes believe that the soul can leave the body in times of danger and return to it when all is safe again. Many tribes believe that the souls continue their existence in the forest.

Liongo: Mythical hero of Kenya. He was exceptionally strong and as tall as a giant. He was king of Ozi, Ungwana, and Shanga on Faza. Most of his tales are told in fragments rather than one entire story.

Trees: Many Africans believe that spirits live in trees, and the trees talk, which is the language of the spirits. Trees are also known to trick people with their roots and thorny branches. Some tribes believe in trees that can eat people.

Malaika (East Africa): The malaika are good spirits that are sent from Heaven to help people. They are known to try to lead people down the right path by whispering advice in their ears.



Chinese Mythology and Folktales

Chinese Gods/Goddesses:

CH'ENG-HUANG: God of moats and walls. He was born a mortal and became a god after death by the gods. He protects the community from attack and sees that the King of the Dead does not take anybody without proper authority.

CHU JUNG: God of fire. He punishes people who break the laws of Heaven.

KUAN TI: God of war. He protects people from injustice and evil spirits.

KWAN YIN: Goddess of mercy and compassion. She was murdered by her father, and when she was sent to the underworld, she recited scripture making it hard for the King of the Underworld to make the dead souls suffer. Thus, he sent her back to the living where she was awarded with immortality by the Buddha.

LEI KUN: God of thunder. He chases away evil spirits and punishes criminals who have not been caught by the law.

PA HSIEN: The eight immortals of the Taoist tradition. They were born as ordinary men who were rewarded due to their good deeds in life.

SHI-TIEN YEN-WANG: The rulers of the underworld. They decide the punishments for sinners.

TI-TSANG WANG: God of mercy. He attempts to save the souls trapped in the underworld.

T'SHAI-SHEN: God of wealth.

TSAO WANG: God of hearth.

YU-HUANG-SHANG-TI: The supreme emperor of the highest court in Heaven.

Similar to the traits of the Chinese deities, Chinese folktales also value kindness, charity, and compassion. Generosity and sharing are rewarded whereas selfishness is punished. Chinese mythology has been influenced by the fear of outsiders (conquerors) as well as philosophy and religion.

Chinese Beliefs:

Taoism: This belief searches for a balance between natural law and abstract law; however, this balance cannot be forced only experienced.

Confucianism: Confucius taught the virtues of order, structure, and correct behavior.

Buddism: This belief used mythology to give meaning to its practices and beliefs.



Native American Mythology

Similar to African mythology, Native American mythology is different among the various Native American tribes. Here are some commonly shared Native American beliefs.

Religion: Religion tends to be closely associated with the natural world. The land itself takes on a supernatural meaning, and natural objects are considered sacred. There are many ceremonial rituals in order to promote prosperity among the people. They also value the quest for spiritual power and believe in the afterlife.

Rituals: Native American culture has been rich in rituals in which they rarely recognize the distinction between myth and ritual. These ceremonies were held in high importance, and they embraced the ceremonies that provided power to deal with the difficulties of life.

Medicine Men: These men were the deep thinkers of the more successful tribes. These men set aside time for meditation and deep thought, and they were in a special social class separate from hunting and fishing.

Creator or Master Spirit: This deity is the all-knowing and all powerful creator of the world. He is usually represented by the sun and referred to as "The Father."

Mother Earth: Another supreme deity worshiped by many Native American tribes.

Trickster: This deity can be good or bad depending on the tribe. Some tribes view this deity as evil while others see him as helpful.

Other gods: Many tribes also believe in lesser deities such as rain gods, thunder gods, and wind gods.

Universe: Many tribes believe that the universe has three parts. The underworld is a dangerous place, the middle world is where the humans dwell, and the sky world is where the powerful deities rule.

World Tree: This tree links the three parts of the universe. The roots are in the underworld, the trunk is in the middle world, and the top is in the sky world.

The Vision Quest: This was a long period of meditation, fasting, and physical challenges to purify the body and soul. This was usually the first ceremony of the Native American boy.

Sweat Lodge: This ritual was also used to purify the body. Hot rocks were placed in blankets to form a sauna.

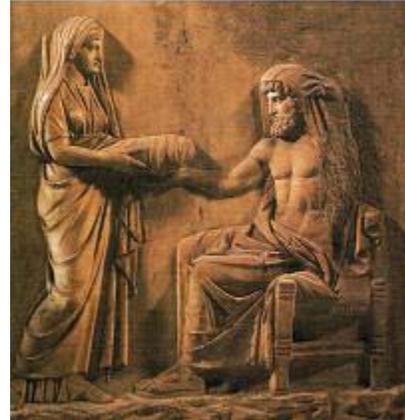
Afterlife: Some tribes believe in reincarnation where people could be reborn as a person or an animal. Others believe that the spirit leaves for another world while others remain as ghosts.

Zeus

Zeus is the King of the gods, the supreme ruler of the Greek Heavens. Zeus's young life set up his rule and who would be an Olympian.



Zeus's story starts with his father Cronus who was warned that his children would take his throne. In response he ate all of his children. Rhea saved her son by putting a rock in Zeus's blanket and feeding the stone to Cronus.



She hid Zeus and when he became old enough he destroyed his father and freed his siblings ([See The Titans](#))



Zeus's First wife was Metis. (Athena's mother)
He consumed her because of a warning from Gaia
He is most associated with Hera, His Second wife
(he didn't eat her)

Zeus's main symbol was the powerful lightning bolt

Other symbols

The Aegis
(A Goat skin with Medusa's head)
The bull
The eagle!

Athena

Athena was one of the most powerful of all the gods, she was also she was one of the oldest second generation god. Sometimes she is the oldest daughter and the oldest child of Zeus.



The story of her birth defines Athena. Zeus had a trouble headache and sent for some one with an axe (some Hephaestus but others have him as too young)

Her most important symbols are

Her armor (she is always shown with some sort of armor)

The olive Tree

A snake

Her The owl (a symbol that still today means wisdom)

Her Sometimes show with her Fathers thunder bolts

Aspects of Athena's Personality

Her Domain was wisdom and wholeness.

She was one of the few gods with out the Aristophanes idea of a other half.

She has both masculine and feminine qualities with in her.

She some times acts as a mother and a father.

She remained a virgin.

Hera



She is the very beautiful queen of the Gods and is the goddess of marriage and fertility. Hera is both Zeus' sister and wife. Her legend and stories mostly revolve around the kind of the Gods. She is the daughter of Cronus and Rhea.

Hera's Symbol are

The Peacock
The Cuckoo

Some times the Pomegranate
The Cow
Golden Sandles
A Septre (a scepter)
A Diadem (a crown)

Her children include

Hephaestus
Hebe
Ares
Eris
Eileithyia

Ares

Ares is one sided most of the time, he is a lust full god like his father. He lusts after war, battles, bloodshed and a few beautiful goddess. The Ironic aspect of Ares is that most of the times he is considered Cowardly

He is the Son of Hera and Zeus, Disliked by his mother and father. Some time he has a twin sister Eris. His most popular affair happend with the married Aphrodite. This angered Hedpaistos and he embraced the war god. Ares also lusted After the goddess of Dawn.



Ares symbols are

The spear

The Vulture

The Dog

Lust is the main feature of Aries

Hades

Hades was the ruler of the Greek Underworld.

Hades is God of the Underworld and ruler of the dead. He is the son of Cronus and Rhea. He was one of the three brothers who divided up the world into three parts: the heavens and earth, the sea and the underworld. He had the worst draw and was made lord of the underworld; he was picked to rule over the dead.

He is a greedy god, wanted to increase his subjects.

He is like those who increase the number of dead.

His symbols are the sceptre, and cornucopia
Also God of Gems

Fell in love and married Persephone, he had a peaceful marriage even with its bad beginnings.

She was the daughter of spring so when she is in the underworld this created Summer and Winter.

He is the King of the dead but, death itself is Thanatos



Hades, DEMETER AND PERSEPHONE; 1990, India ink on paper; 21" x 14"



Apollo

(god of light, truth, healing, archery, music, poetry)

Roman name: Apollo
Parents: Zeus and Leto
Twin Sister: Artemis

Apollo was normally shown as a very strong, extremely handsome young man. He was well liked among the gods and humans alike. The town of Delphi became the center of Apollo's worship. The temple at Delphi contained a prophet who predict the future.

Apollo was famous for his musical abilities. He was credited with inventing the lyre (while other stories have Hermes creating it and trading it with Apollo), and would often entertained the gods on Mount Olympus with it. Apollo was sometimes depicted as the sun god racing across the sky. Other myths connected the sun to the god Helios.

Apollo was the son of Zeus, but was not always on good terms with his father. Hera once tried to conspire against Zeus. Apollo and the other Olympians went along with the conspiracy. Zeus prevailed and punished both Apollo and Poseidon by forcing them to slave as mortals on Troy's walls for a year. Another time, Apollo was forced to be a herdsman when he killed the Cyclopes in retaliation for Zeus killing his son Aselepius.



Artemis (goddess of hunt, moon, children)

Roman Name: Diana
Parents: Zeus and Leto
Twin Brother: Apollo

Artemis was the twin sister of Apollo. The story was told that Leto, while pregnant with her twins, was continually on the run from Hera. She could not find any city that would take her in, because they feared the wrath of Hera. Finally, she was allowed to stay with her sister on one of the Greek islands. There Leto gave birth first to Artemis, who after getting out of the womb, assisted in the delivery of her twin Apollo. From this event

Artemis became known as the goddess of childbirth.

Artemis is pictured with a bow and arrows and often in the woods. In the Trojan War, recounted by Homer in the Illiad, Artemis was on the side of the Trojans.

Artemis was not a goddess to be trifled with. Once the queen of Niobe, bragged she was better than Leto because she had seven sons and seven daughters, where Leto only had two. Both Apollo and Artemis took offense to this, and Apollo killed all the sons while Artemis killed all the daughters. Another time a hunter came upon Artemis while she was bathing in a pond. So angered in having been seen unclothed, she turned the hunter into a deer and allowed his dogs to rip him to pieces.

Artemis was not only the goddess of the hunt, but also the protector of wild animals. Though the two do not seem to mesh, in the minds of the Greeks they do. When she hunted, her kills were quick and painless. By regulating the population of wild animals, she kept them from starvation and plagues that would strike large, overpopulated animal herds.

Dionysos



He was the Son of Zeus and Semele. His mother was a mortal woman.

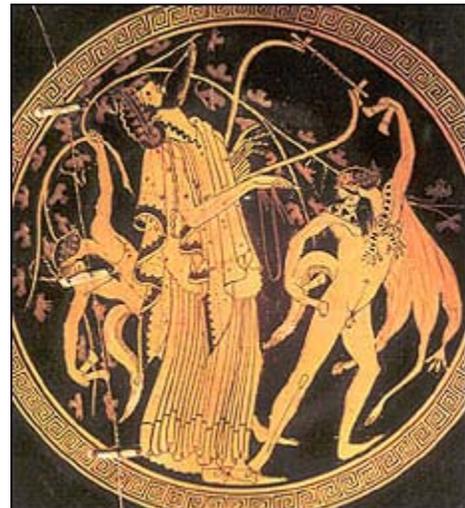
Dionysus is the God of wine, and a God of fertility. He is Considered a god although he was half Mortal, the only one that did this besides Heracles(who did this latter in life.)

Zeus killed his mother when he appeared in his true form to his mother, at that time he was born and Zeus put the baby into his own body. He was born again out of Zeus's thigh.

He traveled all across the world with his followers of Maenads (wild girls), Satyrs (men with goat like features pictured with Dionysus as having tails), and the drunken fat man, (Silenus)

He could make people give up their responsibilities and go crazy, as is the power of alcohol. He mostly was known to do this to girls.

Those who try to resist Dionysus (wine) were eventually driven mad, and did unspeakable deeds. Notable ones who he did this too are Lycurgus, who in a state of madness prunes his son's legs, and the Minyads, daughters of King Minyas, who rip apart and eat a child.



“People in his festivals paraded around with large phallic symbols and ripped apart small creatures.”

He is just the opposite of Apollo, where Apollo has reason and self control Dionysus had lust and let himself go. Some of his festivals even took place in Apollo's Temples.



Dionysus is associated with

Ivy and vines
Grapes
The dolphin
Bulls
Snake
panther

Hestia

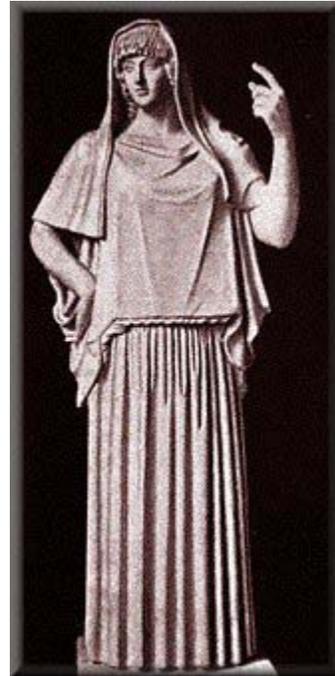
She Goddess of Hearth and Home

Her symbols are simply the Hearth, the fire and the Home.

Sister of Demeter, Hades, Hera, Poseidon, and Zeus Hestia is the only Olympic god that is absent from most myths. She is the first born of the Olympians

She never took part in wars or disputes, she was a peaceful goddess. Zeus rewarded her and the first sacrifice was always to her

Hestia, along with Athena and Artemis, were the only goddesses immune to the passions aroused by the enchanting Aphrodite.



Hermes

Son of Zeus and Maia. (Nymph Maia, daughter of Atlas) Hermes is Zeus messenger, And he is the fastest of the gods. He is the god of thieves and god of commerce. He also plays an important role as a god of scribes and guide for the dead to go to the underworld.

He always has on winged sandals,
He had A winged hat,
He Carries a magic wand.



He invented the lyre, the pipes, the musical scale, astronomy , weights and measures, boxing, gymnastics, and the care of olive trees.

“He caught a tortoise, killed it and removed its entrails. Using the intestines from a cow stolen from Apollo and the hollow tortoise shell, he made the first lyre”

Demeter



She is the Goddess of Grain and the harvest. Important to a society of farmers As the patron deity of agriculture Demeter was accordingly worshiped with festivals.

She was a goddess of fertility in her roll as the Harvest Goddess.

Hephaistos

He is the god of mettle and smiths. Hephaistos The Armor maker for the gods. He is the only one who makes Zeus's thunderbolt.

Axe and fire are his symbols

He is the only Ugly God

So ugly some stories say his mother Hera tosses him out, others say that Zeus was his father and that he tossed him out.

His Lameness was a result of him falling, he fell for a whole day until he landed in the sea and it washed him to the island of Lemnos.

Latter he was redeemed and brought back to his rightful place on Olympus.



One story is that he is Hera's son alone, created when she got angry at Zeus for giving birth alone to Athena from his head.

Some claim that Zeus was Hephaestus' father, others hold that he was Hera's son by Talos, the nephew of the inventor Daedalus.

He was the husband of The unfaithful Aphrodite

Poseidon

Poseidon is the powerful god of the seas! He not only held great power but also significance for the ancient Greeks.

He was a very popular god, and is the subject of many myths.

Most stories have Poseidon as a brother of Zeus and of Hades but a few have him being a Titan.

Just as his brother Zeus wielded thunderbolts Poseidon controlled both Earthquakes and Sea demons!



Poseidon was often depicted in mythology as an angry, turbulent god who was quick to temper. He was who caused the sea's to be stormy and could crush a sailor at a whim. He was also called the "Earth Shaker" because he wrath would also cause earthquakes.

He also often tried to take over cities, this is what caused floods.



Figure 3.4 : Poseidon

He is associated with

Horse
His Triton
The Sea
Fish



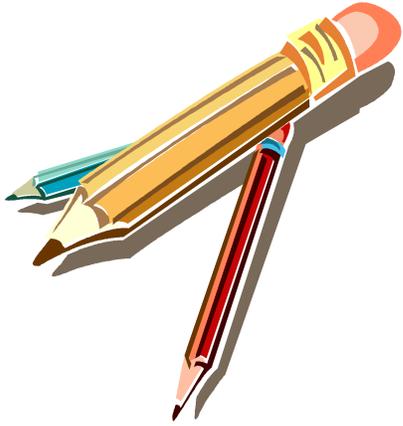
Aphrodite (goddess of love and beauty)

Roman name: Venus
Parents: Zeus and Dione
Goddess of love and beauty

There were two versions of Aphrodite's birth. The first version suggested that Aphrodite was created from the foam of the sea when Cronus cut off Uranus's genitals. Homer, in his poems, suggested that Aphrodite came from the union of Zeus and Dione.

Aphrodite was married to Hephaestus, the deformed god of fire. Some stories told how Zeus arranged this in revenge for refusing him. Other stories told that Hephaestus asked his mother Hera to arrange the marriage. By either account, Aphrodite had little say in the marriage arrangement.

Though married, she looked other places for affections and started an affair with Ares, Hephaestus's stepbrother. Hephaestus learned of the affair and set a trap for the lovers. He told Aphrodite that he was going to be gone for several days. Aphrodite and Ares decided to take advantage of his absence and were in bed together. They did not know that Hephaestus had rigged the bed with a metal net that dropped on them and trapped the two lovers. Not only did Hephaestus find the two together, but the rest of the Olympian gods were also there to see the unfaithful pair. Poseidon had pity on Aphrodite and asked Hephaestus to make up with his wife.



Reading Logs **Class Work Grade – 20%**

You will compose reading log entries throughout the semester on the works that we are studying. The purpose of these logs is to record your own interpretations as well as questions you have regarding the text. These log entries can be used to guide group discussions as well as class discussions. You may find that your questions may be answered in small group discussions, or if your questions are the same as your fellow group members, you may select them to discuss in class discussions in order to develop a more thorough interpretation. Your entries should include the following:

1. Opinions about reading with explanations. These opinions could be about characters you like or don't like as well as story events or the author's style.
2. Questions regarding plot, theme, conflicts, or passages that are not understood. These questions can address the author's choice of events or style. They can also include any passage that confused you or was difficult for you to understand. You should also address any possible conflicts in the story and why they exist. This section should also include questions regarding the theme and how you think the author presents the theme.
3. Common trends (themes, monsters, gods, personalities, style, etc.) found in stories. As we read selections from the different units, you will see some similarities. Try to record any common similarities that keep reoccurring in the literary works. This will help you on the projects in which you are asked to mimic the literary styles.
4. Comments regarding passages that were insightful or enjoyable. If you find certain lines, characters, or scenes that you particularly enjoy, please make note of them and explain the reasoning behind that enjoyment.

Note: Your entries should be dated and be headed with the work or portion of the work that that entry addresses.

See attached rubric for grading guidelines. These logs will be collected periodically throughout the semester.



**Gods and Goddesses Portrait
Class Work Grade – 20%**

You will work in groups to compose a portrait of a god or goddess of your choice. No one in the class can choose the same god or goddess. Portrait will include:

- An original drawn portrait or photo of the god/goddess.
- Symbols drawn around the deity with identification.
- Written explanations about how that deity is representative of the values of the Greek culture and your own culture.

Note: You should develop your portraits from your opinions and interpretations of the gods and goddesses in *The Odyssey*.

See the attached rubrics for grading.



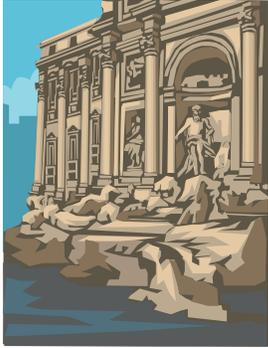
Mock Trial Assignment Class Work Grade – 20%

You can work in groups not exceeding four members per group or work individually.

You need to choose either the country man or the priest from “Planting a Pear Tree” and compose a rationale to be presented to a judge who might hear this case if the country man decided to bring his case against the priest to court. You can choose the character you sympathize with and justify his actions.

Your rationale should be at least three paragraphs in length and should have three reasons to support your position. Also, remember that if this document is to be presented to a judge, it will require formal language.

See the attached rubric for grading.



Unit Project:
Major Test Grade – 20%
and Writing Grade – 15%

You will demonstrate your knowledge of mythology by composing a written work. You have the following three choices:

1. You may work in groups not exceeding four members per group or individually to create a myth of your own. Be sure to utilize your reading log and interpretations in order to mimic the art form; however, your content should be original.
2. You may work in groups to write a play to be performed. It must include some of the common aspects of myth and folklore, yet the composition should also be original.
3. You also have the choice of writing a literary analysis of a myth of your choice read outside of class. This will be a close analysis of the work with quotations.
4. You may also choose to write a narrative from a character's point of view. This could be a scene from the work that will be told in a different view, or it could be a character's personal reflection on events that is not provided in the original work.

See rubrics for grading.

Rubrics:
Wonders of
Mythology and Folklore

Greek God/Goddess Portrait:

90-100 – A

- A drawn or printed picture of the selected god or goddess that is presented neatly on a poster board.
- The name of the god or goddess needs to be clearly visible.
- A minimum of two symbols drawn or printed on the poster board around the deity with identification.
- A neatly hand-written or typed chart that lists 5-6 personality traits of that deity.
- An organized oral presentation of this information to the class including reasons for choosing the particular deity as well as a detailed explanation of how that god/goddess represents the values of our culture.
- 100% group participation.

80-89 – B

- A drawn or printed picture of the selected god or goddess that is presented neatly on a poster board.
- The name of the god or goddess needs to be clearly visible.
- A minimum of two symbols drawn or printed on the poster board around the deity with identification.
- A neatly handwritten or typed chart that lists 4-5 personality traits of that deity.
- An organized oral presentation of this information to the class including reasons for choosing the particular deity as well as an acceptable explanation of how that god/goddess represents the values of our culture.
- 85-100% group participation.

75-79 – C

- A drawn or printed picture of the selected god or goddess that is presented on a poster board but lacks neatness.
- The name of the god or goddess needs to be visible.
- A minimum of two symbols drawn or printed on the poster board around the deity with identification.
- A neatly hand-written or typed chart that lists 3-4 personality traits of that deity.
- An organized oral presentation of this information to the class including reasons for choosing the particular deity as well as a weak explanation of how that god/goddess represents the values of our culture.
- 80-85% group participation.

70-74 – D

- A drawn or printed picture of the selected god or goddess that is presented on a poster board but lacks neatness.
- The name of the god or goddess is on the board but lacks visibility.
- A minimum of one symbol drawn or printed on the poster board around the deity with identification.
- A neatly hand-written or typed chart that lists 2-3 personality traits of that deity.

- An organized oral presentation of this information to the class includes an unspecific reason for choosing the particular deity as well as a weak explanation of how that god/goddess represents the values of our culture that lacks thorough support.
- 75-80% group participation.

69 or Below – F

- A drawn or printed picture of the selected god or goddess that is not presented on a poster board or is not presented in neat manner.
- The name of the god or goddess is not visible.
- No symbols are drawn or printed on the poster board around the deity or one symbol is included but not identified.
- An unorganized hand-written or typed chart that lists 1-2 personality traits of that deity.
- An unorganized oral presentation of this information to the class that lacks strong reasons for choosing the particular deity as well as weak explanations of how that god/goddess represents the values of our culture.
- Less than 75% group participation.

Mock Trial

90-100 – A

- A minimum of three strong reasons for supporting the chosen character with detailed explanations.
- Frequent use of persuasive language.
- Frequent use of formal language that would be appropriate for a courtroom atmosphere.
- A rebuttal for any possible objection from the opposing side.
- A minimum length of three paragraphs.

80-89 – B

- A minimum of three strong reasons for supporting the chosen character with detailed explanations.
- Moderate use of persuasive language.
- Moderate use of formal language that would be appropriate for a courtroom atmosphere.
- A rebuttal for any possible objection from the opposing side.
- A minimum length of three paragraphs.

75-89 – C

- A minimum of two strong reasons for supporting the chosen character with detailed explanations or three explanations that lack details.
- Occasional use of persuasive language.
- Occasional use of formal language that would be appropriate for a courtroom atmosphere.
- A rebuttal for any possible objection from the opposing side.
- A minimum length of three paragraphs.

70-74 – D

- Two to three weak reasons for supporting the chosen character with explanations that lack thoroughness.

- Little use of persuasive language.
- Little use of formal language that would be appropriate for a courtroom atmosphere.
- No rebuttal for any possible objection from the opposing side.
- A minimum length of two to three paragraphs.

69 or Below – F

- One to three weak reasons for supporting the chosen character with explanations that lack thoroughness or lack explanations altogether.
- Little or no use of persuasive language.
- Little or no use of formal language that would be appropriate for a courtroom atmosphere.
- No rebuttal for any possible objection from the opposing side.
- A minimum length of two to three paragraphs.

Literary Compositions:

Mythologies and Dramas

90-100 – A

- Work contains many elements from the mythology studied in class.
- Work is creative and original.
- Characters possess traits that are valued by student's culture.
- Follows a clear and comprehensible story line.
- Contains common types of characters from mythology such as monsters, magical creatures, and/or trickster characters.
- Work is neatly handwritten or typed.
- Work is three or more pages in length.

80-89 – B

- Work contains a moderate amount of elements from the mythology studied in class.
- Work is creative and original.
- Characters possess traits that are valued by student's culture.
- Follows a clear and comprehensible story line.
- Contains common types of characters from mythology such as monsters, magical creatures, and/or trickster characters.
- Work is typed or neatly handwritten.
- Work is three or more pages in length.

75-79 – C

- Work contains few elements from the mythology studied in class.
- Work is creative and original.
- Characters possess few traits that are valued by student's culture.
- Story is comprehensible but somewhat difficult to follow.
- Contains common types of characters from mythology such as monsters, magical creatures, and/or trickster characters.
- Work is typed or neatly handwritten.
- Work is three or more pages in length.

70-74 – D

- Work lacks elements from the mythology studied in class.

- Work is original but lacks creativity.
- Characters possess few traits that are valued by student's culture.
- Story is comprehensible but somewhat difficult to follow.
- Little use of common types of characters from mythology such as monsters, magical creatures, and/or trickster characters.
- Work is typed or neatly handwritten.
- Work is two or more pages in length.

69 or Below – F

- Work lacks elements from the mythology studied in class.
- Work is original but lacks creativity or is too similar to myths studied.
- Characters possess few traits that are valued by student's culture and are underdeveloped.
- Story lacks comprehension and clarity.
- Lacks common types of characters from mythology such as monsters, magical creatures, and/or trickster characters.
- Work is typed or neatly handwritten.
- Work is two or more pages in length.

Literary Analysis

90-100 – A

- Text used is not a text studied in class.
- Provides a clear argument with a thesis statement.
- Uses quotes or passages from the work to support argument.
- Quotes are followed by explanations of how that quote relates to the argument.
- Paper is properly cited and has a works cited page.
- Paper is neatly handwritten or typed. Typed is preferred.
- Frequent use of formal language.
- Paper is three to four pages handwritten or two to three pages typed in length.

80-89 – B

- Text used is not a text studied in class.
- Provides a clear argument with a thesis statement.
- Uses quotes or passages from the work but do not strongly support argument.
- Quotes are followed by explanations of how that quote relates to the argument but lack some thoroughness.
- Paper is properly cited and has a works cited page.
- Paper is neatly handwritten or typed. Typed is preferred.
- Frequent use of formal language.
- Paper is three to four pages handwritten or two to three pages typed in length.

79-75 – C

- Text used is not a text studied in class.
- Provides a weak argument with a thesis statement.
- Lacks a significant amount of quotes or passages from the work to support argument.
- Quotes are followed by explanations of how that quote relates to the argument but lack thoroughness.
- Paper is properly cited and has a works cited page.
- Paper is neatly handwritten or typed. Typed is preferred.

- Moderate use of formal language.
- Paper is three to four pages handwritten or two to three pages typed in length.

70-74 – D

- Text used is not a text studied in class.
- Provides a weak argument with a thesis statement.
- Lacks a significant amount of quotes or passages from the work to support argument.
- Quotes lack explanations of how that quote relates to the argument.
- Paper is properly cited and has a works cited page.
- Paper is neatly handwritten or typed. Typed is preferred.
- Little use of formal language.
- Paper is two to three pages handwritten or one to two pages typed in length.

69 or Below – F

- Text used is not a text studied in class.
- Provides a weak argument with an unclear thesis statement.
- Lacks quotes or passages from the work to support argument.
- Quotes lack explanations of how that quote relates to the argument.
- Paper lacks citations and/or a works cited page.
- Paper is not neatly handwritten or typed. Typed is preferred.
- Little use of formal language.
- Paper is two to three pages handwritten or one to two pages typed in length.

Narratives

90-100 - A

- Written from the view of a character from a work we studied.
- Accurately portrays the characteristics of the character.
- Is creative.
- Provides a new perspective on the events of the myth. A different view.
- Includes many thoughts and feelings of the character.
- Character is believable.

80-89 – B

- Written from the view of a character from a work we studied.
- Accurately portrays the characteristics of the character.
- Is creative.
- Lacks a new perspective on the events of the myth. A different view.
- Includes many thoughts and feelings of the character.
- Character is believable.

75-79 – C

- Written from the view of a character from a work we studied.
- Lacks some accurate characteristics of the character.
- Is creative.
- Lacks a new perspective on the events of the myth. A different view.
- Moderate use of thoughts and feelings of the character.
- Character is believable.

70-74 – D

- Written from the view of a character from a work we studied.
- Lacks some accurate characteristics of the character.

- Lacks creativity.
- Lacks a new perspective on the events of the myth. A different view.
- Moderate use of thoughts and feelings of the character.
- Character is underdeveloped.

69 or Below – F

- Written from the view of a character from a work we studied.
- Contains a great deal of inaccurate characteristics of the character.
- Lacks creativity.
- Lacks a new perspective on the events of the myth. A different view.
- Little use of thoughts and feelings of the character.
- Character is underdeveloped.

Reading Journals:

90-100 – A

- Contains entries from each work read in class.
- Entries contain reader's thoughts and opinions that occurred while reading the text as well as questions concerning passages of the text.
- Entries include common themes and trends present in myths.
- Entries contain headings.
- Entries are thorough.

80-89 – B

- Contains entries from most works read in class.
- Entries contain reader's thoughts that occurred while reading the text as well as questions concerning passages of the text.
- Entries include common themes and trends present in the myths.
- Entries contain headings.
- Entries are developed but not thorough.

75-79 – C

- Contains entries of most works read in class.
- Entries contain reader's thoughts but lack details that occurred while reading the text as well as questions concerning passages of the text.
- Entries lack many common themes and trends present in the myths.
- Entries contain headings.
- Entries are developed but not thorough.

70-74 – D

- Contains entries of a few works read in class.
- Entries contain reader's thoughts but lack details that occurred while reading the text as well as questions concerning passages of the text.
- Entries rarely include common themes and trends present in the myths.
- Entries contain headings.
- Entries are underdeveloped.

69 or Below – F

- Contains entries of a few works read in class.
- Entries lack reader's thoughts and details that occurred while reading the text as well as questions concerning passages of the text.
- Entries do not include common trends and themes present in the myths.
- Entries are unorganized.

- Entries are underdeveloped.

Tool Sharpening Lessons

Tool sharpening: Correct usage of *They're*, *Their*, and *There* and *You're*, and *Your*.

- F. They're – They are: They're going to the movies tonight. Students can volunteer to create an example.
- G. Their – Possessive Case: Their dog died last Thursday. Students can volunteer to create an example.
- H. There – Reference to a place: The conference room is over there. There are many problems in the world. Students can volunteer to create an example.
- I. You're – You are: You're a very nice person. Students can volunteer to create an example.
- J. Your – Possessive Case: Your house is lovely. Students can volunteer to create an example.

Tool sharpening: Pronoun Agreement: *person – he/she* and *people – they*.

- C. Singular: If a person is trying to find a job, he/she needs a resume. Students can volunteer to create an example.
- D. Plural: If people want to go to college, they need to make good grades in high school. Students can volunteer to create an example.

Tool sharpening: Proper Usage of Conjunctions: *, and; , but; , or; , for; , yet; , so; , nor*.

- B. As a class, students will pick the conjunction that fit best.
 - a. I did not feel well, _____ I went home early.
 - b. I like to play soccer, _____ I like baseball better.
 - c. I enjoy mountain climbing, _____ I enjoy hiking.
 - d. We can eat at Applebees, _____ we can go to Outback Steakhouse.
 - e. I won the race, _____ I had been training for six months for it.
 - f. John was a doctor, _____ he enjoyed working with people.
 - g. I would like to go, _____ I cannot get off from work.
 - h. I do not like meat, _____ I do not like potatoes.

Tool sharpening: Usage: *cause* and *because*.

- D. Cause:
 - a. Verb: to make something happen: The earthquakes caused the Tsunami.
 - b. Noun: things that cause something to happen: One of the causes of the Civil War was slavery.
- E. Because: denotes why: I cannot go to the movies because I am grounded.
- F. Students can practice creating their own examples.

Tool sharpening: Review parts of a sentence. Practice identifying sentence fragments.

- D. Parts of a Sentence:
 - a. Subject

- b. Verb
- c. Predicate
- E. A sentence must express a complete thought.
- F. Students will identify whether the following expressions are sentences or fragments.
 - a. Even though I got home early
 - b. Because I liked him, I invited him to the party
 - c. Cars were lined all down the street
 - d. Came home late from work on Thursday
 - e. While walking down the street
 - f. He likes to play many records
 - g. Pick up the dry cleaning on your way home from work
 - h. In the pet store, the cutest kittens

Tool sharpening: Correct usage of the verb *is*: past, present, and future tenses.

- D. Present:
 - a. I am; You are; He/She/It is; We are; You are; They are.
- E. Past:
 - a. I was; You were; He/She/It was; We were; You were; They were.
- F. Future:
 - a. I will; You will; He/She/It will; We will; You will; They will.

Tool sharpening: Run-on sentences.

- C. Run-on: This expression occurs when two independent sentences are blended together without proper punctuation.
- D. Students practice identifying if the following expressions are sentences or run-on sentences.
 - a. I took the money because I needed to buy lunch.
 - b. He was a kind man who liked children.
 - c. He was born in Brazil he lived there for twenty years.
 - d. Basketball is a fun game football is better.
 - e. Because I woke up late, I was late to work.
 - f. The Aquarium opened on November 23 it is the largest aquarium in the world.
 - g. I saw Jim who was on his way to the wedding.
 - h. Hunting is a great sport hunting is challenging

Tool sharpening: Subject/Verb agreement.

- C. Singular subjects have singular verbs.
- D. Plural subjects have plural verbs.
 - a. For each sentence, students choose the correct verb:
 - i. The capital of Mexico (is, are) Mexico City.
 - ii. The plaza at the center of the city (covers, cover) the site of an ancient Aztec temple.
 - iii. Today, people (call, calls) the plaza the Zocalo.
 - iv. Many buildings of historical and architectural interest (surrounds, surround) the Zocalo.
 - v. The offices of the government (is, are) in the National Palace.
 - vi. Inside the Palace (is, are) several murals by Diego Rivera.

- vii. One of them, titled *El Mundo Azteca* (depicts, depict) people from the ancient culture.
- viii. The citizens, together with tourists, (enjoy, enjoys) visiting the National Palace.

Tool sharpening: Subject/Verb agreement.

- D. Indefinite Singular Pronouns: anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something.
- E. Indefinite Plural Pronouns: all, any, more, most, none, and some (singular or plural depending on the sentence).
- F. Students choose the correct verb form for the following sentences:
 - a. Neither of the contestants (knows, know) the answer to the question.
 - b. (Has, Have) all of the ice melted?
 - c. Everybody in the theater (is, are) standing and cheering.
 - d. Many of the tickets to the play (has, have) been sold.
 - e. Both of the candidates for the job (seems, seem) capable.
 - f. No one at the party (recognizes, recognize) Stefan.
 - g. Each of the Maramoto brothers (has, have) applied for a scholarship.
 - h. Most of the musicians (respects, respect) the conductor.
 - i. Some of the story (was, were) difficult to understand.
 - j. (Is, Are) either of the doctors available for an appointment tomorrow?

Tool sharpening: Correct usage of *to*, *too*, and *two*.

- C. To: in the direction of; so as to reach a particular state: I was kind to him. I am going to London this weekend.
- B. Too: more than is desired, allowed, or possible; in addition: You are driving too fast. He was at the game, too.
- D. Two: is a number meaning one less than three: There were two people at the register ahead of me.

Tool sharpening: Subordinate clauses.

- C. Subordinate Clause: Does not express a complete thought and cannot stand by itself as a sentence.
 - a. Example: when the explorers returned to their campsite.
- D. Students identify the subordinate clauses in the following sentences:
 - a. Anyone who wants salad should order it separately.
 - b. Bonus points will be awarded to whoever turns in the assignment early.
 - c. The puppy that is sitting in the corner seems very shy.
 - d. Because there are many kinds of burritos, we enjoy having them for dinner once a week.
 - e. Tomorrow, Tamala will give her presentation, which is about opera.
 - f. Since the prime minister of Canada is giving a speech at the convention center, there will probably be a parking problem downtown.
 - g. After the class, Pedro, Kevin, and I decided that we would go fishing.
 - h. The mayor refunded the Garzas the money that they had spent to beautify the park.

Tool sharpening: Combining sentences.

- C. One way to combine sentences is by inserting a word:

- a. Example: An object exploded above the earth. The object was mysterious.
- b. Combined: A mysterious object exploded above the earth.
- D. Have students try to combine the following sentences by inserting words.
 - a. The night skies in Europe were so bright that people could take photographs without a flash. This was in northern Europe.
 - b. People were startled. Eyewitnesses saw colors that looked like a rainbow.
 - c. Many trees were uprooted. For twelve miles around the spot, many trees pointed away from the center.
 - d. There were upright trees at the spot itself. The trees were burned.

Tool sharpening: Combining sentences.

- C. Another way to combine sentences is by making two sentences into a compound sentence by adding a conjunction: , *and*; , *but*; , *or*; , *so*; , *for*; , *yet*; , *nor*.
 - a. Example: Tom had seen a Rivera mural in Mexico City. He told Yusef about the artist.
 - b. Combined: Tom had seen a Rivera mural in Mexico City, and he told Yusef about the artist.
- D. Students practice combining the following sentences:
 - a. Diego Rivera was influenced by painters from other countries. His style is distinctly his own.
 - b. Rivera's wife, Frida Kahlo, was a highly praised painter. She is noted for her intensely colored self-portraits.
 - c. Orozco was born in Mexico. Many of his most famous murals are in the United States.

Tool sharpening: Comma Usage

- C. Commas are used after introductory phrases: Jogging along her usual path, Eloise was caught by surprise. No, I am busy tonight. Yes, I like ham. John, where are you going?
- D. Students practice putting commas where they are needed in the following sentences:
 - a. Lying on the ground Roberto admired the clouds in the sky.
 - b. In the corner of the room Julie found her lost earring.
 - c. Even though Cynthia and Leslie were late they didn't miss the beginning of the play.
 - d. Toward the back of the closet Nancy noticed a bright, shiny object.

Tool sharpening: Comma usage.

- C. Commas are used to set off nonessential clauses and phrases.
 - a. Example: The coconut, which is a remarkable gift of nature, grows on palm trees.
 - b. The phrase is set off because if it is eliminated from the sentence, the sentence will still have the same meaning.
- D. Students practice putting commas where they are needed in the following sentences:
 - a. Who is the climber who just reached the top?

- b. Dried coconut meat which is called copra is used for many products.
- c. Coconut shells once cleaned and polished are carved into bowls, cups, or spoons.
- d. My family who will meet me at the airport will be pleased with the gifts.

Tool sharpening: Comma usage

- C. Commas are used to set off elements that interrupt the sentence.
 - a. Dr. Okimo, the new P.T.A. president, asked parents to become active.
- D. Students practice putting commas where they are needed in the following sentences:
 - a. The Blanchards our new neighbors have just built a deck.
 - b. Belgium a small country in Europe has two official languages.
 - c. Dutch a Germanic language is spoken by those in the northern part of Belgium.
 - d. The people in the southern part the Walloons speak French.

Tool sharpening: Avoiding colloquialism in formal writing.

- D. Colloquialism is informal language. It is the language we tend to use with in casual settings such as when we are with our friends.
- E. Formal language is standardized English or an elevated language we use in formal situations such as a job interview or reports.
- F. Example: Colloquial – He got busted for drugs. Formal: He got arrested for drugs.

Tool sharpening: Comma Usage.

- C. Commas are used to divide items in a series.
 - a. Example: When I got home, I cleaned my room, walked the dog, and did my homework.
- D. Students practice putting commas where they are needed in the following sentences:
 - a. I like books magazines and comics.
 - b. We are going to the grocery store the gas station and the library after school.
 - c. Mike Jim and Bonnie were at the party.

Tool sharpening: EOCT Preparation: Works Cited.

- C. Citing Books: last name, first. Title. City Published: Publisher, copyright year.
- D. Ask two students to volunteer to cite a book given to them on the board.

Tool sharpening: Complex sentences.

- C. You can create complex sentences by using subordinate clauses.
 - a. Example: Because they are endlessly fascinating, caves and glaciers attract explorers from all walks of life.
- D. Have students practice writing complex sentences by combining the following sentences using subordinate clauses:
 - a. Inside caves, visitors see stalactites and stalagmites. These are colorful, free-form columns.
 - b. The two terms are similar. It is easy to remember the difference between them.

- c. Stalactites hang from the ceilings of caves. They have to hold on tightly.

Tool sharpening: Complex sentences.

- B. Students practice writing complex sentences by combining the following sentences using subordinate clauses:
 - a. Stalagmites are formed on the floors of caves. Minerals are deposited by dripping water.
 - b. Glaciers are huge masses of ice. They create landforms such as valleys and fiords.
 - c. A moving glacier collects debris. The debris can range from dust to boulders.

Tool sharpening: EOCT preparation: reading comprehension – students will read a brief paragraph and answer two to three questions on the passage.

- A. Document is attached.

Tool sharpening: EOCT preparation: *first person, third person omniscient, and third person limited.*

- D. First Person: When a written work is narrated from one character's point of view. It uses the pronoun "I."
 - a. Since first person narration only allows for one character's interpretation, it sometimes can be unreliable.
 - b. Example: If two people get into a fight and the police ask them how the fight started, more than likely each person will give an explanation that makes him/her appear to be in the right.
- E. Third Person Omniscient: When the work is narrated by an all knowing narrator who reveals all the actions from the characters as well as thoughts. This narration uses the pronouns "he" and "she."
- F. Third Person Limited: This narration also uses the pronouns "he" and "she;" however, it tends to follow the path of one character with less focus on other characters.

Tool sharpening: Revising sentences.

- C. Wordy Sentences: These are sentences that contain too many unnecessary words, which can be eliminated to make the sentence more clear and concise.
 - a. Example: I am sorry to inform you at this date in time that I can no longer come to your home to baby sit your son.
 - b. Revised: I am sorry, but I can no longer baby sit your son.
- D. Students practice revising the following wordy sentences:
 - a. But actually, in reality, the practice of hypnotism has been widely and generally accepted by the participants and members of groups such as medical, dental, and psychological associations around the world.
 - b. When they think of the phenomenon of hypnotism, most people imagine and picture a stage show or a television show that stars or features a flamboyant entertainer who invites and brings volunteer people up onto the stage to perform a series of different funny and hilarious actions.

Note: The chalk board will be used to write sentences on the board for necessary tool sharpening sessions.