

FOLKLORE, MYTHS AND LEGENDS SOCIAL STUDIES GRADE 8 ENRICHMENT

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

BOE Approval Date: September 19, 2022 Michael Nitti
Revised: Andrea Meservie and Brock Mislán Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

Table of Contents

	<u>Page</u>
Preface	1
Scope of Essential Learning:	
Unit 1: Introduction to Mythology (8 Days)	2
Unit 2: Mythology of the Ancient World (13 Days)	5
Unit 3: The Hero's Journey (13 Days)	8
Sample Standards Integration	11

Preface

This enrichment will provide students the opportunity to explore the world of folktales, myths and legends. Beginning with the earliest of myths, the course allows students to continue their way through the many folktales and myths that have followed them.

Students will be able to explore how and why folktales began and the roles that they have played in societies over time. Since the 'hero' is an important aspect to many myths and folktales, it would not be a worthwhile course unless the role of the hero in myths and folktales of the past were explored and a connection to current movies was presented.

1: Introduction to Mythology (8 Days)

Why Is This Unit Important?

This unit will introduce students to the role that myths play in society. Myths from around the world reflect the culture of its people - their values, beliefs and traditions. Myths were handed down from generation to generation by word of mouth. Students will gain an appreciation for the stories that explain things that people have questioned over time. They will come to understand that myths from around the world often use the same theme and the student will learn why there are differences and what they teach us about the cultures they represent.

Enduring Understandings

- Reflect on the role that myths play in society.
- Explain the purpose of myths in society.
- Recognize the cultural traits that are found in myths.

Essential Questions

- Why study mythology?
- How do different cultures explain the beginning of the world, the origin of man or natural events (storms, flooding, etc.)?
- What unique cultural traits are revealed in myths?

Acquired Knowledge

- The purpose of myths is to explain, inform and entertain.
- Differences in myths reflect the uniqueness of the geographic location of each culture.

Acquired Skills

- Identify the structure and purpose of selected myths.
- Explain the similarities between myths from different geographic locations.
- Research the origins of myths that are presented.
- Create an original myth which will include a structure and purpose.

Major Assessments

Formative Assessment

- Graphic organizer (Venn Diagram, compare/contrast)
- Class discussions that explore the message of the myths and make personal connections

Summative Assessment

- Create an original myth using elements taught in this course.

Interdisciplinary Connections:

- Reading strategies such as cause and effect, compare/contrast
- Analyzing pictures
- Description of event, person or idea
- Putting events in sequential order

Accommodations and Modifications

- Study guides for unit test
- Review games
- Copy of notes for slow writers to use and return to teacher
- Fill-in-the-blank chapter note sheets for lower learners and IEP students
- Highlight key words on quizzes and tests
- Assign certain reading passages to lower level students ahead of reading aloud for students to practice on their own

Extensions:

- Students will research various myths and folktales and present information discovered to the class.

2020 NJSLS:

- 6.2.8.HistoryCC.2.b

Culturally Responsiveness Activity:

- Analyze the impact of religion on daily life, government, and culture through myths, stories and films

Teacher Resources:

- Rosenberg, Donna. World Mythology: An Anthology of the Great Myths and Epics. McGraw-Hill, 2001
- <http://www.history-for-kids.com/myths-and-legends.html>
- <http://www.mythologyteacher.com/>
- teacherspayteachers.com/mythology.com
- Writing Myths - [http://www.scholastic.com/teachers/lesson-plan/learning-myths writing-myths](http://www.scholastic.com/teachers/lesson-plan/learning-myths-writing-myths)
- Writing Myths - <http://teacher.scholastic.com/writewit/mff/>
- What is a myth? - <http://www.scholastic.com/teachers/lesson-plan/what-myth>

Technology Integration:

- Internet Research using the web
- Google Earth
- Google Maps
- Microsoft Office Suite (Word, Publisher)

Unit 2: Mythology of the Ancient World (13 Days)

Why Is This Unit Important?

This unit will introduce students to ancient world mythology so they will be able to identify purposes of mythology as maintaining order in society and preserving cultural ideals.

Enduring Understandings

- The gods of ancient cultures reflect their time.
- Cultural tradition and individual responsibility are common themes.
- The elements of ancient mythology may also be applied to society today.

Essential Questions

- In what ways does ancient mythology reflect the society in which they were written?
- In what ways does ancient mythology suggest societies either embrace or reject traditions?
- What lessons can we learn from the study of ancient mythology that can be applied today to address social and ethical issues?

Acquired Knowledge

- The qualities of ancient gods and goddesses have similar cultural traits as ancient people in those regions.
- Knowledge of the ancient myths provides insight into the beliefs of the time, as well as today's common core beliefs.
- Interaction between and among gods and humans demonstrate what is important to a person as a member of society in which they live.

Acquired Skills

- Identify the gods and goddesses and compare their roles in respective societies.
- Explain the significance of the relationships between and among the Greek gods and goddesses as a reflection of the ancient culture's social structure and prevailing attitudes.
- Analyze how the gods and humans interact and explain their relationships.
- Evaluate current issues in society and use ancient stories to provide solutions to them.

Major Assessments

Formative Assessments

- Journal responses to explore the message of the myths and to make personal connections

Summative Assessments:

- Unit Test: Multiple Choice, Short Response, Essay

Interdisciplinary Connections:

- Reading strategies such as cause and effect, compare/contrast
- Analyzing pictures of ancient gods and goddesses

Accommodations and Modifications

- Study guides for unit test
- Review games
- Copy of notes for slow writers to use and return to teacher
- Fill-in-the-blank chapter note sheets for lower learners and IEP students
- Highlight key words on quizzes and tests
- Assign certain reading passages to lower level students ahead of reading aloud for students to practice on their own

Extensions:

- The students will research Ancient Greek and Roman myths and present their findings using a multi-media presentation (PowerPoint, Prezi)

2020 NJSLs:

- 6.2.8.HistoryCC.2.b
- 6.2.8.HistoryCC.3.a
- 6.2.8.HistoryCC.1.c

Cultural Responsiveness Activity:

- Analyze the impact of religion on daily life, government, and culture in Ancient Greece through Myths, stories and films
- Determine the extent to which religion shaped the values and decisions of the ancient Greeks through analyzing Greek Gods and Goddesses of Mt. Olympus and their roles in shaping the values and decisions of the ancient Greeks through film, stories and myths
- Describe how the development of how written language impacted human understanding, development of culture, and social structure through analyzing myths, stories and films

Teacher Resources:

- Timeless Myths, Classical Mythology - www.timelessmyths.com
- Myths, folktales - <http://teacherscholastic.com>
- Theteacherscorner.net/talltales.php
- teacherpayteacher/mythology.com
- D'Aulaires, Ingrid and Edgar D'Aulaires. Book of Greek Mythology. Doubleday Publishers, 1994
- History Channel - <http://www.history.com/topics/greek-mythology>

Technology Integration

- Internet Research using the web
- Google Earth
- Google Maps
- Microsoft Office Suite

Unit 3: The Hero's Journey (13 Days)

Why Is This Unit Important?

This unit will introduce students to the hero's journey. They will see that the hero's journey is seen everywhere, from television to movies to literature. The hero/heroine reflects the culture in which the story takes place.

Enduring Understandings

- The 'journey' as a pattern of human experience which has been captured in mythology and in popular entertainment.
- Being able to identify elements of the hero's journey and explain the success or failure of a hero helps us to understand who we are as humans.
- The elements of a myth are always tied to the core values and experiences of its origin.

Essential Questions

- Why study the hero's journey? What are the eight steps of the hero's journey?
- How is the hero's journey similar in ancient myths and popular culture?
- What qualities do all heroes possess?
- How does a reader identify the values important to a society when reading a particular epic or story or watching a film?
- How is the hero's journey similar our own 'journeys'?

Acquired Knowledge

- Knowledge of a culture's hero stories provides insight into its beliefs, many of which can be applied to contemporary society.
- Knowledge of the concept of hero will assist us to appreciate the heroes that we see in movies and television.

Acquired Skills

- Identify common elements in ancient heroic myths and modern adventure films.
- Explain the significance of the physical and psychological challenges faced by successful and unsuccessful heroes in relation to the lesson each provides.
- Employ all elements of the hero's journey when creating an original myth.

Major Assessments

Formative Assessments

- Essay: Compare myths and adventure films or to compare heroes across myths.

Summative Assessments

- Unit Test: Multiple Choice, Short Response, Essay

Interdisciplinary Connections:

- Reading strategies such as cause and effect
- Scaffolding of pictures in textbook (Reading)
- Analyzing pictures

Accommodations and Modifications

- Study guides for unit test
- Review games
- Copy of notes for slow writers to use and return to teacher
- Fill-in-the-blank chapter note sheets for lower learners and IEP students
- Highlight key words on quizzes and tests
- Assign certain reading passages to lower level students ahead of reading aloud for students to practice on their own

Extensions:

- The students will research heroes, both modern and classic, and then write a comparative essay.

2020 NJSL:

- 6.2.8.HistoryCC.2.b

Cultural Responsiveness Activity:

- Analyzing Greek Gods and Heroes and compare them to modern day heroes through stories and articles
- Create Superheroes and have them create ways to solve problems in the world

Teacher Resources:**Websites:**

- Timeless Myths, Classical Myths - www.timelessmyths.com
- [http://www.discoveryeducation.com/teachers/free-lesson-plans/archeology-and](http://www.discoveryeducation.com/teachers/free-lesson-plans/archeology-and-storytelling) storytelling

Technology Integration:

- Internet research using the web
- Google Earth
- Google Maps
- Microsoft Office Suite (Word, Publisher)

Sample Standards Integration

21st Century Skills & Career Readiness Practices

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

For Example: Throughout the course students are required to demonstrate all of the above skills as they examine the real-world connections between mythology in story and in modern mass media, the creative ways myths are reformulated and marketed to modern consumers, and to assess the ways technology is used to distribute modern mythology content.

Technology Integration

Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

Assess the credibility and accuracy of digital content.

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

For example: In all units, students research, close read, analyze multiple texts and collaborate via Google Docs to create scripts and storyboards on modern interpretations of myths.

Interdisciplinary Connection

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: In all units, compare and contrast language and vocabulary used in storytelling and fables, and how words have evolved over time.

Holocaust Mandate

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: In Unit 3, students examine the role of hero as upstander, and compare mythical heroes to those who sought to end genocides in the 20th century.

Amistad Mandate

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example: In Unit 2, students consider how equality and human differences play a role in major mythology works, and whether ancient civilizations shared modern values towards diversity and equity in society.

LGBTQ/Disabilities Resources

LGBTQ/Disabilities and DEI Resources:

Simmons College Library and Information Sciences, [LibGuides: Queer Myths and Folktales](#)

Graham, Disabled Gods: [A Critical Disabilities Studies Analysis of Ancient Greek Myths](#)

WETA, We Are Storytellers: [Exploring Multicultural Folktales, Fairy Tales, and Myths](#)