Summit Public Schools
Summit, New Jersey
Grade Level: 9-12/ Content Area: Latin

Overview: The objective of this course is for students to gain a deep knowledge of Classical myths by engaging in the study and exploration of texts introducing students to Greek and Roman Gods and Goddesses. The main questions the students in this course will answer are: What are the myths of the Classical world? Where do myths come from? What was their purpose? What do myths tell us about ourselves? Students will address all these questions by exploring the myths of the Classical world in a variety of formats including: literature, art, movies, and food. They will examine myths through a variety of lenses by completing creative, analytical, and presentational exercises. At the conclusion of the course students will know the principal characters of Classical myth, the basic cannon of its mythological stories, and the main types of myth. Students will use their cultural understandings of the Greek and Roman myths to be able to make connections with the myths of other cultures as well as the patterns common to ancient myth and the stories of contemporary pop culture such as Harry Potter and Star Wars.

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Unit 1: What is Myth?

Big Ideas: *Course Objectives/Content Statement(s):*
This unit aims to familiarize students with the structure and purpose of myths within society. By exploring the enduring patterns and motifs present in mythology, students will develop a deeper appreciation for the continuity and tradition embodied in our literary heritage. They will recognize how myths serve as reflections of collective human experiences, seeking to provide meaning and explanations for the world around us. Essentially, mythologies are narratives crafted to address questions that have puzzled people throughout history.

Essential Questions	Enduring Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
1. What is a myth? 2. Where do we get myths? 3. Why study mythology?	Students will understand that… 1. Myths follow specific patterns and contain similar motifs which set them apart from other types of stories. 2. In the folkloric tradition, myths were handed down from generation to generation by word-of-mouth, created by a collective cultural process, (not by a single author). 3. Myths provide an insight into the workings of the human mind and have been understood to reveal divine mysteries, primitive science and justifications for human behavior.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. **Career-Ready Practices**	**Lesson 1:** Students will explore the following themes: Students will read several examples of myths in order to collaboratively create a definition of myth. **Lesson 2:** Students will learn the components of the four types of myth and how to classify these types according to their components. **Lesson 3:** Students will learn the roots and etymologies behind modern English vocabulary through weekly "Mythical Moments". **Interpretive:** - Students will read synopses of stories and identify which are myths and explain why or why not. - Students will distinguish myths from other genres (tall tales, legends, urban myths, fables) **Presentational:** - In a group students will present a myth and categorize its type. - Students will compose myths of their own creation using their knowledge of patterns and motifs to provide meaning to a chosen question. **Interpersonal:**

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. **CRP9**: Model integrity, ethical leadership and effective management. **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.	- Students will compare and contrast myths in a discussion to devise a single definition for myth. - Students will read and discuss each other's myths to determine if each story qualifies as a myth and to classify the purpose of the myth.
Differentiation	**Assessments**
Interdisciplinary Connections - Students will compare the Greek creation myth to the big bang theory. **Technology Integration** - Students will use edpuzzle to view content and respond to content questions. **Media Literacy Integration** - As a class and guided by the teacher, students will look at various websites that detail Greek and Roman myths and determine as a class which are reliable sources. **Global Perspectives** - Students will compare the patterns and motifs of Roman myths with those of other cultures, such as flood myths (Deucalion, Ut-napishtim, Noah). **Supports for English Language Learners**	**Formative Assessments:** - Students will read various myths and discuss what makes them myths. - After being exposed to four types of myth, students will use a rubric to categorize a myth and use group work to find another example of that type on their own. **Summative Assessments, Projects, and Celebrations:** - Graphic organizer to classify myths according to purpose - Composition of myth and analysis of peers' myths - Unit test - Vocabulary and terminology quiz

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Resources

Intro lesson from education is power (2days)
https://educationispowerful.net/collaborative-vocabulary-activity/

Persephone (bird video opener)
https://www.youtube.com/watch?v=lUgTvWLP0so&t=5s
Prometheus
https://www.slideshare.net/pgp4149/prometheus-myth-pgp
Psyche
https://www.slideshare.net/RichinKoshy/cupid-and-psyche-87809065
Orpheus
https://slideplayer.com/slide/14048811/
Edpuzzle creation myth
https://edpuzzle.com/media/5f01d55ad1c6283f3ff9aead

Interpretive 2
https://www.mometrix.com/academy/myth-legend-and-tall-tale/
https://libguides.stcc.edu/c.php?g=886516&p=6370591

Flood myths
https://en.wikipedia.org/wiki/Category:Flood_myths
https://prezi.com/3zerwwvuurvl/comparison-of-two-flood-myths/

Unit 2: Gods and Goddesses

Big Ideas: *Course Objectives/Content Statement(s):*
In this unit, students will be familiarized with the Greek pantheon and classical mythology, enabling them to recognize two essential functions of mythology: upholding societal order and safeguarding cultural ideals. The unit aims to convey significant concepts revolving around (The classical pantheon, Classical society, Hubris, Proto-indo-european language).

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How does the Greek pantheon reflect the overall outlook of its culture? 2. How do the enduring core beliefs that persist in contemporary society relate to the classical pantheon and its myths? 3. What values and priorities can be observed through the interactions between gods and mortals in classical mythology?	Students will understand that… 1. The characteristics exhibited by the gods and goddesses of classical mythology exemplify the cultural ideals cherished by the ancient Greeks. 2. Familiarity with the classical pantheon and the myths surrounding its members offers valuable insights into the beliefs held during that era, as well as the enduring core beliefs that persist in contemporary society.

4. What is Proto-indo European?	3. The interactions between gods and mortals reveal the values and priorities that were significant to individuals as members of both society and the human race. 4. Proto-Indo-European is an ancient language which holds clues to the cultural beliefs of prehistoric people.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
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CRP6: Demonstrate creativity and innovation.
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CRP11: Use technology to enhance productivity.
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Differentiation

Interdisciplinary Connections

- Students will connect the meanings of specific subject vocabulary words to their mythological origins (e.g. Atlas, Titanic, Merchant, Venereal etc.)

Technology Integration

- Students will use Google Sheets to create a family tree of the gods.

Media Literacy Integration

- Students will create their own media by using Canva to illustrate a movie poster for "The Clash of the Titans."

Global Perspectives

- Students will connect the Olympian gods to the English names of the week via the Norse pantheon.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group

Assessments

Formative Assessments:

- Students will discuss the similarities and differences of the Greek and Roman gods and why these differences may exist.

- In pairs students will create a Google Slide that presents the important features of their assigned god or goddess and their role in the pantheon.

Summative Assessments, Projects, and Celebrations:

- Students will participate in a class festival honoring the god Mars with the October Horse.

- Unit test

- Vocabulary and terminology quiz

Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Resources

Titanomachy/ gigantomachy
https://slideplayer.com/slide/8519260/

https://www.pinerichland.org/site/handlers/filedownload.ashx?moduleinstanceid=7131&dataid=13361&FileName=Greek%20Alphabet.pdf
http://www.primaryresources.co.uk/history/pdfs/greekalphabet.pdf

Proto-indo European
https://docs.google.com/presentation/d/1nyjFpCsIWc2LKy9r4fpRSL5aIvUIKqbim1Zdb0fA5Lk/htmlpresent

project
https://www.murrieta.k12.ca.us/cms/lib5/CA01000508/Centricity/Domain/2924/Greek%20Gods%20Research%20Project_no%20names.pdf
Rubric from Latin class
https://docs.google.com/document/d/0B-cyYSx5Fj4melc0aWpUcHE5TjA/edit?usp=sharing&ouid=106671195984300118545&resourcekey=0-rlqJcCvbS9DPYQ2qq6tJLw&rtpof=true&sd=true
Task statement from Latin class
https://drive.google.com/file/d/0B-cyYSx5Fj4mUXZZTzV5YzdyN2c/view?usp=sharing&resourcekey=0-fqgnomw7DjN4jxVTRmVXUw
Days of the week ppt
https://www.perryfields-pri.sandwell.sch.uk/wp-content/uploads/2020/06/Days-of-the-week.ppt
Clash of the Titans worksheet
https://docs.google.com/document/d/1IvHhxdrfDIAnHtBErjMrdfxwYAekstDPszNA_NqoDes/edit?usp=sharing

Family tree template
https://docs.google.com/spreadsheets/d/1ZV_dktqyqEeiblfYP5M5Apw4M3qR7BWGuQqq_rAMhmA/edit?usp=sharing

Unit 2: Gods and Goddesses Matching
Unit 2: Gods and Goddesses Slides Rubric
Unit 2: Olympian Gods and Goddesses Slides

Unit 3: Heroes and Heroines

Big Ideas: *Course Objectives/Content Statement(s):*
In this unit, students will be introduced to Joseph Campbell's work and his theories, enabling them to recognize and construct an epic adventure story incorporating all eight components of the hero's journey. The unit aims to convey several significant ideas throughout its duration: The hero's journey extends beyond a mere mythological pattern; it is a reflection of life itself., The hero's journey permeates various aspects of our existence, from comedic television shows to profound literary works to our own personal experiences., The success or failure of a hero on their quest mirrors the cultural context in which their story originates., Despite the fictional nature of characters, their journeys and the challenges they encounter hold valuable lessons that readers can glean from.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. Why study the hero's journey? What are the eight steps of the hero's journey? 2. How is the hero's journey similar in ancient myths and popular culture? 3. What qualities do all heroes possess? How does the hero reflect the human experience? 4. What is hubris?	Students will understand that… 1. The "journey" as a pattern of human experience which has been captured in mythology and in popular entertainment. 2 .The hero's journey isn't just a pattern from myth; it's the pattern of life. The hero's journey is reflected everywhere, from television comedy to great literature to the experiences of our own lives. 3. An epic hero is cultural legend, a vast traveler, battles supernatural foes, is of divine lineage, humble, and superhuman. 4. Hubris refers to excessive pride or arrogance, often accompanied by a disregard for the consequences of one's actions.
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- Students will explain to classmates how a book or movie of their choosing contains the elements of the monomyth.

Differentiation	Assessments

Interdisciplinary Connections
- Students will identify elements of the monomyth in literature from their language arts classes.

Technology Integration
- Students will use comic storyboard applications to tell the labors of Hercules.

Media Literacy Integration
- While watching the scene in which the minions of Hercules buy products of Hercules in Disney's *Hercules*, students will discuss how companies use media to sell merchandise.

Global Perspectives
- The square knot across cultures

Supports for English Language Learners

Formative Assessments:
- As a class, students will create a Kahoot or Flippity game about the heroes and heroines they have read in myths and then play.

- Students will compare the Greek myth of Hercules to that of Disney's production of *Hercules* and discuss the possible reasons for the great changes in the modern adaption.

Summative Assessments, Projects, and Celebrations:
- Students will celebrate the festival *Pyanopsia* in honor of Apollo and the autumn harvest and/or the festival of *Heracleia* by participating in various contests and a "feast."

- Unit test

- Vocabulary Quiz

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Resources

Monomyth

https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=7536&dataid=39876&FileName=monomyth.ppt

hercules
Escape room
https://www.teacherspayteachers.com/Product/12-Labors-of-Hercules-Greek-Mythology-Puzzle-and-Escape-Room-Activity-4529067?st=a32b1412af1e1e0110a306467194a8ce

monomyth project/ movie example
https://orias.berkeley.edu/resources-teachers/monomyth-heros-journey-project
https://www.teacherspayteachers.com/Product/Heroic-Journey-Project-Finding-the-Heros-Journey-in-a-Book-or-Movie-You-Love-6765984?st=569ff0fb0a8c4a0e94770ca6407bcf9c
Monomyth worksheet
https://docs.google.com/spreadsheets/d/1ymjows-vq_fbxveuHsElgNYGwfUE0rphodDhPhAGGQ0/edit?usp=sharing
Hercules
https://drive.google.com/file/d/1ZLw1apLb9c8jZTu2QTL-PAPcDn9o4twG/view?usp=sharing
Movie worksheet
https://mrsmotsinger.weebly.com/uploads/1/2/1/3/121380458/hercules_viewing_questions_v1.pdf
Epic hero
https://www.freetech4teachers.com/2016/06/qualities-of-epic-hero-visual-character.html

Comic board maker
https://www.storyboardthat.com/comic-maker

Unit 4: Epic: Odyssey

Big Ideas: *Course Objectives/Content Statement(s):* This unit will introduce students to the structure and purpose of epics in society. As students become familiar with the enduring patterns and motifs found in epics, they will gain a greater appreciation for the continuity and tradition of our literary heritage as a reflection of the collective experiences of humankind. Throughout this unit, students will read and view a variety of excerpts from classic and contemporary epic poems, novels and film, while focusing attention on the Greek epic, *The Odyssey*. They will discover how epic heroes illustrate traits, perform deeds and exemplify certain morals that are valued by the society from which the epic originates, but also share commonalities with epic heroes of other times and places. They will examine similarities in content by exploring the elements of epics as they delve into each story. They will also observe the conventions of the original epic in its poetic form, including epic meter, the use of an invocation, epithets and formulaic language. They will learn how epics have evolved from poetry to prose narratives, plays and films, such as *The Lord of the Rings* and *Star Wars*.

Essential Questions	Enduring Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
1. What are the 6 common patterns and motifs found in epics? 2. What unique cultural traits are revealed in epics? 3. How do myths reflect cultural beliefs and values? 4. Epics are stories meant to entertain and inform.	Students will understand that… 1. The six elements of epics are 1.) the plot centers around a hero of unbelievable stature; 2.) the story involves deeds of super human strength or valor; 3.) inhabits a vast setting; 4.) involves supernatural and/or other-worldly forces; 5.) elevated writing style; 6.) the poet is omniscient. 2. The hero's behavior and the lessons he learns along the way represent the culture's ideals. Whereas the antagonist represents those who break the moral code of society or are inferior. The hero's heroism and the triumph of the people is divinely ordained. 3. All people in society should strive to follow the lessons that the hero has learned on his journey and avoid the behaviors of the antagonist who remains an inferior character. 4. Epics are stories which provide an understanding of the past as well as the world around us.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
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Chart to fully understand their section. When everyone has finished, groups will present and explain their passage.

- Students will use a graphic organizer to chart epic elements in the Odyssey as they watch *The Odyssey*, directed by Andrei Konchalovsky.

Presentational:
- Students will make a travel brochure mapping out the various destinations and sights that Odysseus traveled and saw.

Interpersonal:
- Working in pairs, students will choose a modern story, whether literature or film (*Battlestar Galactica*, *Star Wars*, *The Hobbit and Lord of the Rings*, etc), and compare and explore the influence of epics in their chosen story.

- Students will then create a chart outlining the elements of epic found in the modern story.

Differentiation	Assessments
Interdisciplinary Connections - Students will learn to recognize various literary and narrative techniques used in epics, such as in mediās rēs, invocations, formulaic language. **Technology Integration** - Students will use Google Maps to track the path that Odysseus took on his journey. - Students will use Canva to create a travel brochure marking the highlights of each location Odysseus stopped at. **Media Literacy Integration** - Students will consider how different groups of	**Formative Assessments:** - Students will discuss similarities of epics in order to list possible components after reading summaries of epics. - Analysis Chart and Presentation - Students will read excerpts from passages of the *Odyssey* and answer questions. **Summative Assessments, Projects, and Celebrations:** - Travel Brochure - Unit test

people are portrayed in the movies discussed in class, how the shows may stereotype certain people, and what groups are marginalized or entirely absent.

Global Perspectives

- Students will examine epics from other cultures, such as *Gilgamesh* and *Mahabharata* to discover and compare the elements of the epics.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response	Increase opportunities	Individualized

- Vocabulary Quiz

- Graphic organizers

provided via computer or electronic device	to engage in active academic responding	assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Resources:

The Epic of Gilgamesh - Full Poem Summary

Mahabharata - Full Poem Summary

The Odyssey: Book 1

Unit 4 Vocabulary List

Projects:

Unit 4 - Passage Analysis

Quick Draw - draw a picture of a hero or monster

The Odyssey Travel Brochure Assignment

https://www.storyboardthat.com/lesson-plans/the-odyssey-by-homer/epic-elements#toc-1

Unit 5: Monsters

Big Ideas: *Course Objectives/Content Statement(s):*

This unit focuses on how the monsters in Greek mythology reflect Greek culture and offers a rational explanation of natural and scientific phenomena behind the origin of such creatures.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How did ancient Greeks and Romans explain natural phenomena without the scientific advancements that we have today? 2. How are concerns related to power, love and life, virtues and values addressed in a variety of myths?	Students will understand that… 1. Myths are stories which seek to explain the natural world and the nature of man. Often monsters were used as a means to explain natural phenomena. 2. A culture's myths may serve as cautionary tales about human behavior and what will happen in the afterlife;

3. What role did monsters play myths and how were they important to society?	they may also provide insight into the virtues and values important to a people. 3. How monsters have been created over the centuries is much more indicative of the moral and existential challenges faced by societies than the realities that they have encountered. Monsters could embody the moral and psychological characteristics that society found difficult to acknowledge.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. **Career-Ready 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.	**Lesson 1:** Students will explore the following themes: The original purpose of the term monster and the role of monsters in myths. **Lesson 2:** Students will learn about medieval zoology and the work of Carrolus Linnaeus and use root words to classify modern animals. **Interpretive:** - Students will classify mythological creatures on Linnaeus' Systema Naturae. - Students will read myths about Io, Charybdis and Scylla, and Andromeda to discuss the purposes of the monsters in the myths. - Students will match descriptions of the creatures to depictions in art. **Presentational:** - Students will study ancient depictions of a monster and try to recreate it on an oreo. - Students will present the picture of their own monster to the class, describing its features and explaining the importance of the creature in the myth they have composed. **Interpersonal:** - Students will use classical word roots to create the scientific nomenclature for an animal which a classmate will visually translate.

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.
CRP9: Model integrity, ethical leadership and effective management.
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.

Differentiation	Assessments
Interdisciplinary Connections - Students will learn about Linnaeus and mythological creatures in the Systema Naturae **Technology Integration** - Students will use Sketchpad to draw a picture of their monster depicted in their own myth. **Media Literacy Integration** - Students will explore, analyze and interpret information about classification of animals using scientific names from various sites such as enago.com. Students will also study depictions on vases of beasts from literature (theoi.com) and will read excerpts (in translation) from literature. **Global Perspectives** - Students will compare monsters from various cultures, such as kelpies from Irish and Scottish mythology, the Nordic Näck, German Nixie to the Greek Siren and discuss the possible purpose of such creatures in mythology. **Supports for English Language Learners**	**Formative Assessments:** - Students will complete a gallery walk of artwork and text relating to mythological creatures. - Students will read texts that contain descriptions of mythological creatures and answer comprehension questions. **Summative Assessments, Projects, and Celebrations:** - Students will compose their own myth to explain a natural phenomenon caused by a monster of their own creation, modeling their story on Greek myths. Students will create a picture of their monster using Sketchpad. - Vocabulary and terminology quiz - Unit test

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Resources

Unit 5: Monsters - Vocabulary to Master

Cameo activity

https://mymodernmet.com/impressive-oreo-cookie-art

Systema naturae
https://upload.wikimedia.org/wikipedia/commons/b/bb/Linnaeus_-_Regnum_Animale_%281735%29.png

The Fantastical Mythical Beast Project
https://www.getty.edu/education/teachers/classroom_resources/curricula/vsi/vsi_lesson01.html

Unit 6: Allusions	
Big Ideas: *Course Objectives/Content Statement(s):* This unit explores the relevance of myths in contemporary society and highlights how they permeate our everyday lives. Allusions to myths can be found in various forms of communication, such as conversations, songs, advertisements, and even brand names. By gaining knowledge of ancient mythology, we can enrich our daily experiences and gain insights into our own identities and our connections with the world.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What is an allusion? 2. Why do authors, artists, and other creators employ allusions to mythology? 3. How does understanding mythological allusions contribute to the depth of meaning in literary works and abstract concepts? 4. In addition to literature, where else do we see mythological references?	Students will understand that… 1. Allusions are generally regarded as brief but purposeful references, within a literary text, to a person, place, event, or to another work of literature. 2. Authors use allusions to convey multiple meanings to the reader 3. Mythological allusions are used in modern society to help an audience clarify and expand meaning. 4. The fields of science and psychology also rely heavily upon mythological allusions
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words,	**Lesson 1:** Students will explore the following themes: Students will learn about allusion by studying the use of mythology in modern advertising. **Lesson 2:**

phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. **Career-Ready 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. **CRP9**: Model integrity, ethical leadership and effective management. **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.	Students will learn about the myth behind specific allusions (Pandora, Midas, Sisyphus), discuss how they add to a story, and then how they can apply these terms to their own lives. **Interpretive:** - Students research and match modern products to the mythology behind them. - Students will choose the most appropriate mythological allusion (Achilles' heel, Midas' touch, etc.) to fit a situation. **Presentational:** - Students will research and report upon mythic allusions in poetry, modern song lyrics, art, science and advertising. **Interpersonal:** - Students will create and sell a new product based around a mythic allusion. - Students will create and perform a skit based on a mythological allusion.

Differentiation

Interdisciplinary Connections

- Students will research the mythic origin of constellations.

Technology Integration

- Online star map

Media Literacy Integration

- Students will discuss how products use ads with mythological allusions to help sell products and why they may be effective.

Global Perspectives

- Students will find international products with mythological allusions.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**

Assessments

Formative Assessments:

- Students will listen to songs with mythological allusions and discuss what deeper meaning they add to the song lyrics.

- Students will read poetry and pick out allusions to myths they have read over the course of the class.

Summative Assessments, Projects, and Celebrations:

- Unit exam

- Vocabulary and terminology quiz

- Mythic Merch project

Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Resources

List of
https://enjoy-teaching.com/allusions/

Allusions in modern products opener
https://bookunitsteacher.com/blog/feb2020/products-with-greek-logos.pdf

https://www.chino.k12.ca.us/cms/lib8/CA01902308/Centricity/domain/2246/unit%207%20resources%20and%20pdfs/greek_allusions_in_everyday_life_pdf.pdf

https://www.uh.edu/honors/Programs-Minors/honors-and-the-schools/houston-teachers-institute/curriculum-units/pdfs/2007/world-mythologies/terry-07-myths.pdf

Unit 6: Allusions to Greek Mythology in poetry

Online star map
https://stellarium-web.org/

Constellation myths
https://www.theoi.com/greek-mythology/star-myths.html#:~:text=The%20constellations%2C%20as%20described%20in,which%20strode%20across%20the%20heavens.

Product project
https://docs.google.com/document/d/1HyVo2aacNWFIFZvRfG-XQkGoA2dHDBDY783N98Lt2ok/edit?usp=sharing