

**Lesson Plan Template**  
**For clarification and more information, contact: Regina Dietrich**

**Subject: World Mythology Grade 12**

**Unit Theme or Enduring Understanding: Creation and the Natural World**

**Essential questions:**

Why do people study myths?

How do myths explain the natural world?

What current myths exist to explain the unknown?

**Focused GLEs (Reading and/or Writing)**

[10] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses)\*(L)

[10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details\*

[10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)\* (L)

[10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., Puritanism; immigration; Harlem Renaissance) (L)

[10] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts\* (L)

[10] 4.2.1 Writing a narrative using elements of fiction to advance the plot\*(L)

[10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)\* (L)

[10] 4.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices\* (L)

[10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases\*

Lesson Hook: (Motivating activity that helps activate prior knowledge and promotes purpose for following unit/lesson)

As students enter classroom, have hero-themed song playing such as "Also Sprach Zarathustra, op. 30" by Richard Strauss (a.k.a. the opening theme for *2001: A Space Odyssey*). You can also have a short slide show of pictures from space/creation myths. When class begins, ask students what the pictures had in common, pointing out as you discuss the different beliefs about the creation of the natural world, including ideas from science, Christian mythology, and Greek mythology.

Body of the Lesson: (Presentation of new knowledge and concepts in a way that contains opportunities for active engagement of young people.)  
(*Transfer of knowledge, Introduction, Modeling*)

Read the introduction to the study of mythology in *World Mythology*. Discuss the common elements found in creation myths, including first parents as sky/earth, creation of humans from parts of the earth, and cycle of life.

Divide the class into small groups, and assign each group one of the creation myths/cultures from your resources. Groups should create a short presentation using powerpoint, film, live play, or another creative format to share their culture's creation myth. As groups present, other students should take notes, recording similarities between cultures.

Modeling/Application of this new concept or skill:

Using the information from the presentations, have students create a Venn Diagram to show common elements between two of the cultures' creation myths.

Checklist: is the lesson geared toward multiple learning styles?

(*Differentiation*)

- visual
- auditory
- kinesthetic
- musical
- linguistic
- spatial

Reflection time: Give time to think on what was taught – in groups/pairs/journal/etc.

Ask students to consider what creation myths reveal about a society's belief system and environment. The class may discuss ideas after time for journaling/discussion.

Practice the new learning  
Guided practice  
Assignment description:

Students will write a creation narrative that explains the creation of the universe and human beings.

How?

- Students create visuals based on readings.
- Student evaluate narrative elements in creation myths.
- Students analyze common elements in creation myths.
- Students apply knowledge creation myths to modern belief systems.
- Students understand creation myths reflect a society's belief system and environment.
- Students remember various cultures' creation myths and similarities among them.

Students may choose to invent their own narrative or base their writing on their own belief system. Elements of narrative writing such as description and dialogue should be used if appropriate.

Bloom's Taxonomy: Which critical thinking skills did this lesson address?

- creating
- evaluating
- analyzing
- applying
- understanding
- remembering

Whole class reflection:

Students share their writing with small groups or with the class. Discuss how mankind is still searching for answers to many of life's mysteries!

<b>World Mythology Semester 1 Unit 1</b> <b>Enduring Understanding(s)</b>	<b>Unit Title: Creation and the Natural World</b> <b>Essential Questions</b>
Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way of explaining the unexplainable; some are based on fantastic beings, but some are based on known people and events. Mythology has had and still is having a significant impact and influence on our lives today.	<ul style="list-style-type: none"> <li>○ Why do people study myths?</li> <li>○ How do myths explain the natural world?</li> <li>○ What current myths exist to explain the unknown?</li> </ul>

Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms Grammar Terms	Resources
<p><i>Estimated:</i> 4 weeks</p> <p><i>Actual:</i></p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary development</li> <li><input type="checkbox"/> Reading comprehension</li> <li><input type="checkbox"/> Identifying common themes</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Descriptive writing</li> <li><input type="checkbox"/> Narrative writing</li> <li><input type="checkbox"/> Expository writing</li> <li><input type="checkbox"/> Supported response</li> <li><input type="checkbox"/> Note-taking</li> </ul> <p><b>Grammar Focus:</b></p> <p>[10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)*</p> <p>[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)*</p> <p><b>The students will know:</b></p> <ul style="list-style-type: none"> <li>• Development of ancient cultures from matriarchal to patriarchal.</li> <li>• Recognition of cultural shifts within myths.</li> <li>• Identity, domain, and symbols of major gods.</li> <li>• Common themes and motifs in various cultures.</li> <li>• Myths were used to explain natural events.</li> <li>• Commonality of fertility myths in various cultures.</li> </ul> <p><b>Grade Level Expectations (Standards):</b></p> <p>[10] 3.2.2 Giving an oral formal presentation (e.g.,</p>	<p><b>Formative:</b>          (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Graphic Organizer</li> <li>• Original Creation Myth</li> <li>• Study questions</li> <li>• Crossword puzzle</li> <li>• Venn Diagram</li> <li>• Whole-group discussion</li> </ul> <p><b>Summative:</b>          (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> <li>• Class Presentation on Creation myth</li> <li>• Objective test</li> <li>• Expository Essay: How does a culture’s creation myth reveal information about a society’s belief system and environment?</li> </ul>	<p><b>Terms:</b></p> <ul style="list-style-type: none"> <li>• Polytheistic</li> <li>• Matriarchal</li> <li>• Patriarchal</li> <li>• Anthropomorphic</li> <li>• Mother goddess</li> <li>• Sacred King</li> </ul>	<p>Triangulate resources by picking at least one core text and other supplementary texts of other genres or time periods.</p> <p><b>Core Materials: (Triangulated)</b>  <u>World Mythology Rosenberg</u>  <u>Classical and World Mythology Nexttext</u></p> <p><b>Supplementary Materials:</b>  <i>Dictionary of Classical Mythology.</i>  <i>Zimmerman</i>  <i>The Power of Myth. Campbell</i>  <i>African Myths (Perfection Learning)</i>  <i>Asian Myths (Perfection Learning)</i>  <i>Mexican American Folktales (Perfection Learning)</i>  <i>Native American Myths (Perfection Learning)</i>  <i>Northern European Myths (Perfection Learning)</i>  <i>World Myths (Perfection Learning)</i>  <i>Tales of Ancient Egypt (Perfection Learning)</i></p> <p><b>Novels:</b>  <i>Enuma elish (Babylonia)</i></p> <p><b>Short Stories:</b>          “Osiris Isis, and Horus” (Egypt)          “The Creation, Death, and Rebirth of the Universe” (Northern Europe)          “The Creation, Death, and Rebirth of the Universe” (India)          “The Creation Cycle” (New Zealand)          “The Creation of the Universe and Ife” (Nigeria)          “The House of Origin” (Peru-Inca)          “The Emergence” (U.S. Navajo)</p> <p>Fertility Myths          “Telepinu” (Hittite)          “The Death of Balder” (Northern Europe)          “Indra and the Dragon” (India)</p>

<b>World Mythology Semester 1 Unit 1</b> <b>Enduring Understanding(s)</b>	<b>Unit Title: Creation and the Natural World</b> <b>Essential Questions</b>
<p>Human beings are remarkably alike in their principal values and concerns through time.          Myths often reveal the values of the culture that produces them.          Myths are a way of explaining the unexplainable; some are based on fantastic beings, but some are based on known people and events.          Mythology has had and still is having a significant impact and influence on our lives today.</p>	<ul style="list-style-type: none"> <li>○ Why do people study myths?</li> <li>○ How do myths explain the natural world?</li> <li>○ What current myths exist to explain the unknown?</li> </ul>

<p>research reports, literature responses)*(L)          [10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events*          [10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information*          [10] 4.3.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)*          [10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*          [10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*          [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)          [10] 4.7.1 Identifying bias/propaganda by citing textual evidence*(L)          [10] 4.7.2 Identifying author’s purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence*          [10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas* (L)          [10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., Puritanism; immigration; Harlem Renaissance) (L)          [10] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L)          [10] 4.2.1 Writing a narrative using elements of fiction to advance the plot * (L)          [10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L)          [10] 4.6.1 Correcting misspellings using available</p>			<p>“Yi the Archer and the Ten Suns” (China)          “The Taming of the Sun” (Polynesia/Hawaii)          “Ahaiyuta and the Cloud-Eater” (US-Zuni)          “Raven and the Sources of Light” (US, Canada-Haida/Tlingit)</p> <p><b>Audiovisual:</b>          (Audio books available at:  <a href="http://media.asd.k12.ak.us">http://media.asd.k12.ak.us</a>)</p> <p><i>The Power of Myth</i> Joseph Campbell/Bill Moyers</p> <p><b>Web Sites:</b>  <a href="http://www.egyptianmyths.net/">http://www.egyptianmyths.net/</a></p>
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	<p>software programs, including choosing the correct spelling option among several choices* (L) [10] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L)</p> <p>[10] 4.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p> <p>[10] 4.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)* (L)</p>			
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<b>World Mythology Semester 1 Unit 2</b> <b>Enduring Understanding(s)</b>	<b>Unit Title: Hero Myths</b> <b>Essential Questions</b>
Human beings are remarkably alike in their principal values and concerns through time. Myths often reveal the values of the culture that produces them. Myths are a way for humans to come to terms with our own mortality, the presence of evil, the extent to which we can determine the course of our own lives. Mythology has had and still is having a significant impact and influence on our lives today.	<ul style="list-style-type: none"> <li>○ What qualities does a hero possess?</li> <li>○ How do the ancient heroes influence modern culture?</li> <li>○ What do mythical monsters represent?</li> <li>○ What part does the quest play in heroic adventure?</li> </ul>

Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms Grammar Terms	Resources
<p><i>Estimated:</i> 1-3 weeks per culture</p> <p><i>Actual:</i></p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary development</li> <li><input type="checkbox"/> Reading comprehension</li> <li><input type="checkbox"/> Identifying common themes</li> <li><input type="checkbox"/> Elements of fiction</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Descriptive writing</li> <li><input type="checkbox"/> Narrative writing</li> <li><input type="checkbox"/> Expository writing</li> <li><input type="checkbox"/> Supported response</li> <li><input type="checkbox"/> Note-taking</li> </ul> <p><b>Grammar Focus:</b></p> <p>[10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)*</p> <p>[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)*</p> <p><b>The students will know:</b></p> <ul style="list-style-type: none"> <li>• Influence of societal values on myths.</li> <li>• Definition of arete, hubris, ate, and nemesis.</li> <li>• Common heroic traits of heroes.</li> <li>• Parts of a resume.</li> <li>• Recognition of cultural shifts within myths.</li> <li>• Identity, domain, and symbols of major gods.</li> <li>• Common themes and motifs in various cultures.</li> <li>• Myths were used to explain natural events.</li> <li>• Commonality of fertility myths in various cultures.</li> </ul>	<p><b>Formative:</b>          (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Graphic Organizer</li> <li>• Storybook/Graphic Novel</li> <li>• Play/Script</li> <li>• Film</li> <li>• Study questions</li> <li>• Crossword puzzle</li> <li>• Venn Diagram</li> <li>• Whole-group discussion</li> </ul> <p><b>Summative:</b>          (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> <li>• Comparison/Contrast Essay: Compare/contrast two heroes from different cultures and explain similarities in plot and cultural beliefs.</li> <li>• Objective test</li> <li>• Expository Essay: How does a culture’s hero myth reveal information about a society’s belief system?</li> </ul>	<p><b>Terms:</b></p> <ul style="list-style-type: none"> <li>• areté</li> <li>• hubris</li> <li>• até</li> <li>• nemesis</li> <li>• archetype</li> </ul>	<p>Triangulate resources by picking at least one core text and other supplementary texts of other genres or time periods.</p> <p><b>Core Materials: (Triangulated)</b>  <u>World Mythology Rosenberg</u>  <u>Classical and World Mythology Nexttext</u></p> <p><b>Supplementary Materials:</b>  <i>Dictionary of Classical Mythology. Zimmerman</i>  <i>The Power of Myth. Campbell</i>  <u>African Myths (Perfection Learning)</u>  <u>Asian Myths (Perfection Learning)</u>  <u>Mexican American Folktales (Perfection Learning)</u>  <u>Native American Myths (Perfection Learning)</u>  <u>Northern European Myths (Perfection Learning)</u>  <u>World Myths (Perfection Learning)</u>  <u>Tales of Ancient Egypt (Perfection Learning)</u></p> <p><b>Novels:</b>  <i>Beowulf</i> (England/Scandinavia)  <i>Gilgamesh</i> (Sumer/Babylonia)  <i>The Ramayana</i> (India)  <i>The Once and Future King</i> T.H. White  <i>Le Morte d’Arthur</i> Malory</p> <p><b>Short Stories:</b>          “Sigurd the Volsung” (Northern Europe)          “Quetzalcoatl” (Mexico-Toltec/Aztec)          “The Theft of Thor’s Hammer” (Northern Europe)          “Lodge-Boy and Thrown-Away” (US-Crow)          “The Quest for the Sun” (China)</p> <p><b>Audiovisual:</b>          (Audio books available at:  <a href="http://media.asd.k12.ak.us">http://media.asd.k12.ak.us</a>)</p>

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	<p><b>Grade Level Expectations (Standards):</b>          [10] 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses)*(L)          [10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events*          [10] 4.2.2 Connecting information by making inferences and drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information*          [10] 4.3.1 Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions)*          [10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*          [10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*          [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)          [10] 4.7.1 Identifying bias/propaganda by citing textual evidence*(L)          [10] 4.7.2 Identifying author’s purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence*          [10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas* (L)          [10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., Puritanism; immigration; Harlem Renaissance) (L)          [10] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts* (L)          [10] 4.2.1 Writing a narrative using elements of fiction to advance the plot * (L)</p>			<p><i>The Power of Myth</i> Joseph Campbell/Bill Moyers  <i>Star Wars I-VI</i> Lucas  <i>Dark Kingdom: The Dragon King</i> Uli Edel  <i>Camelot</i>  <i>Beowulf</i> (1998) Library Video Company  <i>Sir Gawain and the Green Knight</i> (2002) Library Video Company  <i>Mythology in Literary Culture</i> (2000) Library Video Company</p> <p><b>Web Sites:</b>  <a href="http://www.egyptianmyths.net/">http://www.egyptianmyths.net/</a></p>
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	<p>[10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L)</p> <p>[10] 4.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L) [10] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L)</p> <p>[10] 4.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p> <p>[10] 4.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)* (L)</p> <p>[10] 4.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L) [10] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L)</p> <p>[10] 4.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p> <p>[10] 4.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change)* (L)</p>			
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