

YAL Units for Books Planning Template

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Title of Unit: Exploring Greek Mythology Then and Now with <i>The Lightning Thief</i> and <i>Nobody's Princess</i>	Date Submitted: 10/14/07
Unit Developed by: Mary Massie	
School: CTC	
Contact Information: CTC	
Approximate # of Hours Spent to Develop Unit: 16 for this partial sample unit	
Grade Level(s): 6 (also could work for 7-9)	
Curriculum Areas: Language Arts, Drama	
Brief Description of the Unit (50-75 words) : The unit explores a variety of classic Greek myths along with variations that have been created over the centuries in literature and the arts, featuring Rick Riordan's YA novel <i>Percy Jackson and the Olympians: The Lightning Thief</i> and <i>Nobody's Princess</i> by Esther Friesner.	
Enduring Understandings (What do you want your students to understand and be able to use ten years from now?) <ul style="list-style-type: none">• Know the stories and characters in several classic Greek myths and recognize references to them in various art forms and genres of literature.• Understand the role of myth as a carrier of cultures and artistic expression.• Understand that heroes are defined in different ways in different cultures and eras.	

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<p>Essential Questions (What are the open-ended questions that will promote inquiry into the heart of the subject or discipline?)</p> <p>Why do we need heroes? What does it take to be a hero? Who do you consider a hero/heroine and why?</p> <ul style="list-style-type: none"> • How do standards for heroism differ across cultures, eras, and circumstances? What are some popular concepts of heroism in U.S. culture? In other countries and cultures? How does your personal definition of heroism compare to other common definitions, in the modern world and the world of the ancient Greeks? <p>Why do myths exist? Why are the myths of ancient Greece still being recounted and re-imagined today? How did the myths serve the ancient Greeks and how might they serve modern readers?</p>	<p>Knowledge and Skill (What will your students know and be able to do at the end of the unit?)</p> <ul style="list-style-type: none"> • Understand and remember several classic Greek myths and major character traits of their gods, heroes, and mortals. • Recognize that myths carry fundamental beliefs of their cultures, and that all cultures have myths, whether or not they call them by that term. • Know some strategies for interpreting myths. • Articulate a personal definition of true heroism. • Write an alternative ending or a sequel to a classic myth. • Interpret and represent a character through physical movement and language. • Examine different perspectives and articulate different characters' points of view <p>Be able to write short essay responses to several of the questions below: What is a myth? Give examples. Why do myths exist and continue to be repeated over centuries? How can myths change over time? What are some common denominators of myths across cultures and within ancient Greek culture? What can myths teach us about a culture? Where can I find evidence and traces of classic Greek myths in modern life and art?</p>

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Assessment Evidence/Instruments:

(How will you know how well your students learned? Attach rubrics and checklists, if used.)

Rubrics and checklists will be devised in cooperation with the students. There will be a unit exam including short essay responses, individual inquiry projects using the "I-Search Paper" format and learning artifacts created in small groups, compositions, and performances of myths.

Learning Activities:

(List the most important learning activities students will perform during the unit.)

- Interpret the meanings of myths and their functions in various cultures
- Write original variations and sequels to a classic myth
- Compare the YA novels with the myths on which they draw
- Compare the genre of myths with other genres
- Represent a character through dramatic enactments and a first-person written composition (R.A.F.T.)
- Conduct an inquiry that will contribute to answering the unit's essential questions, producing an "I-Search Paper" and a learning artifact that will inform other students

Resources:

- Duncan, D. & Lockhart, L. (2000). *I Search, You Search, We Learn to Research*. Neal-Schuman Publishers: New York, NY.
- Fleming, F & Tomlins, K. (Designer). (2003). *The Greek Gazette*. EDC Publishing: Tulsa, OK.
- Friesner, E. (2007). *Nobody's Princess*. Random House: New York, NY.
- O'Malley, K. (2003). *Mount Olympus Basketball*. Walker & Company: New York, NY.
- Price, M. E. (II.) (2007). *A Children's Treasury of Mythology*. Barnes and Noble, Inc. (originally published in 1924 as *A Child's Book of Myths and Enchantment Tales*.)
- Riordan, R. (2005). *Percy Jackson and the Olympians, Book One: The Lightning Thief*. Hyperion Books for Children: New York, NY.
- Riordan, R. (2006). *Percy Jackson and the Olympians, Book Two: The Sea of Monsters*. Hyperion Books for Children: New York, NY.
- Seton-Williams, M. V. (2000). *Greek Legends and Stories*. Barnes and Noble: New York, NY.
- Stafford, E. J. (2004). *Life, Myth, and Art in Ancient Greece*. Duncan Baird Publishers: London, England.
- Steer, D.A. (Ed.) (2007). *Mythology: The Gods, Heroes, and Monsters of Ancient Greece*. Candlewick Press: Cambridge, MA.
- Wilhelm, J. D. (2002) *Action Strategies for Deepening Comprehension*. Scholastic: New York, NY.

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