

S-Subject Matter Artifact 2

Cathy Dobrusky

Unit Plan: Mythology

Taking the Myth out of Mythology

Intended Students: This is a yearlong literature study on Greek and Roman Mythology for grades 5-6th. The guiding question: What meanings did myths about gods, goddesses, and heroes have for the ancient Greeks? What meanings do the Greek myths have for us today?

Context: First semester will be studying the Greek Gods, second semester the Roman Gods and drawing parallels between our culture and the Greek and Roman culture and ultimately the influence mythology has had in literature, art, architecture, and our government.

Riordan, Rick. *The Lightning Thief*. New York: Hyperion, (1997) Print.

Summary:

When troubled student Percy Jackson vaporizes his math teacher on a class field trip, he begins to suspect that his life is not what it seems. He discovers that his lifelong reading and attention troubles are all signs that he is a half-blood-a child of the Greek gods. After a summer training session with other demigods and Chiron the centaur, he sets off on a cross-country quest to Los Angeles (the entrance to Hades) with his friend Grover the faun and Annabeth, a child of Athena, to recover Zeus' lost thunderbolt and stop a war between the gods. Along the way, where modern life and mythology intersect to create both humor and excitement, Percy will come to know his father Poseidon, rescue his mother, and discover that he has what it takes to be a hero.

Ultimately, Percy learns to trust his friends and his abilities and to choose love over despair.

Blaisdell, Bob. *Favorite Greek Myths*. New York: Dover Publishing, (1995) Print.

Summary:

Greek mythology is some of the most richest and vivid in world literature. This collection is the more famous and exciting of the Greek tales, based in the versions by the ancient Greek master, notably Homer, Hesiod, Sophocles, Euripides, Apollonius and Apollodorous.

Arthur et al. *The Ultimate encyclopedia of Mythology*, Hong Kong: Annes Publishing, (1999) Print.

A comprehensive A to Z of the classic stories of god and goddesses, heroes and mythical beasts wizards and warriors.

Premise: The goals of this unit study are to orientate the students to Greek and Roman Mythology. There is evidence of Greece around us everyday – Olympic Games, constellation names, allusions in literature and movies, architecture of churches, public buildings and our democratic system of government. But Greek mythology offers so much more: inspiration for many works of art (both written and visual), insight into human nature, a glimpse at an ancient people trying to make sense of phenomena they could not explain, and the source for many names and terms we use today. The students will be surprised to find they're wearing shoes with the name of a Greek goddess (Nike), rooting for (or against) a team named after Greek gods (Tennessee Titans), and even listening to rock groups with mythological names (Styx). The lessons in this unit provide the students with an opportunity to use online resources to further enliven your students' encounter with Greek mythology, to deepen their understanding of what myths meant to the ancient Greeks, and to help them appreciate the meanings that Greek myths have for us today. The students will learn about Greek conceptions of the hero, the function of

myths as explanatory accounts, the presence of mythological terms in contemporary culture, and the ways in which mythology has inspired later artists and poets.

Students will understand the important distinction deliberate fiction, folk tale or tall story and a myth. Rather, *myths are traditional narratives that are passed down through various textual and visual sources and convey commonly held beliefs in a particular society about natural phenomena, historical events, and proper behavior.*

Learning Objectives:

After completing the lessons in this unit, students will be able to:

- Describe the basic plots of six Greek myths and six Roman myths
- Discuss three types of themes in Greek and Roman myths: stories about heroes, stories about "how it came to be," and stories about the consequences of unwise behavior.
- Cite examples of contemporary use of terms from Greek and Roman mythology.
- Analyze artistic and literary works based on or inspired by Greek and Roman myths.

Enter: Class discussion: What is mythology? What are some of the influences that Greece and Greek Mythology have in our lives? What are some of the influence Rome and Roman myths have on our lives? (This is raising questions rather than giving answers). YouTube clip: History Channel clip; Aquarian Rising.

Explore: As a class read out loud: *The Lightning Thief*

Questions will be used in literature circles, class discussion and individual essays during the course of reading the book.

Questions and Answers to Literature Circle Questions

1. Describe what kind of student Percy Jackson is. What troubles does he have in school?

He has been in six schools in six years. In fifth grade he accidentally aimed a cannon at the school bus and in fourth grade somehow dumped his whole class into the Marine World shark pool. He describes himself as ADHD and acknowledges difficulty with both reading and behavior. (p. 2 and p. 11)

2. What is Percy's relationship with his mother? Why does he think she has bad luck?

He thinks she is "the nicest lady in the world." (p. 33) Unfortunately, she is married to a gambling, drinking bully. Her parents died in a plane crash and she had to drop out of college and work odd jobs. Then Percy's father disappeared before he was born. (p. 30)

3. What does Percy discover about the Greek gods at Camp Half Blood? What do they have to do with the camp?

The gods are still active and a force in people's lives according the Chiron (p.73), only now they are based in America instead of Greece. The camp is a training ground for the children of the gods. It has 12 cabins for each of the twelve Olympians. (p. 81)

4. Why is Percy more excited about his upcoming quest to the Underworld than scared? What other feelings does he have about his assignment?

Percy is surprised to find himself eager to take on Hades. He wants revenge, not only because Hades has sent three monsters after him, but because he may find his mother in the Underworld. Secretly, he believes he may be able to rescue her. Also, he is very confused by the fact that his father, who he has not known until now, needs his help. "Emotions rolled around me like bits of glass in a kaleidoscope." (pp. 144-145)

5. What clues do Percy and his friends have that all is not right with "Auntie Em?" Why do you think

they overlook them?

She keeps her face covered with a veil, she is overly friendly, she knows Annabeth's name without being told, she doesn't eat when they eat, and all three children are troubled by how lifelike her statues are. The children are hungry, lost and penniless after the bus accident and eager for some assistance. (pp. 173-176)

6. What does Percy's fight with Echidna reveal about his character? What new things does he discover about himself?

Like any hero, his first thought is not for himself but the people around him. How can he protect the park ranger and his family? His leap from the monument is both an attempt to save their lives by risking his own and a leap of faith that his father will protect him. Echidna accuses him of having no faith, but this leap shows how brave he really is. (pp. 210-211)

7. The god, Ares, says he loves America. He calls it "the best place since Sparta." What does he mean? Do you agree with his assessment of America? Why? Why not?

Ares is the god of war and Sparta was a famously war-like state in ancient Greece. Ares is saying that America is very violent and war-like. Answers may vary about his assessment. Some students may talk about recent wars or violence in the media. Still others may talk about decreasing crime rates and American freedoms. (p. 227)

8. At the Lotus Casino, Percy realizes that unless he gets out quickly, he will "...stay here, happy forever, playing games forever, and soon I'd forget my mom, and my quest, and maybe my own name. I'd be playing virtual rifleman with groovy Disco Darrin forever." What critique is the author offering of modern life? Do you agree with it?

Riordan is describing what he believes happens to children who watch too much television and become addicted to electronic games. They stop thinking; they forget about time, people, and everything but their own pleasure. These amusements are a trap. Students' answers to the second part of this question will vary, but they should support their opinions with facts and personal stories.

9. When describing the effects of Mist, Chiron says, "Remarkable, really, the lengths humans will go to fit things into their version of reality." How is this true in the novel? In Greek mythology?

When the bus is overturned by the Furies, the passengers see only unruly children attacking three old ladies. At the St. Louis monument, nobody listens to the child who sees Percy emerge from the water without a drop on him and people assume the explosion was a terrorist act. People watching Ares and Percy fight see modern guns instead of ancient swords. Eventually, the reporters create a story, that Percy uses, about how he and his friends had been kidnapped. For the Greeks, any act of nature or emotional disruption (rage, love, etc.) is created by the gods. Percy gets angry around Ares because he is the god of war. The weather is unseasonable because Poseidon and Zeus are fighting.

10. When Percy finally meets his father, Poseidon seems distant and hard to read. Percy says that he is actually glad about this. "If he'd tried to apologize, or told me he loved me, or even smiled-that would have felt fake. Like a human dad, making some lame excuse for not being around." Do you agree with Percy?

All the children of the gods have mixed feelings about their immortal parents. Poseidon had not acknowledged his son because to do so would be to expose him to many dangers. At the same time, because of his absence, Percy has had to endure the bullying of Gabe, the sadness of his mother, and familial poverty. But Percy discovers his father is a god, and when he finally meets him, his description of him is admiring. He is dressed, thinks Percy, like a beachcomber and he thinks he probably smiles a lot. At the same time, it must be very painful to Percy to have his father describe him as a "wrongdoing." Every child wants to be desired and loved.

11. How does the last line of the prophecy-*you shall fail to save what matters most in the end*-come

true? What do you think of this ending? Did Percy make the right choice?

In the Underworld, Percy makes the decision not to save his mother's life so he can stop the war between the gods. He makes an ethical decision that puts the happiness of many before his own desires. He makes a similar decision not to save his mother from Gabe at the end of the story; he does not turn him into a statue. The implication, however, is that his relationship with his mother is maturing. He leaves her with Medusa's head and the right to make her own decisions. The prophecy comes true, but it is not, as Percy initially believes, a tragic prophecy. His mother is alive, the war between the gods has been averted, his friends have realized their dreams, and he is ready to step into the world as a hero.

12. Throughout the story, Percy is troubled by frightening dreams. In what ways do those dreams increase the tension in the story? Is their menace completely resolved by the end of the story?

Percy's dreams, about the great chasm of Tartarus and the voice of whom he believes to be Cronos, continually suggest that there is more to this story than meets the eye. There is a force of greater and older evil than the gods' fighting. On the one hand, those problems are resolved when Luke is revealed as the real Lightning Thief who has been brainwashed by Cronos. This revelation and the return of the lightning bolt would seem to resolve the story. However, Percy is troubled by what he has heard. Even the gods will not believe him when he says that he is sure Cronos is coming back. The implication is, of course, that he is and that the battle will continue in future books.

13. After her return from the quest, Annabeth resolves to try again to live with her father and her stepfamily. Do you think they will all get along better now? Why? Why not? What do you predict will happen?

Annabeth is a different person after the quest. She has finally proven herself after the upsetting events surrounding her arrival at Camp Half Blood. Because of this and her newfound friendship with Percy, she may be able to get along better with her younger half-siblings and her stepmother. In addition, the fact that they come to Camp Half Blood to get her shows that they, too, are ready to reach out. Nevertheless, Annabeth still seems to have many unresolved feelings about her own mother Athena, and she is still a demigod. Monsters won't stop attacking. How will her family react then?

14. In the end of the book, do you sympathize at all with Luke's feelings of betrayal? Is there anything you can relate to about his point of view?

Luke feels that he is being constrained as a hero and that when he was asked to steal an apple from the Garden of the Hesperides, he was merely repeating what Hercules had already done. His need to distinguish himself is understandable. Yet throughout the book, the author has hinted that many great heroes have, in fact, been half-bloods-Washington, Shakespeare, Houdini. What then really constrains Luke? Why can't he make something of himself? Why does he choose to listen to Cronos when Percy resists him? Annabeth and Percy choose to leave Camp Half Blood and set off into the world to try their skills. Why doesn't Luke do this?

15. Percy's learning difficulties become strengths in a different context. What seem to be attention problems allow him to be aware of all sides of attack during a battle. While he struggles to read English, he masters ancient Greek almost effortlessly. What skills are valued most in today's society? How might students who struggle today have been successful in a different moment in history?

Students' answers will vary. Our "information age" depends on strong literacy skills-reading, writing, and comprehension. A pre-literate hunting society, however, might not have valued academic skills as much as athletic ones. In addition, leadership might not depend on the ability to read well or succeed in school. Having a trade-blacksmithing, woodworking, stone-building-or knowing how to work with animals and crops could ensure your success!

Note: These literature circle questions are keyed to Bloom's Taxonomy as follows: Knowledge: 1-3; Comprehension: 4-6; Application: 7-8; Analysis: 9-11; Synthesis: 12-13; Evaluation: 14-15.

Extend:

There are 12 extend quest/activities that the students may choose from; they will receive a bead for each quest/activity that they satisfactorily complete. Each bead will go on a leather string necklace which is the student's to keep. (See examples for each activity in binder)

Quest 1: Letter – chose a God or Goddess and write a full page letter to your god parent. Use correct letter format, using proper punctuation.

Quest 2: Act of kindness or service – One of the gods does not know how to be a friend, perform a task or service to a friend or neighbor.

Quest 3: Build-a-Cabin – Using the description from the book, build a half blood cabin. Use any craft medium of your choice, be creative and use your imagination.

Quest 4: Greek alphabet names – Write your name in Greek – use the handout of the Greek alphabet as your guide. Use any craft material of your choice – think of a license plate.

Quest 5: Invent and draw your own Greek monster, write a description of it, describe why you created your monster.

Quest 6: Create your new demigod – You! Fill out the Demigod profile be descriptive and specific.

Quest 7: Design a Greek vase depicting a scene from *The Lightning Thief*

Quest 8: Camp Half-Blood brochure – write and design a 3-fold brochure. Make the brochure inviting so all the demi-gods will want to come to the camp. Use correct spelling and punctuation.

Quest 9: The Greek Times – Write 3 new stories for the Greek times; use a blank template for each story. Use correct spelling and punctuation.

Quest 10: Map of Camp Half Blood – create a topography map of Camp Half Blood, make a printable map as a guideline. Use any medium (clay, salt dough, balsa wood, craft paper, cardboard, etc).

Quest 11: Banner/Flag – choose a cabin and design a banner or flag for it. Use the god or goddesses' symbol or animal from your notebook. Choose a different cabin than the one used in Quest 3.

Quest 12: Percy Poster - make an all-about-Percy poster: include facts, friends, favorite things, foods, sports, etc. Write a one page biography about Percy's life.

Final Class Project: (community involvement)

Students will write and perform a Gods and Goddesses Talent Show (to be performed for an Elementary school). Students will pick a favorite line, characteristic, or power a god or goddess, and write a line for a class play. I will make a compilation of their favorite lines and characteristic for a Mythology play.

Name Cathy Jackson

Lesson Plan # 1 (for unit: Intro. To Mythology)

Lesson Title: Intro. To Mythology: What makes a Hero a Hero?

Level: Grades 5th/6th

Estimated time: 45-50 min.

Lesson Description: Heroes were an important part of Greek mythology, but the characteristics Greeks admired in a hero are not necessarily identical to those we admire today. Greek heroes are not always what modern readers might think of as "good role model." Students will list the qualities they consider necessary to be a hero.

Rationale: A common lament one hears today is that young people lack heroes to emulate. Do the students have heroes? Who are they? What qualities of a hero do they represent? Which historical figures would students recognize to be heroes? Are there contemporary or even local figures with similar qualities? What are the qualities of a hero? What historical figures do students consider to be heroes? What contemporary or local figures do students consider to be heroes?

Stage 1: Desired results

Standards: <http://www.uen.org/core/languagearts/index.shtml>

Objective 3:

- Identify characters, setting, sequence of events, problem/resolution, theme.
- Compare and contrast elements of different genres: fairy tales, fantasy, fables, folk tales, tall tales, myths, legends.
- Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification).
- Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).

Stage 2: Assessment Evidence

<p>Objectives:</p> <ul style="list-style-type: none"> • List the qualities they consider necessary in a hero. • Describe the lives and deeds of national, state and/or local heroes. • Identify historic figures who have exemplified good citizenship; started new businesses; made contributions in the areas of civil rights, women's rights, military actions or politics; or who took risks to secure freedom. 	<p>Contextual Factors: 32 students; 1 ELL; 2 reading resource students</p>	<p>Assessments: Students will fill out chart on heroes as a class during class discussion.</p>
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Stage 3: Learning Plan

Procedures: 1. Before introducing Greek	Time	Materials	Accommodations
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<p>hero tales, students will identify a contemporary hero. Students can use print or other media as their source, but they should be prepared to explain what makes that person a hero. 2. Encourage students to share their stories of contemporary heroism. 3. Compile a list of characteristics of our contemporary heroes. Enter these characteristics in the first row of the chart below either on one large sheet for the class or individual charts. 4. Beside the characteristic, cite the individual who fits the characteristic and what s/he did to exemplify that characteristic. Whether or not a given action or quality was admired depended upon its ultimate results. Being headstrong might succeed in one instance but lead to failure in another. The Greeks held their characters accountable for their actions, and a hero might be punished as well as rewarded. 5. Explain to the students that they will study hero tales from Greek mythology to see which qualities of heroism do and do not match our contemporary ideas. 6. Introduce writing a character outline of the type of hero they would want to be – this strand will continue through several lessons.</p>	<p><i>15 min. to intro duce- following day-30 min charting and discussion</i></p>	<p>See binder jackets</p>	<p>Students will copy from board traits of hero's, as I rotate around the students – check on special need students.</p>
<p>Sources: Mrs. Drummond–Sunset Elementary; www.webenglishteacher.com; www2.scholastic.com</p> <p>Plans for involving parents or families: All mini-quest activities are done at home</p> <p>Reflection: The students have thoroughly enjoyed the quest and earning the beads.</p>			

<p>Name Cathy Jackson Lesson Plan #20 (for unit: Mythology)</p>				
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<p><i>Lesson Title: It Came from a Myth</i> <i>Level: Grade 5th/6th</i> Estimated time: 45-50 mins. <i>Lesson Description:</i> Students learn more about the characters of Greek mythology by looking at art work; they may be surprised to discover many familiar images derived from Greek myths. <i>Rationale:</i> The presence of mythological terms in contemporary culture and the ways in which mythology has inspired later artists and poets in creating their own art work. Students will have now seen examples of the influence of Greek mythology in art, language, science, and commerce. Students will learn some of the ways that artist have been inspired for later works of fiction and poetry. Stage 1: Desired results</p>				
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<p>Standards: http://www.uen.org/core/languagearts/index.shtml Objective 6 6.b Produce traditional and imaginative stories, narrative and formula poetry 6.f Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.. Stage 2: Assessment Evidence</p>				
<p>Objectives:</p> <ul style="list-style-type: none"> • Identify my • Describe la were influe of mytholog • Create thei 				
<p>Stage 3: Learning Plan</p>				
<p>Procedures 1. Display from reviewed resources in the computer lab a scavenger hunt by and giving the students characters portrayed many characters can 3. After matching the titles, discuss any interesting especially interesting troubling. 4. Share ways that mythology inspiration for art. Present the painting by Elder, <u>Landscape with</u></p>				

<p>Give students time detail. Can they figure out what is called “Landscape with Icarus”? (Note the scene of Icarus falling into the water in the bottom right of the painting.) Do you think Icarus seems to be paying a price for his plunge into the water? What meanings do you see in the painting? Read to the class a poem by William Williams, “<u>Landscape with Icarus</u>,” Does Williams’ poem reinterpret the myth of Icarus? How do you reinterpret the myth of Icarus? How have they created their own myth? How have they extended its meaning? How do you create original art work? How do you create original art work in <i>Lightning Thief</i>? How do you create original art work in <i>Lightning Thief</i>? quest #7. Have students create images – finish a</p>				
<p>Sources: : Mrs. Drummond–Sunset Elementary; www.webenglishteacher.com; www2.scholastic.com; edsitement.neh.gov</p> <p>Plans for involving parents or families: All mini-quest activities are done at home.</p> <p>Reflection:</p>				

Characteristic	Contemporary Hero	Contemporary Behavior	Greek Hero	Greek Behavior

Term From Mythology	Use Today	About the Mythological Character	Why does the term fit?
1. Amazon			
2. Arcadia			
3. Atlas			
4. Calliope			
5. Chaos			
6. Gemini			
7. Harpy			
8. Iris			
9. Nike			
10. Oracle			
11. Phoenix			
12. Psyche			
13. Python			
14. Sirens			
15. Styx			

16. Titans			
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Selected EDSITEment Websites

Digital Classroom

- Exploring Ancient World Cultures
 - Mythical and Geographical Names
 - Mythology (images of gods and heroes)

- The Internet Public Library
 - Artcyclopedia
 - Bullfinch's Mythology
 - Carravaggio Painting of Narcissus

 - The Cambridge Dictionary Online
 - Encyclopedia.com
 - Factmonster
 - Life in Ancient Greece Reflected in the Coinage of Corinth
 - WWWebster Dictionary

- The Metropolitan Museum of Art's Explore and Learn
 - Metropolitan Museum Greek and Roman Collection
 - New Greek Galleries

- Odyssey Online
 - Welcome to World Mythology Minneapolis Institute of Arts
 - An audio retelling of the Phaeton story
 - Brueghel's "Fall of Icarus"
 - Emory University

- The Perseus Digital Library

Other Resources

Recommended reading from Carol Hurst's Children's Literature Site, a link from Internet Public Library

- Bellingham, David. *Goddesses, Heroes & Shamans: A Young People's Guide to World Mythology*. Kingfisher. (ISBN 1-85697-999-7)
- Fisher, Leonard Everett. *Theseus & the Minotaur*. Holiday. (ISBN 0-8234-0703-9)
- Fleischman, Paul. *Dateline: Troy*. Candlewick. (ISBN 1-56402-469-5)
- Orgel, Doris. *Ariadne, Awake!* Viking. (ISBN 0-679-85158-2)

- Philip, Neil. *The Adventures of Odysseus*. Orchard, 1996. (ISBN 0-531-30000-5)
- Sutcliff, Rosemary. *The Wanderings of Odysseus*. Delacorte. (ISBN 0-385-32205-4)
- Yolen, Jane. *Wings*. Harcourt, 1997. (ISBN 0-15-201567-1)

Recommended reading from Odyssey Online

Greece

- Aliko. *The Gods and Goddesses of Olympus*. Harper Collins, 1994.
- Evslin, Bernard. *Heroes, Gods, and Monsters of the Greek Myths*. Scholastic Magazines, 1966.
- Williams, Marcia. *The Iliad and the Odyssey*. Candlewick Press, 1996.

Rome

Flaum, Eric. *The Encyclopedia of Mythology: Gods, Heroes, and Legends of the Greeks and Romans*. Running Press, 1993.

Lesson 4 It Came from a Myth (Part 1)

Display an appropriate selection of the following images from EDSITEment-reviewed resources in the classroom (or in the computer lab, if practical). Conduct a scavenger hunt by numbering the images and giving the students a list of the characters portrayed in the artwork. How many characters can the students identify?

- Atalanta, on The Perseus Digital Library (Image of Atalante wrestling Peleus, with onlookers on right.)
- The Constellation Cassiopeia, on Mythical and Geographical Names, a link from the EDSITEment resource Exploring Ancient World Cultures
- Daedalus and Icarus on the Internet Art Gallery, a link from the EDSITEment resource Internet Public Library. (To find this image, enter “Daedalus and Icarus” into the title field of Internet Art Gallery’s search engine.)
- Herakles Fighting the Hydra, on The Perseus Digital Library
- Odysseus and Polyphemos, on The Perseus Digital Library

- Odysseus, tied to mast of ship with wax in ears, and the attack of the Sirens: Thebes, c.430 BC, available on Mythology (images of gods and heroes), a link from Exploring Ancient World Cultures.

These are just a handful of the images available online, and you can find many more by searching the Perseus Digital Library, Exploring Ancient World Cultures, and Internet Public Library sites. When you have chosen a selection of images, share them with the class, and discuss any images that students find especially interesting or in some way troubling.

Lesson 5 It Came from a Myth (Part 2)

Mythological terms are common in contemporary society. For example, an odyssey is a voyage, as well as a minivan! As students learn more about the characters of Greek mythology, they may be surprised to discover many familiar words derived from myths.

Working in small groups, students can use print or online sources to fill in as many blanks as possible on a chart like the one below. (NOTE: Depending on the class, it might be advisable for the teacher to attempt this search first to gauge how difficult it will be and to be prepared to direct students.) Most of the terms can be found in a standard collegiate dictionary; while some contemporary uses will not be included in the dictionary, such as *Amazon.com* or the Tennessee *Titans*, many of these will be known to the students. Where the technology is available, students can search online at Encyclopedia.com or Factmonster, both links from the EDSITEment resource The Internet Public Library, or the searchable Perseus Encyclopedia, found on the EDSITEment resource The Perseus Digital Library.

Groups can be assigned specific terms or everyone can attempt everything. Set a time limit for research before students begin the assignment.

Note: The chart below is available as a PDF that you may wish to download and reproduce for

Lesson 6 Myth as Inspiration for Art and Poetry

First, share with your class the painting by Pieter Brueghel the Elder, Landscape with the Fall of Icarus available through a link from the EDSITEment resource Internet Public Library. (Note: You will need to scroll down the list of paintings by Brueghel, then choose the painting of Icarus. The image is rather large and may take a little while to load, but it is quite beautiful and worth the wait!)

Give students time to study the painting in detail. Can they figure out why this painting is called “Landscape with the Fall of Icarus”? (Note the single leg of Icarus falling into the water in the lower right hand corner of the painting.) Does anyone in the painting seem to be paying attention to Icarus’s plunge into the water? How prominent has the painter made the event of Icarus’s fall? What meanings do such details suggest?

Now read to the class a poem by William Carlos Williams, “Landscape with the Fall of Icarus,”

available on the EDSITEment-reviewed [Academy of American Poets](#).

Does Williams capture the feeling of the painting? How do Brueghel and Williams reinterpret the myth of Icarus for their own times? How have these artists "made the myth their own": understood it, interpreted it, and somehow extended its meaning?

Extending the Lesson

- Ask students to create original writing inspired by myth. Each student should choose a character from Greek mythology and tell the character's story looking for a different take, as Brueghal did, or put the mythical character in a new situation. Before writing, students could discuss how Brueghel and Williams made mythology relevant to their own times, and what mythological themes and meanings are still relevant for the world students live in now.
- Students can explore more deeply the influence of Greek words on our contemporary vocabulary. Most dictionaries give the origins of words, as does the [Webster Dictionary](#), a link from the EDSITEment resource [Internet Public Library](#). Students can look for words of Greek origin and read the derivation. Some contemporary words that stem from Greek terms encountered in this lesson include:

arachnid	echo	Herculean	narcissist	siren song
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- Students interested in the use of mythological terms in astronomy should check out [Mythical and Geographical Names](#), a link from the EDSITEment-reviewed website [Exploring Ancient World Cultures](#), for an extensive list.
- **Interactive Activity:** The EDSITEment resource [Odyssey Online](#) offers a variety of activities for elementary and middle school students to explore, including games. Through the site, you can also find information on many mythologies for students interested in comparative myths.