

## The Motion Picture Meets Greek Mythology

*Sarah Fattore-Castro*

### INTRODUCTION

This curriculum unit is designed to encourage seventh grade reading students to visualize Greek myths and discern between actual Greek mythology and pieces from other mythology. Greek myths are not only a fun way to learn about ancient Greece, but also a link to everyday life. From early childhood we are exposed to images of Hercules, Zeus, and many other myths taken from ancient Greece. In my curriculum unit, I will look at several myths and versions of these myths. I will then look at the film portrayal of these same myths included in *Clash of the Titans*, *Jason of the Argonauts*, and *A Midsummer Night's Dream*. This unit can be adapted to any secondary class studying Greek mythology and its impact on Western literature and film.

The evolution of Greek mythology exists all around us. Therefore, the purpose of studying these myths in secondary education stems from its role in Western literature and culture. Greek mythology is seen in architecture, literature, medicine, government and art. Mythology is the study of myths. The word *myth* itself comes from the Latin word *mythos* and from the Greek word *muthos*, meaning “story” (*Elements*, 454). Myths are stories meant to explain a phenomenon and often fit in religious rituals. They were handed down generation to generation through word of mouth until finally recorded by poets such as Homer. Of course, through the passing through many generations, myths began to change; people began to create new myths such as the myth of Cupid and Psyche.

Why do students need to study Greek mythology? That’s easy. Greek myths are found throughout Western literature. They are found in the commercials we watch (i.e. Xerox, Lexus). Students see episodes of *Hercules* on USA, but have no idea if what is being acted is true (if one believes in the Greek myths). Students watch *It’s ShowTime at the Apollo* and have no idea why it would be called such a thing. (I believe some of the creators of the show wonder why, too). Not much thought is put into some of the trite sayings we say that directly stem from Greek myths. No one has ever questioned why a certain famous detective always said, “By Jove, I think I’ve got it.” Many students don’t even know who Jove is or why his name is used.

The purpose of creating a unit on mythology is to bring the literature my students read and research on Greek myths into a visual interpretation. Although they read and reread these myths, they often do not understand the variety of changes these myths have gone through. Therefore, the unit is divided into two major parts: student activities meant to research and study Greek mythology on the seventh grade level, and a comparison of the myths researched to the portrayal of these relationships on film.

First, students will explore Greek mythology. Remember the days of studying Greek mythology and comparing them to the romance out of soap operas and cheesy romance novels? Well, now students are exposed to Xena and Hercules. Recently, in my seventh grade reading class I was asked if Xena was a figure in Greek mythology. I tell them to explore the myths and find out. Out of all of the units I do throughout the year, I find that mythology is favored by all. I guess the amorous and fickle relationships between gods and goddesses, and gods and mortals hits a soft spot with the uncontrollable hormones found in the typical middle school student. Therefore, when spring rolls around I use Greek mythology to keep my students' attention. The first thing we discuss is the theme of change in relation to myths, legends, tales and the like. We read a couple Greek myths from our books, and learn about the purpose of mythology. I then assign them to research several mythical characters. In this unit I will have my students research the following characters: Cupid and Psyche, Jason of the Argonauts, Perseus and Andromeda, Hercules, Apollo and Daphne, and Theseus. We might also discuss several mythical monsters found in the tales. Teachers in upper secondary classes may also want to add *Till We Have Faces* by C. S. Lewis to their list of myths on the story of Cupid and Psyche.

Secondly, students will compare these myths to the portrayal of them in film. Students will find the incongruences and inaccuracies in *Clash of the Titans* and *Jason of the Argonauts*. When attempting Shakespeare, students will be exposed to the 1994 film version of his play, *A Midsummer Night's Dream*, and its link to these same myths. Many of my students would also like to see the Disney version of *Hercules*, but its inaccuracies are almost too much for me to bear. (However, do as you wish.) I find my students enjoy watching these movies, but often do not know how to critique them. Therefore, I would like the chance to help them.

Once again, this unit is meant to teach seventh grade readers to appreciate ancient literature more. Through research, students will learn about Greek myths. Through technology, students will be exposed to the differences found in a director's interpretation of the myth. I hope it will offer not only interest to the students, but also a lasting memory of the effect mythology has on our Western culture today.

## **OBJECTIVES**

This unit incorporates several goals. First, students will gain an appreciation for Greek mythology and its involvement in Western literature. Second, students will be exposed to several Greek myths. Third, students will analyze the differences between certain myths. Fourth, students will evaluate whether film adds to the distortion of Greek myths. Fifth, students will judge the purpose of the film and its accuracy to the myth that it attempts to recreate. Sixth, students will gather a new appreciation for literature and its uses. Finally, students will explore the roots of mythology and its effect on other cultures.

Students will gain an appreciation for Greek mythology and its involvement in Western Literature. Like soap operas, Greek myths have a fun story line and involve characters that young people readily identify with. Students will be exposed to several Greek myths. They will compare these myths with each other and find the effect of change throughout the centuries.

Students will take the myths they read and analyze the purpose and significance of it. They will learn how some myths explain natural phenomena, religious rituals, and psychology.

The purpose of film is to provide a visual for those who feel far removed from the ancient stories. We say that myths have changed from being passed down primarily by word of mouth. Well, when students watch film, they need to recognize the changes that directors make to fit the needs of their audiences. Film, like literature, is often subjective. By studying playwrights like Shakespeare, students can point out these interpretations and distortions of mythology.

## **MATERIALS**

Before we begin to discuss the strategies, it is beneficial to gather the materials needed for this unit. Students will be evaluating the inaccuracies and similarities between the myths they research, read, and present to the visual representation of the same myths. The literature can vary, but make sure it is on the appropriate grade level. The few anthologies I like are:

*Bullfinch's Mythology* (Bullfinch, 1979)  
*Mythology* (Hamilton, 1942)  
*Adventures for Readers* (Harcourt Brace Jovanovich, 1989)  
*Prentice Hall Literature* (Prentice Hall, 1989)  
*Elements of Literature* (Holt, Rhinehart, and Wilson, 1993)

Our study of Greek mythology will end with a look at Hollywood's interpretation of these myths. This study will also begin another unit involving film interpretation. These films are:

*Clash of the Titans* (MGM, 1981)  
*Jason of the Argonauts* (Columbia Pictures, 1963)  
*Hercules* (Disney, 1997)  
*A Midsummer Night's Dream* (BBC, 1992)  
*An Introduction to Greek Mythology/Narcissus* (Educational filmstrip, 1978)

These films will become an evaluation for the students. After researching the myth, they will watch the film, stop periodically, and determine the accuracy of the story line.

## **STRATEGIES**

Most ancient cultures created myths to explain things they couldn't. Many of these myths are associated with ancient rituals and religions. The most relevant myths to Western literature, however, belong to the ancient Greeks (biblical allusions are also referred to throughout literature). Students on the junior high level need foundational literature so that in high school they won't be behind when reading such works as *The Portrait of a Young Man as an Artist* by James Joyce, Shakespeare's plays, etc. Therefore, the study of mythology will lay the brick work for future readings.

We will begin by introducing students to mythology through a filmstrip and through reading from our text. Throughout the unit, students will read several myths and versions of the same myths and determine their change from being an oral tradition to a written story. Students will research the stories, the purpose of these stories, and their effect on the culture. Finally, students will be evaluated by not only presenting the mythological figures they researched, but also by identifying differences located in common film and plays.

## **ACTIVITIES**

### **Day One**

#### *Objectives*

- Students will be introduced to various forms of mythology.
- Students will be exposed to the effect of change on Western literature.
- Students will compare film to literature.
- Students will be tested on the knowledge obtained.

#### *Materials*

- Textbook (*Adventures for Readers, Prentice Hall Bronze, or Elements of Literature*)
- Chalk and chalkboard
- Filmstrip: *An Introduction to Greek Mythology/Narcissus*
- "Narcissus" by MacPherson
- Copies of Mythology Quiz

Before introducing Greek myths to students, it is important to build background knowledge. Although many students are familiar with certain mythological figures, one should validate their knowledge through a series of questions. Engaging in a classroom discussion can be exciting. Using the concept development model engineered by Gunter, Estes, and Schwab (Gunter, 117), one is to write the words "Greek Mythology" on the board. Ask students to list as many items as possible that fit into that concept. Following the model, have students group the items, label them, regroup them, and summarize what

they have done and their process in doing it. Discuss the different categories. Students should list such things as Hercules, Cupid, Venus, Zeus, Hydra, etc. Students will then separate that info into groups such as gods, goddesses, and monsters. I may even show a couple of commercials that use Greek gods to sell their product. After students are introduced to these commercials, ask them to share any other findings of mythology in film or literature.

Once students are introduced to these few mythological figures, have students read from their *Adventures* book. To discover what students have ascertained, it may be beneficial to assign the questions for discussion on page 581. Students also need to read “Narcissus” (MacPherson, 585) in groups or individually. After they read this, have them discuss what they think the purpose of the myth is.

After students read “The Gods and Goddesses of Mount Olympus,” watch the filmstrip *An Introduction to Greek Mythology/Narcissus*. Explain that although this filmstrip is archaic, there are several important facts that needed to be taken notice of (i.e. Homer, the poet, the purpose of myths, and the different things we have received in our culture from the Ancient Greeks). Remind students that they should take notes.

Once they watch the filmstrip (you can choose whether or not you want to watch *Narcissus*), review briefly facts such as the purpose of myths, the definition of myths, the first myth writers, and other information. If they do watch *Narcissus*, separate students into groups and have them determine the similarities and differences between the filmstrip and the literature. (They may do this either with a Venn diagram or a double bubble thinking map) Then, give them a quiz. See Appendix A.

## **Day Two**

### ***Objectives***

- Students will read several myths.
- Students will analyze the purpose of the myths.
- Students will contrast the differences of each myth.

### ***Materials***

- “Arachne” (Warner, 596)
- “Baucis and Philemon” (Hamilton, 577)
- “Demeter and Persephone” (White, 557)
- “Icarus and Daedalus” (Peabody, 581)
- “Phaethon” (Coolidge, 571)
- Copies of Mythology Quiz Two

This day will begin with an exploration of the myth themselves. Students will need their textbooks and handouts on these myths. After counting all of the students, assign each group of five a different myth to read:

- “Arachne” (Warner, 596)
- “Baucis and Philemon” (Hamilton, 577)
- “Demeter and Persephone” (White, 557)
- “Icarus and Daedalus” (Peabody, 581)
- “Phaethon” (Coolidge, 571)

After students finish reading their assigned myth, have them find other students with the same myths. Tell them they will be discussing the myths (finding the purpose and summarizing the action). Students will be teaching these story lines to other members in a group and therefore need to take notes on the “expert” group discussion they are now in. Once students gather the information needed to teach the material, place them into “home” groups (a new group made up of five people, one representative of each story). In these new groups, students are responsible for taking notes again and learning what each myth is about. Explain that each of them will be taking a mythology quiz and their grade will be determined what each of them makes. Five people in each group will get a certain number correct out of 20. Add up each score, and they have a grade out of 100). Therefore, it is important that they do not fool around during this time. See Appendix B.

### **Day Three**

#### ***Objectives***

- Students will use technology to research
- Students will gather information from the internet
- Students will study a few mythological figures
- Students will work in cooperative groups and learn ways to solve conflicts
- Students will study the affect of change on literature
- Students will discover how mythology is prevalent throughout contemporary and other forms of western literature.

#### ***Materials***

- Internet access

If done right, mythology can be exciting for students to study. At this point, students will want to research mythological characters on their own. This lesson provides that opportunity. Explain that students will research these myths only to present them to the class. They will be graded on presentation quality, accuracy to myth studied, and display of some sort with the character in the center. Because middle school students really enjoy

heroes and tales of love, I chose the following mythological figures (these studies will also provide background for them as they watch the film and study western literature:

1. Jason of the Argonauts
2. Hercules
3. Perseus and Andromeda
4. Theseus
5. Apollo and Daphne
6. Cupid and Psyche

In groups of no more than four, have students choose which myths they want to research. Remind them that the information they find needs to be presented well because the whole class will be evaluated on it.

Once students have chosen their myth of study, they will do a mythology project. See Appendix C.

## **Day Four**

### ***Objectives***

- Students will work on projects assigned.
- Students will gather background information on other myths.
- Students will compare the new stories to the ones they have previously researched.
- Students will work together in groups and learn how to cooperate with one another.
- Students will evaluate various forms of literature through the use of listening.

### ***Materials***

- *Adventures for Readers* textbook
- “Phaethon, Son of Apollo” by Coolidge
- “Demeter and Persephone” by White

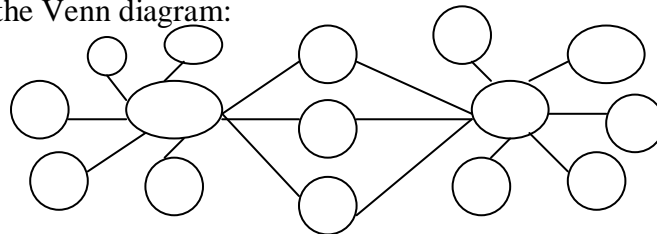
Just one day of research does not give students enough time to finish collaborating on their projects. Hopefully, they have finished gathering all the information they needed in the computer lab the previous day. If not, students would always be allowed to use my computer in my room (not all teachers have that ability). For those students who are behind, it may be beneficial to check out the mythology books for students to use in the classroom (Bulfinch and Hamilton). This will allow students time to gather information needed.

While I wait for students to finish their projects, I will refer them to a few myths researched at the beginning of the unit. Two myths in particular will help illustrate the effects of change throughout literature. Students will have already gathered that a myth is

defined as a story meant to explain natural phenomena that has been passed down from generation to generation. The passing down will be the focus of this lesson. We may explore the concept of change. I would use generalizations such as “Change is inevitable,” “Change leads to change,” etc. Then I would have students explore the myths to see what other generalizations they can develop from the reading. Another important part of this unit is for students to see that literature changes over time based on author’s interpretation, just like movies change stories based on director’s interpretation (something explored later).

The first myth that students will need to remember is “Phaethon, Son of Apollo,” found in the *Prentice Hall* book. Students will need a copy of the previous story, or at least their notes on it. I would then read the *Adventures for Readers* version of the same story, “Phaethon.” After the latter version is read aloud, students may stay in their research groups to create a double bubble comparing the two myths. One difference that I will point out is that in the *Prentice Hall* version, Phaethon is the son of Apollo, whereas in the *Adventures for Readers* version, Phaethon is the son of Helios, the sun. These little differences can be used to prove the previous generalizations concerning change. This will also help students identify what happens when another author writes on the same story. I will have them do the same activity without my help by comparing “Demeter and Persephone,” found in the *Prentice Hall* text, to “Origin of the Seasons,” found in the *Adventures for Readers* text. Students will need to produce a double bubble mind map comparing the two stories.

Note: For those of you who do not know what a double bubble mind map is, think of it as a fancier form of the Venn diagram:



## Day Five

### Objectives

- Students will present research information to the class in an orderly and precise manner.
- Students will be evaluated on presentation of material.
- Students will take notes on presentations of myths.
- Students will be exposed to myths researched.



**Materials**

- Oral Presentation grading sheet

After allowing students some time to finish their research and organize the information to present to the class, students will present information to the class while their classmates take notes. The presentation should be graded as follows:

**Mythology Oral Presentation Assessment**

Names \_\_\_\_\_ Period: \_\_\_\_\_

Of \_\_\_\_\_

Students: \_\_\_\_\_ Mythological figure: \_\_\_\_\_

Category	Excellent	Great	Good	Average	Poor
Content	8	6	4	2	1
Project	7	5	3	2	1
Eye Contact	5	4	3	2	1
Participation	5	4	3	2	1

\_\_\_\_\_

Total: \_\_\_\_\_

Notes:

**Day Six**

**Objectives**

- Students will observe myths on film.
- Students will evaluate the accuracy of the myth on film.
- Students will be assessed on the mistakes of their findings.

**Materials**

- *Clash of the Titans*
- *Jason of the Argonauts*

Students will be watching one of these films throughout the period. While they watch the film, they are to pick out the differences between the written myth and the visual myth. As they watch the TNT version of either *Clash of the Titans* or *Jason of the Argonauts*. While they are watching the movie, Joe Bob Briggs will briefly discuss some of the differences from the movie to the actual Greek mythology. He will also discuss the

special effects allowed during the time each film was produced. Therefore, have students take notes on these differences.

## **Day Seven**

### ***Objectives***

- Students will observe myths on film.
- Students will evaluate the accuracy of the myth on film.
- Students will be assessed on the mistakes of their findings.

### ***Materials***

- *Hercules*

Students will be watching *Hercules* throughout the period. As they watch the Disney version of this myth, they are to find all of the inaccuracies found in the film. (Some of them are the fact that Hercules is not the child of Zeus and Hera, Narcissus does not actually belong in the heavens because he is mortal, etc.) At the end of the period, pick up their sightings and grade them on what they find.

## **Days Eight and Nine**

### ***Objectives***

- Students will use the Internet to conduct research.
- Students will read two myths.
- Students will create a script to provide background for the play.

### ***Materials***

- Internet access
- Copies of research assignment
- “King Midas’ Ears” (Graves, 507)
- “Pyramus and Thisbe” (Hamilton, 101)

Before studying the famous Shakespearean play, *A Midsummer Night’s Dream*, students need to become familiar with the background of both the play and Ancient Greece. Students can do the following:

## **Providing Background Knowledge for *A Midsummer Night's Dream***

### ***Directions***

Students will be placed into seven groups each assigned to an act and scene. This will provide a two-act play of sorts to introduce the class to Shakespeare and the characters in *A Midsummer Night's Dream*. (Remember, the act and scenes in bold will be the one the group acts out for the class. The act and scene placed the group may be taking from will be found in the actual Shakespearean play). This group assignment will require a script to be written. Therefore you will need a secretary to keep all of the notes. This grade will depend on the entire group's participation so be sure everyone will have a part!

### ***Act I, Scene i: The Dinner Scene***

During Shakespeare's time, eating dinner was not quite like the way we are used to doing it. They were rarely even offered a quarter-pound of beef (a hamburger) for one week. Therefore, the simple Renaissance Englishman was not known for his manners. In this scene you are to develop a typical eating session at the dinner table. Remember there is no electricity in this century. You may have a difficult time convincing your audience that you cooked your dinner in the electric oven or went to Popeye's drive through.

### ***Act I, Scene ii: Friday Night***

A Friday night in London was not necessarily for the youth. Taverns and pubs were about the only things open. Although theater was prominent, but not respectable, plays could not be conducted as late as they are now. In this scene, you are to recreate what you think would occur on a Friday Night in the sixteenth century.

### ***Act I, Scene iii: The Globe Theater***

The Globe Theater is known as Shakespeare's playhouse. Research what you can about this famous theatre. Write a script containing the information found. Remember to include the play that you will see and information regarding the Globe, its smells, its occupants, its reputation, and anything else you can.

### ***Act II, Scene i: Hippolyta and Theseus***

Theseus and Hippolyta are warriors. Research these mythological characters and the role they play in Greek mythology. You will be reciting Act I, scene i from the play *A Midsummer Night's Dream*. Be sure to include information concerning the mood of the scene and the background regarding the warriors.

### ***Act II, Scene ii: The Lovers***

Lysander, Hermia, Helena, and Demetrius have a problem. You will need to research all of the mythological characters, which they were based on, and how they fit into Shakespeare's play. You will be reciting Act I, scene i of *A Midsummer Night's Dream*. Be sure to include background information regarding the characters.

### ***Act II, Scene iii: The Commoners***

Who are the commoners? In Shakespeare's time they were people who were lower class. They really were ignorant. However, as you will discover, they really do not fit into Greek mythology. You will need to make that clear to the audience about this fact. The commoners first appear in Act I, scene ii as they make plans to act out "Pyramus and Thisbe." Bottom and Quince have extensive parts, therefore, the students playing the parts of flute, snug, etc, will need to read "Pyramus and Thisbe" and "King Midas' Ears." It is important that all of these characters and stories are explained so that the audience will know what is going on.

### ***Act II, Scene iv: The Fairies***

The final characters that make this play a dream are found in a truly English concept. The lovers escape into the wood outside of Athens. This wood in English means "mad" but has no relevance in Greek mythology. Therefore, your group will need to research the characters Oberon, Titania, and Puck (Robin Goodfellow), explain who they are, and compare them to actual figures in Greek Mythology.

## ***A Midsummer Night's Dream Research Assignment***

### ***Directions***

Students will use the Internet to research the topic given. Students will be placed in groups of three or four to complete the assignment. Once the research is finished, students will write a script using the information researched and answering the description given on the other handout.

### ***Topics***

These are the topics given to help in the research:

- Life in the Renaissance period in England
- The life of William Shakespeare
- Mythology in *A Midsummer Night's Dream*

## ***Assignment***

Using the Internet sites listed below, research information regarding your selected Act. Once you have gathered a sufficient amount of info, create a script, in which you use the information researched to act out the Act and scene given.

[http://www.reading.ac.uk/globe/Data-Base/Articles/Experiments\\_fn.html](http://www.reading.ac.uk/globe/Data-Base/Articles/Experiments_fn.html) (Shakespeare's Globe)

<http://saturn.vcu.edu/~phadorn/shax.htm> (Peter Hadorn's Renaissance and Shakespeare Page)

<http://quarles.unbc.ca/midsummer/mythintro.html> (Mythology in *A Midsummer Night's Dream*)

<http://www.io.com/~jlockett/Grist/English/dream-sources.html> (Midsummer madness, Dangerous Dreams: Shakespeare's sources for *A Midsummer Night's Dream*)

## ***Grading Scale***

Students will be graded on the following criteria:

Knowledge of material	25%
Eye contact, appropriate sound, etc.	25%
Interest of scene	25%
Group interaction	25%

Once students research their acts, they will act them out. They should be evaluated similar to the previous evaluation on the mythological presentations.

## **Days Ten through Sixteen**

### ***Objectives***

- Students will explore a Shakespearean interpretation of Ancient Greek life.
- Students will read and watch *A Midsummer Night's Dream*.
- Students will evaluate the legitimacy of the interpretations of both Shakespeare and the director of the film version.

### ***Materials***

- *A Midsummer Night's Dream* (Shakespeare text)
- *A Midsummer Night's Dream* film (BBC, 1992)
- TV/VCR unit
- A die

Students are to watch the play and read the book at the same time. They will play a game as they experience the lesson. Putting students into six groups, reading the play, watching

the play, and stopping periodically to roll a die to ask questions of the group plays the game. Students will receive points for each question answered correctly. These points will accumulate until the end when they play jeopardy as a review for the test. The scores then will be added together and awards will be given out accordingly:  
First place receives a 100 on the test; second place receives 15 extra points on the test; third place receives 10 extra points on the test.

Finally, students who have studied *A Midsummer Night's Dream* will take a test. See Appendix D.

### **APPENDIX A: Mythology Quiz One**

**Directions: Choose the best answer and fill in the corresponding letter.**

1. Greeks put \_\_\_\_\_ at the center of their world.
  - a. Zeus
  - b. Mankind
  - c. Beauty
  - d. Women
  
2. Prometheus was a \_\_\_\_\_.
  - a. mortal
  - b. god
  - c. goddess
  - d. titan
  
3. One thing that the gods had that mortals didn't was \_\_\_\_\_.
  - a. gold
  - b. lightning
  - c. fire
  - d. food
  
4. Zeus' father was \_\_\_\_\_ and he was a \_\_\_\_\_.
  - a. Cronus; titan
  - b. Cronus; god
  - c. Epimetheus; titan
  - d. Epimetheus; god
  
5. Which god told on Prometheus?
  - a. Hermes
  - b. Hera
  - c. Heracles
  - d. Harpies

6. What are two things that we gained from the Greeks?
  - a. names of constellations and art
  - b. food and athletic games
  - c. the Olympics and constellation names
  - d. the Olympics and food
  
7. “Man became the ideal of the Greek artist’s search for \_\_\_\_\_.”
  - a. beauty
  - b. gods
  - c. woman
  - d. truth
  
8. The myth of Narcissus is a study in \_\_\_\_\_.
  - a. primitive forms of fiction
  - b. religious rituals
  - c. scientific phenomena
  - d. psychology
  
9. The fact that the myths were handed down generation after generation without being written down is an example of how
  - a. Change is inevitable
  - b. Change leads to change
  - c. Change occurs over time
  - d. Change can be positive or negative
  
10. Who was the first poet to record these myths?
  - a. Aristotle
  - b. Oedipus
  - c. Homer
  - d. Bart
  
11. Myths are old stories, usually about gods and goddesses, which were created for what two primary reasons?
  - a. To perform celebration and rituals
  - b. To explain religious beliefs or an event in nature
  - c. To explain natural phenomena and fiction
  - d. To explain psychology and natural events
  
12. Prometheus’ act of bringing mortals a gift could be an example of what generalization?
  - a. Change is inevitable
  - b. Change leads to change
  - c. Change occurs over time
  - d. Change can be positive or negative

13. Where did the gods and goddesses live?
- Mount Olympics
  - Mount Etna
  - Mount Olympus
  - Mount Olives
14. The ruler of the gods and goddesses was:
- Cronus
  - Zeus
  - Hades
  - Hera
15. The ruler of the sea was:
- Poseidon
  - Zeus
  - Hades
  - Triton
16. The god of the underworld was:
- Hera
  - Hermes
  - Heracles
  - Hades
17. What position does Prometheus hold?
- chief councilor to Zeus
  - companion to Epimetheus
  - messenger of Zeus
  - god of fire
18. The age of Cronus was the age of:
- reconciling
  - winter
  - spring
  - contentment
19. The location of the new race of men was:
- Olympus
  - Arcadia
  - Olympics
  - Athens



20. One similarity between the film of Narcissus and the story is:
- Echo loves him
  - He is cursed to fall in love with himself
  - He kisses his reflection in the pool
  - It takes him several days to waste away into a flower
21. One difference between the film of “Narcissus” and the story is:
- Echo curses him in the story
  - He is cursed to fall in love with himself in the film
  - He kisses his reflection in the story
  - A goddess pities him in the film
22. Another difference between the film of “Narcissus” and the story is:
- Echo curses him in the story
  - He is cursed to fall in love with himself in the film
  - He kisses his reflection in the story
  - A goddess pities him in the film
23. Why should we learn about Greek myths?
- It’s fun
  - To understand commercials
  - To understand literature of the western culture
  - It gives insight into the imagination
24. Zeus’ weapon was a:
- Triton made of iron
  - Bolt of lightning
  - Bow and arrow
  - Lyre of pure gold
25. Who is the sea-born goddess?
- Athena
  - Aphrodite
  - Apollo
  - Artemis

## APPENDIX B: Mythology Quiz Two

### A. Directions: Fill in the corresponding blanks with the correct answer:

1. \_\_\_\_\_ What god fought Athena for the naming of Athens?
  - a. Poseidon
  - b. Aphrodite
  - c. Hades
  - d. Arachne
  
2. \_\_\_\_\_ What characteristic did Minerva and Arachne share?
  - a. They were both in love
  - b. They were both goddesses
  - c. They were both prideful
  - d. They were both good seamstresses
  
3. \_\_\_\_\_ How did Icarus die?
  - a. He drowned
  - b. He lost control of the chariot
  - c. He burned up
  - d. He hit the water
  
4. \_\_\_\_\_ How did Phaethon die?
  - a. He drowned
  - b. He lost control of the chariot
  - c. He burned up
  - d. He was struck by a thunderbolt
  
5. \_\_\_\_\_ By what river do all the gods swear?
  - a. The Seine
  - b. The Thames
  - c. The Euphrates
  - d. The Styx
  
6. \_\_\_\_\_ For how long does Persephone stay with Hades in the underworld?
  - a. Six months
  - b. Three months
  - c. Four months
  - d. Two months
  
7. \_\_\_\_\_ What relation does Zeus have toward Phaethon?
  - a. Phaethon is Zeus' grandson
  - b. Phaethon is Zeus' son
  - c. Phaethon is Zeus' nephew
  - d. Phaethon is no relation to Zeus

8. \_\_\_\_\_ Persephone was the daughter of Demeter, the goddess of the harvest. Demeter bargained with the gods to get her back.
- This is the myth that explains the seasons.
  - This is the myth that explains childbirth.
  - This is the myth that explains the change from day to night.
  - This is the myth that explains the daily weather in Greece.
9. \_\_\_\_\_ The legend of Phaethon is similar to that of Icarus in all of the following details *except* one. Which one?
- Each had a wise father.
  - Each ignored good advice.
  - Each quarreled with his parent.
  - Each was killed for his rashness.
10. \_\_\_\_\_ What gave Daedalus the idea for escape?
- He watched to seagulls circling around the tower.
  - He watched the fish swimming in the water.
  - He watched airplanes fly overhead.
  - He watched Apollo chasing Eros in the air.
11. \_\_\_\_\_ Daedalus is most comparable to which Renaissance figure?
- William Shakespeare
  - Michaelangelo
  - Leonardo da Vinci
  - James Joyce
12. \_\_\_\_\_ What do Baucis and Philemon request of Zeus?
- To be gods of the countryside
  - To be priests of his temple
  - To be trees
  - To have children
13. \_\_\_\_\_ What is the purpose of the story of Baucis and Philemon?
- To show how people need to be kind
  - To explain how live oaks came about
  - To provide proof of power of the gods
  - To illustrate what happens to ingrates

14. \_\_\_\_\_ Who came to visit Baucis and Philemon?  
a. Minerva  
b. Juno and Diana  
c. Mercury and Apollo  
d. Jupiter and Mercury
15. \_\_\_\_\_ What does it mean that King Minos' favor "veered with the wind"?  
a. King Minos was the son of Zeus  
b. King Minos praised Daedalus  
c. King Minos loved his son  
d. King Minos was moody

**B. Identifying mythological figures. Write the letter of the best answer to each question.**

16. \_\_\_\_\_ Immortal beings who lived in such places as rivers and lakes were called  
a. gatekeepers  
b. nymphs  
c. satyrs  
d. Arcadians
17. \_\_\_\_\_ Creatures who were part human and part animal included Pan, satyrs, and  
a. Titans  
b. Muses  
c. Centaurs  
d. Furies
18. \_\_\_\_\_ The ruler of the gods of Olympus, who could punish the lesser gods and mortals, was  
a. Apollo  
b. Poseidon  
c. Minos  
d. Zeus
19. \_\_\_\_\_ The individual who held up the sky was  
a. Athena  
b. Atlas  
c. Apollo  
d. Cronus
20. \_\_\_\_\_ The place where most of the Titans were sent is called  
a. the Underworld  
b. Tartarus  
c. the Netherworld  
d. Repetition

## **APPENDIX C: Mythology Project**

Students will be placed in groups of three to do research on a Greek god or goddess of their choice. They will present their research to the class. The following web sites and literature material will aid in the exploration of your desired myth.

### **General Greek Mythology**

<http://www.dibonsmith.com/mythname.htm>

<http://hsa.brown.edu/~maicar/>

### **Jason of the Argonauts**

<http://www.mythweb.com/heroes/jason/index.html>

<http://www.bulfinch.org/fables/argonaut.html>

<http://www.users.dircon.co.uk/~nonsuch/dict/glossary/jason.htm>

### **Hercules**

<http://www.mwt.net/~pmoon/heracles.html>

<http://www.mythweb.com/hercules/index.html>

*Mythology* (Hamilton, 1942)

### **Perseus and Andromeda**

<http://www.cgoakley.demon.co.uk/perseus/>

<http://astro.newaygo.mi.us/tour/and.html>

*Bulfinch's Mythology* (Bulfinch, 1979)

### **Theseus**

<http://www.mwt.net/~pmoon/theseus.html>

<http://www.kirch.net/~bruce/Greek/theseusBirth.html>

### **Apollo and Daphne**

*Mythology* (Hamilton, 1942)

*Bulfinch's Mythology* (Bulfinch, 1979)

### **Cupid and Psyche**

<http://train.missouri.org/~darrin/Newsletters/Feb99/newscupid.html>

To present the information regarding the god or goddess, students may do one of the following projects:

- A. Create a drawing of a god or goddess as he or she behaves in a popular myth. This includes writing a summary to include all of the research done on the subject.
- B. Create a script and act out the myth researched dealing with the god or goddess. The scene should also compare the myth taken from the other culture to the Greek god or goddess researched.

All students will be asked to participate in the presentation while classmates take notes on the subjects. The information presented will be on the mythology test.

**APPENDIX D: *A Midsummer Night's Dream* Test**



Instructor: **Castro**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Period: \_\_\_\_\_

Date: \_\_\_\_\_

---

---

**ESSAY**

**Directions: Completely answer each question in the space provided. (12 points each)**

1. Explain the reason that *A Midsummer Night's Dream* is considered a comedy.

.....

2. Describe Shakespeare (who he was, the importance of studying him, etc.).

.....

3. Compare Shakespeare's interpretation of Ancient Greece in *A Midsummer Night's Dream* to the history known about Greek Mythology (characters, setting, purpose of the "wood" and the commoners).

- 
4. Explain the "Elizabethan Stage" and its involvement in the English Renaissance.

## **MATCHING**

**Directions: Match the characters to their characteristics by filling in the blanks. (1 point each)**

- |                         |  |
|-------------------------|--|
| ___ 1. Oberon           | a. The working-class poet                |
| ___ 2. Helena           | b. Forced to marry against her wishes    |
| ___ 3. Robin Goodfellow | c. Enamored with a beast                 |
| ___ 4. Demetrius        | d. A transformed man                     |
| ___ 5. Flute            | e. Known as a strong ruler               |
| ___ 6. Bottom           | f. Willing to do anything to get his way |
| ___ 7. Theseus          | g. Thought to be a sneaky man            |
| ___ 8. Egeus            | h. A victim and a warrior                |
| ___ 9. Hippolyta        | i. Plays one of the lovers               |
| ___ 10. Hermia          | j. Flirts with Helena                    |
| ___ 11. Titania         | k. Tricks the lovers                     |
| ___ 12. Lysander        | l. Loved by none, all, and one           |
| ___ 13. Quince          | m. Doesn't get his way                   |

## **SHORT ANSWER**

**Directions: Answer each question in brief, complete sentences. (5 points each)**

1. What is a play within a play?
  
  
  
  
  
  
  
  
  
  
2. What is the purpose of Bottom's head?



**Directions: Translate the following quotes by stating their context (purpose in the play) and what is being stated.**

3. “Then will two at once woo one;  
That must needs be sport alone.  
And those things do best please me  
That befall prepost’rously.”  
(Puck, III.ii)
  
4. “If we shadows have offended,  
Think but this and all is mended,  
That you have but slumbered here  
While these visions did appear.”  
(Puck, V.i)
  
5. “I beg the ancient privilege of Athens:  
As she is mine, I may dispose of her;  
Or to her death, according to our law  
Immediately providing in that case.”  
(Egeus, I.i)
  
6. “Get you gone, you dwarf;  
You minimus, of hind’ring knot-grass made;  
You bead, you acorn.”  
(Lysander, III.ii)

## **FILL IN THE BLANK**

**Directions: Fill in the blanks with the correct characters. (2 points each)**

1. Titania falls in love with a donkey because \_\_\_\_\_ put a love potion in her eyes.
2. Oberon argued with \_\_\_\_\_ over a changeling boy.
3. Helena tells \_\_\_\_\_ of Hermia's plan to run away with Lysander.
4. Hermia's father is \_\_\_\_\_.

## **BIBLIOGRAPHY**

### **Teacher Bibliography**

Allen-Newberry, Judy. "Classical Mythology" in *Adventures for Readers: Book One*. Orlando, Fla.: Harcourt Brace Jovanovich, 1989.

Briggs, Joe Bob. "Discussion on *Clash of the Titans*." TNT: Monstervision. April 12, 1999.

"Greek and Roman Myths" in *Prentice Hall Literature: Bronze*. Englewood Cliffs, N.J.: Prentice Hall, 1989.

Gunter, Mary Alice. "The Concept Development Model" in *Instruction: A Models Approach*. 2nd ed. Edited by Mary Alice Gunter, Thomas H. Estes, and Jan Schwab. Needham Heights, Mass.: Allyn & Bacon, 1995.

"The Myths of Greece and Rome" in *Elements of Literature: First Course*. Austin, Tex.: Harcourt Brace Jovanovich, Inc., 1993.

*An Introduction to Greek Mythology/Narcissus*.

### **Student Bibliography**

Bulfinch, Thomas. *Bulfinch's Mythology*. New York: Viking Press, 1979.

—. "The Age of Fable" <http://www.webcom.com/shownet/medea/bulfinch/welcome.html>

Coolidge, Olivia E. "Phaethon, Son of Apollo" in *Prentice Hall Literature: Bronze*. Englewood Cliffs, N.J.: Prentice Hall, 1989.

Graves, Robert. "King Midas's Ears" in *Elements of Literature: First Course*. Austin, Tex.: Harcourt Brace Jovanovich, Inc., 1993.

—. “Paris and Queen Helen” in *Elements of Literature: First Course*. Austin, Tex.: Harcourt Brace Jovanovich, Inc., 1993.

Green, Roger Lancelyn. “Narcissus” in *Elements of Literature: First Course*. Austin, Tex.: Harcourt Brace Jovanovich, Inc., 1993.

Hamilton, Edith. *Mythology*. Boston, Mass.: Little, Brown and Company, 1942.

—. “Baucis and Philemon” in *Prentice Hall Literature: Bronze*. Englewood Cliffs, N.J.: Prentice Hall, 1989.

Ingalls, Jeremy. “Prometheus, The Fire-Bringer” in *Prentice Hall Literature: Bronze*. Englewood Cliffs, N.J.: Prentice Hall, 1989.

MacPherson, Jay. “Narcissus” in *Prentice Hall Literature: Bronze*. Englewood Cliffs, N.J.: Prentice Hall, 1989.

Peabody, Josephine Preston. “Icarus and Daedalus” in *Prentice Hall Literature: Bronze*. Englewood Cliffs, N.J.: Prentice Hall, 1989.

Warner, Rex. “Arachne.” *Adventures in Literature: Book One*. Orlando, Fla.: Harcourt Brace Jovanovich Publishers, 1989.

White, Anne Terry. “Demeter and Persephone.” *Prentice Hall Literature: Bronze*. Englewood Cliffs, N.J.: Prentice Hall, 1989.

### **Info on Greek Mythology**

Dibon-Smith, Richard. “Mythical and Geographical Names”  
<http://www.dibonsmith.com/mythname.htm>

Parada, Carlos. <http://hsa.brown.edu/~maicar/> (18 Sept 1997)

Morford, Mark. “Classical Mythology Online—Chapter Topics”  
<http://www.longman.awl.com/mythology/chaptertopics/default.asp>

Hunt, J.M. “Greek Mythology”  
[http://www.kirch.net/~bruce/Greek/greek\\_myth.html#GreekMythIntro](http://www.kirch.net/~bruce/Greek/greek_myth.html#GreekMythIntro)

### ***Cupid and Psyche***

Darrin. “Who is Cupid?” <http://train.missouri.org/~darrin/Newsletters/Feb99/newscupid.html>

### ***Perseus and Andromeda***

Oakley, Chris. "The Legend of Perseus" <http://www.cgoakley.demon.co.uk/perseus/>

Zuwerink, Adam and Mike Tayter. "Andromeda" <http://astro.newaygo.mi.us/tour/and.html>

### ***Theseus***

"Greek Mythology Hero, Theseus" <http://www.mwt.net/~pmoon/theseus.html>

Albright, Tommy. "Theseus's Birth" <http://www.kirch.net/~bruce/Greek/theseusBirth.html>

### ***Heracles***

"Greek Mythology Hero Heracles" <http://www.mwt.net/~pmoon/heracles.html>

Skidmore, Joel. "Greek Mythology: The Labors of Hercules" Mythweb, 1997.  
<http://www.mythweb.com/hercules/index.html>.

### ***Jason***

Skidmore, Joel. "Greek Mythology: Jason, the Argonauts and the Golden Fleece" Mythweb, 1997. <http://www.mythweb.com/heroes/jason/index.html>.

Hartnett, John. "Jason and the Argonauts" <http://www.bulfinch.org/fables/argonaut.html>

"Your Dictionary–Jason and the Argonauts,"  
<http://www.users.dircon.co.uk/~nonsuch/dict/glossary/jason.htm>

### **Other Readings**

Lewis, C. S. *Till We Have Faces: A Myth Retold*. San Diego, Calif.: Harvest Book (Harcourt Brace & Company), 1957.

### **Movies**

Chaffey, Don. *Jason of the Argonauts*. Produced by Ray Harryhausen. Columbia Pictures, 1963.

Clements, Ron. *Hercules*. Produced by Ron Clements. Walt Disney Productions, 1997.

Davis, Desmond. *Clash of the Titans*. Produced by Ray Harryhausen. MGM, 1981.