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ODYSSEY



A Simulated Journey Through the World of Classical
Greek Mythology

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A simulated journey through the world of classical Greek mythology

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You may wish to use these lists to help you write behavioral objectives, if your district requires you to do so.

This interaction unit helps students enjoy and understand Greek mythology while they experience an interdisciplinary approach to several advanced thinking processes. By participating in ODYSSEY, students will also develop an appreciation of mythology's continuing influence on our modern world. Specifically students will experience the following:

Knowledge

- introductory background materials to Greek history and culture as found in Greek mythology
- familiarity with many Greek myths
- understanding of the elements of literature (figurative language, characterization, plot, satire, tone, antonyms/synonyms, point of view, setting)

Attitudes

- appreciation of how myths affect beliefs
- appreciation of how beliefs affect behavior
- appreciation of how the use of imagination makes life more interesting

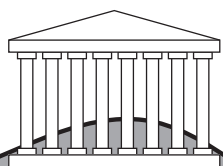
Critical thinking skills

- imagining
- categorizing
- problem solving
- comparing/contrasting
- making inferences

Cooperative learning skills

- participating in creative projects
- making decisions in a group
- helping a group succeed by doing one's work
- helping one another succeed through peer teaching

OVERVIEW



8 myths ...
6 teams ...
4 rounds ...

In a simulated ascent of Mount Olympus, students read eight classical myths and enhance their reading and writing skills by completing exercises associated with each myth.

Organized into six teams, they cooperate with one another in order to overcome “obstacles” (critical or creative thinking activities). After three rounds of reading myths, completing exercises on these myths, and meeting the obstacles’ challenges, the teams face their final big cooperative task: that of working in an activity group to produce some sort of class presentation ranging from a Chart of Gods to a Trial of Prometheus.

At the conclusion of ODYSSEY, all participants receive an ODYSSEY ACHIEVEMENT CERTIFICATE while the three teams who accumulated the most points receive a gold, a silver, or a bronze ODYSSEY ACHIEVEMENT AWARD.

More children are involved in learning when group processes are used.



WHY COOPERATIVE LEARNING? Having students work in activity groups is an important aspect of this simulation. Students working together in groups have the opportunity of achieving a common goal. A group can achieve more than a single individual by sharing knowledge, by creating group spirit, and by providing encouragement to each other as a part of the learning process. Children like to talk together. Combining ideas often leads to more solutions than with individual effort. Encouraging children to rely on themselves and one another will help them to develop responsibility and gain confidence and independence.

This simulation has varying tasks:

- Some are completed by group members working together.
- Some are completed alone by individuals.
- Some are a separate individual's responsibility, but the individual can receive help from other group members.

As teacher you should emphasize that when an individual succeeds, this success also affects the group's progress. According to David and Roger Johnson, two authorities on cooperative learning, classroom cooperation increases individual students' achievement.

"Within a cooperative group, students have a vested interest in making sure that other people do well. They start to celebrate when other people learn. Anything they can do to help their groupmates learn the material better, retain it longer, get a better grade on the test, benefits them, too. That produces committed relationships in which students really care about each other and provide assistance and help when needed. It promotes more *positive peer relationships*, better *social skills*, more *social support*, and, partly for that reason, *higher self-esteem*."

—(Brandt, p. 17)

You end up with a "cheering section" urging each student to work to maximum capacity.

HETEROGENEOUS GROUPING We recommend that as teacher you be responsible for *grouping students*. Students should be put together *heterogeneously*. Select at least one capable student for each group. This will lead to challenging and modeling of the higher ability students and involvement of the lower ability students.

*Cooperative learning makes peer pressure **work** for you, not **against** you.*

COMMITMENT TO COOPERATIVE LEARNING It is important that all students be *involved* in the process. In order to do that, it is best to assign tasks to each person in the group. The *tasks* in this simulation include chairperson, bookkeeper and clerk. These responsibilities should rotate among the individuals in the group. Be sure that you monitor groups as they work so they stay on track and each student is involved in the task. Check that leaders don't just "take over" and do all the work. Specific behaviors performed by all group members help the group complete the task and feel good about each other when the task is finished.

WHAT MAKES COOPERATIVE LEARNING WORK?

- Students learn to care about each other's growth and knowledge.
- Students discuss the material, including the relationship of present learning with past learning.
- Every member of the group becomes accountable for learning. No one can sit and let others do the work.
- Students are taught leadership and communication skills.
- Groups assess how well they are working together and look for possible improvements. This helps students to reflect on and integrate learnings from one group experience to the next.

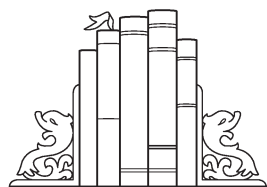
SOCIAL SKILLS Your students also need to be instructed in the social skills in order for them to complete their tasks within their groups. Encourage your students to do the following:

- Contributing to the group by talking to one another
- Being willing to consider other persons' opinions
- Openly acknowledging that others have something valuable to contribute
- Praising one another
- *Actively* listening to one another
- Explaining disagreements in an agreeable way
- Encouraging quieter, more retiring persons, to contribute
- Taking turns
- Working as a team toward a common goal
- Setting individual goals within a group
- Staying on task

Personal growth involves far more than rote learning of facts and procedures.



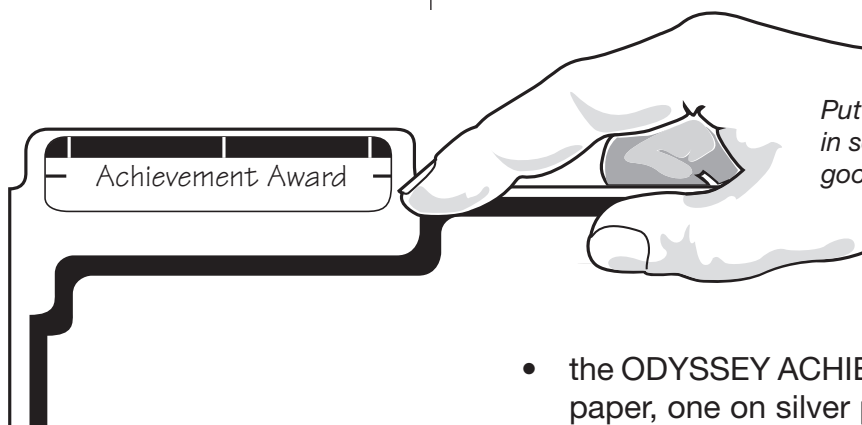
Of course, all of these group skills are not always easy to learn, but spending time on them while engaged in a simulation can have a ripple effect that positively enhances a classroom environment. Students who work successfully in activity groups show positive feelings about their class as a community.



MYTHOLOGY

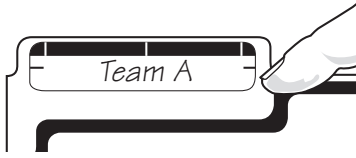
Check your school and community libraries for as many resources as you can acquire.

1. **Resources:** Take an inventory of the mythology resources you have or can acquire. This Teacher Guide contains eight BASIC MYTHS in a page-long format which is sufficient for students to complete the unit, but the play will be enhanced if you can find longer versions. Also, since only short summaries are included for the nine EXTRA CREDIT MYTHS, you will have to use longer versions of these or not offer them. A Bibliography is included in the Student Guide to help you locate these materials, if necessary.
2. **Duplication:** Duplicate the following list of items from masters found in this Teacher Guide:
 - the eight BASIC MYTHS—one per student
 - the eight BASIC MYTH EXERCISES—one per team
 - the nine EXTRA CREDIT MYTH SUMMARIES with EXERCISES—one per team
 - the TEAM PROGRESS REPORT—one per student
 - the MYTHOLOGY CATEGORY QUIZ—one per team



Putting separate handouts in separate folders is a good idea.

- the ODYSSEY ACHIEVEMENT AWARD—one on gold paper, one on silver paper, and one on bronze paper for each team
 - the ODYSSEY ACHIEVEMENT CERTIFICATE—one per student
3. **Grouping students:** Decide whether you will group your students by *chance* (they pull slips), by *choice* (they get to pick persons with whom they will work), or by *dictation* (you place them in groups on the basis of how you feel they will most benefit while experiencing cooperative learning). We recommend that you use this latter option. Prior to making this grouping decision, be sure you have studied the cooperative learning section that appeared earlier in this Teacher Guide.



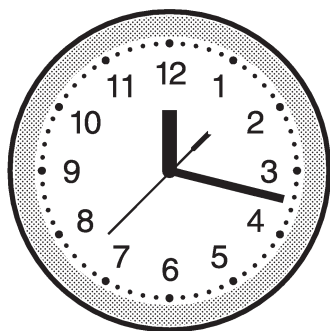
Each team's "clerk" takes care of this folder.

*You can put this **TEAM PROGRESS CHART** on the chalkboard if you prefer.*

The whole unit need not be done during a certain number of sequential days, but each round should consist of sequential days.

4. **Manila folders:** Make up manila folders to give to each team. Students should keep all of their unit materials in this folder for the duration of the game.
5. **Team Progress Report:** Make up a large TEAM PROGRESS REPORT from the master in this Teacher Guide. Post what you create on the bulletin board.
6. **Mt. Olympus Map:** As an option, have students color the map. Post this map next to the large TEAM PROGRESS REPORT.
7. **Decision regarding time:** Decide what time scheme you wish to use. ODYSSEY can be used in a variety of time settings. You may choose to have students work daily on round assignments, or you may wish to have students work for longer periods (e.g., once or twice a week).

The time plan we used immediately follows these Setup Directions. It is flexible so that each round can be scheduled to fit whatever daily routine you wish to follow. The first three rounds take approximately two to three hours each with the fourth round taking two to four hours depending on how much depth your students use in developing their "boulder" projects and how much time you wish to allot to student presentations to the class.



Once you have formed teams, you should appoint chairpersons for each. The chairperson then appoints a bookkeeper and clerk. The bookkeeper keeps track of team points on the TEAM PROGRESS CHART form; the clerk keeps the team folder organized, including all team work that members do.

If your class is fairly homogeneously grouped, you can rotate these jobs each round. If not, keep the same chairpersons but require them to appoint new bookkeepers and clerks each round.

Each team member receives a copy of the myth exercise. You can have the groups meet immediately and allow all members to help one another fill out the team sheet. Or you can require the students to do the exercises individually and then compare answers, changing them whenever necessary.

You also have an option in grading the exercises: you can give individual grades and add up the team's total; or you can give one team grade to all members.

ROUND 1

1. Pass out the Student Guides.
2. Organize class into six teams, mixing ability and gender as you see fit. If you use the chance option, you should make slips with an equal number of A's, B's, etc.
3. Have each team pick a Greek name.
4. Have students turn to RULES FOR PLAY in their Student Guides and go over these rules slowly.
5. Assign MYTH 1 for each team. If you are using sources different from those found in this Teacher Guide, assign each team a different myth. If, on the other hand, you are using the BASIC MYTHS in this Teacher Guide, you can assign the same myth to all students at the same time.
6. Tell students they are to read carefully their assigned myth by the next day. (Depending on the ability level of your students and your school policy on homework, either require 30 minutes of reading at home or set aside 30 minutes of class time.)
7. Have each team complete the BASIC MYTH EXERCISE associated with the myth the team has read. Collect these when completed and grade them on a 12-point basis (A+ = 12, A = 11, A- = 10, etc. See notes at left *).
8. Pass out MYTH 2, introduce its subject matter, and then have students read it. One useful technique is to read the first third or so of the myth aloud, then have the students continue reading it silently.
9. Have the teams complete the BASIC MYTH EXERCISE for MYTH 2 and return it for grading.
10. At the end of Round 1, place the following two "obstacle" activities on the board. Set a time limit of 15 to 30 minutes for both to be completed. Allow teams to do the activities any way they wish, but we recommend that they split into sub-groups. (Note that having two activities in a set time precludes one bright student doing both for the team.) Again collect these and correct on a 1-12 basis.
 - **Obstacle 1:** Outwit the horrible beast named the Minotaur. Draw pictures of two mythological monsters.
 - **Obstacle 2:** Escape from the clutches of the devilish Cyclops. Make a list of 10 words that have Greek origins and describe their mythological connections.
11. Collect the obstacle work and grade.
12. Assign MYTH 3 for reading either as homework or during class reading time.

Pace students' reading of the myths to fit the ability level of your group. You may have to first read the myths to your students aloud.

Modify obstacles if necessary to fit your students's ability level.

Keep encouraging "sluggish" teams to improve.

For Obstacle 1, have a student redo the work neatly in ink or on a computer.

Having one general resource book for each team helps here.

ROUND 2

1. Total all team scores to date. Show their ranking on the enlarged TEAM PROGRESS CHART (or on a standings chart placed on the board).
2. Have each team finish reading MYTH 3.
3. Have each team complete the exercise associated with the myth.
4. Collect the exercises and grade 1-12.
5. If time, introduce and assign MYTH 4.
6. Have teams finish reading MYTH 4 and do the associated exercise.
7. Collect the exercises and grade 1-12.
8. At the end of Round 2, place the following obstacles on the board and tell each team it has 15 to 30 minutes to do both.
 - **Obstacle 1:** Do not look at Medusa's face. Create a new mythological hero or heroine. Show his/her adventure in a five-frame cartoon strip.
 - **Obstacle 2:** Look out for the old black dragon named Python. Make a list of 12 major gods and goddesses.
9. Collect the obstacle work and grade.
10. Introduce and assign MYTH 5 if you have sufficient time.

ROUND 3

1. Before class, total all team scores to date. At the beginning of class for this round, place all team scores in a ranking on the board.
2. Have students finish MYTH 5 and have student teams do the associated exercise. Collect and grade.
3. Introduce and assign MYTH 6.
4. Have teams finish reading MYTH 6 and do the associated exercise.
5. Collect the exercises and grade.
6. At the end of Round 3, pass out the MYTHOLOGY CATEGORY QUIZ. Place the following obstacles on the board and set a time limit for team completion.
 - **Obstacle 1:** Halt the Calydonian Boar in his tracks. Invent your own myth and write it down for posting on the class bulletin board.
 - **Obstacle 2:** Do not be tricked by the savage Centaurs. Play the MYTHOLOGY CATEGORY QUIZ game by filling in the spaces on the Pantheon grid sheet handout.

ROUND 4

1. Before class, total each team's scores and rank the teams on the board.
2. Introduce and assign MYTH 7. Have students read it and do the associated exercise. Collect and grade.
3. Introduce and assign MYTH 8. Have students read it and do the associated exercise. Collect and grade.
4. Total each team's scores to give to the class before ending Round 4.
5. At the end of Round 4, explain to the class they have one more major obstacle (a huge boulder) to climb over before reaching Mount Olympus.
6. Have each team's chairperson draw a slip containing the number of the Boulder Activity the group will do for the whole class. (**Note:** Six of these activities appear in the Student Guide on pages 6-7. You will have made six numbered slips, 1, 2, 3, etc. for teams to draw.)
7. Allow sufficient class time for teams to prepare their Boulder Activities. Then have each group present its work to the class.
8. You may also wish to invite parents and your school principal to the presentations and/or have a formal ceremony lasting most of the day. In this case students might dress as Greeks or Romans. (Would your students like dressing in togas—sheets?) If you choose this option, set aside sufficient planning time for students to prepare for their festival which they dramatically name (e.g., A Festival of Myths ... or ?).
9. Conclude the unit the next day by showing the final team ranking and by giving students ODYSSEY ACHIEVEMENT CERTIFICATES to honor their participation in ODYSSEY.

Allow extra time for team preparation of the Boulder Activities.

Having parents and your principal come to a "Greek Festival" or a "Mythology Festival" can mean a great deal to your students while deepening your class' sense of community.

Myth 1 HERACLES

HERACLES was one of the mightiest men who ever lived. Even as a small child, he displayed extraordinary strength. When Heracles was less than one year old, he spotted two dark snakes slithering across the floor of his bedroom. They had been placed there by Hera, who was jealous of Zeus's attachment to his son by another woman. Heracles quickly grabbed the snakes by the neck and squeezed them until they were lifeless. When his mother, **Alcmena**, rushed into the room, she was shocked by the evidence of the infant's strength. "Go back to sleep my little hero," she murmured to her smiling son.

As Heracles grew to manhood, his power increased. He especially liked the sports of wrestling and fighting, but he also received training in playing the lyre and in singing. Heracles worked in the mountain areas as a shepherd. He successfully rid the slopes of the dangerous beasts that destroyed the sheep.

The **King of Thebes** was very fond of Heracles and offered him his lovely daughter's hand in marriage. Heracles and **Megara** were married and had two children. But Hera's jealousy raged again. Her powerful curse caused Heracles to become insane. Thinking his children were dangerous beasts, Heracles pursued and killed them. In sad desperation, Heracles looked for ways to atone for his tragic mistake. The Oracle of Delphi told him that he must do penance for his crime by completing tasks for his cousin, **King Eurystheus**, who ruled the city of Mycenae. Because Eurystheus was a coward and very jealous of his cousin, he designed tasks of incredible difficulty for Heracles to complete.



HERACLES - 2

1

The first labor given to Heracles was to kill the menacing **Nemean Lion**. The great beast had skin that even arrows could not penetrate. Heracles located the enormous lion on a hillside near its den. He chased the lion into a clearing and struck it with a club made from an olive tree. The lion staggered, but quickly recovered and bounded after Heracles. The mighty hero grabbed the beast with his bare hands and squeezed tightly around its throat until it died. Then Heracles skinned the lion of its tough hide and returned triumphantly to King Eurystheus with the lion's head and skin draped over his shoulders.

2

Eurystheus decided to give Heracles a more difficult task for his next labor. He directed Heracles to kill the poisonous nine-headed **Lernaean Hydra**. One of the monster's heads was immortal, and its poisonous breath could kill anyone in its presence. Heracles asked his nephew **Iolaus** to accompany him on this task and drive the chariot for him. The two rode to the swamp where the grotesque hydra lived. Heracles darted after the hydra, holding his breath while furiously swinging his club. Each time he succeeded in shattering one head, however, the hydra grew a new one in its place. Heracles called to his nephew to bring a burning tree branch. When they applied the fiery branch to the broken heads, new heads were not able to grow anymore. Heracles then cut off the immortal head and buried it. He was now ready to return to King Eurystheus.

3

The king was angry to see Heracles return victoriously. This time, Eurystheus ordered Heracles to bring back a beautiful deer called the **Cerynean Hind**. This animal was a favorite of **Artemis**, and it took nearly a full year for Heracles to capture it and proudly return it to the disappointed king. Eurystheus then challenged Heracles, as his fourth labor, to bring the dangerous **Erymanthian Boar** back alive.

4

Heracles found the boar in its lair and chased it over the snowy mountain area. When it fell into a deep snowdrift, Heracles picked it up and dragged the struggling creature back to Mycenae. The cowardly Eurystheus was so frightened by the boar that Heracles brought into the palace that he climbed into a storage jar to avoid seeing the animal.

5

The fifth labor imposed on Heracles was the enormous job of cleaning the stables of **King Augeas**. These stables, which had not been cleaned for many years, housed thousands of animals. Although the task seemed impossible, Heracles had a clever idea to solve the problem. He changed the course of two rivers in order to flood the stables. They were cleaned in a very short time. Next, Heracles was ordered to kill the **Stymphalian Birds**, who had

HERACLES - 3

6

feathers and claws of sharp brass. These birds loosened their feathers from their bodies and used them as weapons. Heracles created a bronze shield to protect himself. Then he startled the birds with a loud noise, stinging them with his arrows as they flew away.

7

King Eurystheus was sure his next scheme to destroy Heracles would work. He commanded Heracles to capture the **Cretan Bull**. Heracles seized the roaring bull by the horns and held it until it was subdued. Then he returned to show his captive to the startled king. Heracles was then sent to the north of Greece to bring back the **Mares of Diomedes**. These mares often fed on human flesh. The wicked **Diomedes** defended his horses, but Heracles' strength was too much for him. Diomedes was hurled toward his own horses, who soon devoured him. Heracles gave the mares to Eurystheus as a gift.

8

9

Heracles set out for the land of the Amazons to complete his next labor. His task was to obtain the belt of **Hippolyta**, queen of the Amazons. The queen willingly gave her belt to Heracles, but her confused followers staged a fight. Heracles was forced to club the Amazons, and the queen was killed during the battle. The tenth labor was not difficult for Heracles. He was sent to capture the **Cattle of Geryon**. In order to complete his task, Heracles had to defeat a three-headed monster named **Geryon**. Heracles killed him with one deadly arrow and brought the herd safely home to King Eurystheus.

10

11

Heracles was then asked to gather the **Golden Apples of Hesperidis**. While on his way there, he rescued **Prometheus**, who had been chained to a mountain by **Zeus**. Prometheus warned Heracles not to pick the apples himself since he was not a god. Heracles, after meeting the Titan named **Atlas**, offered to hold up the sky for him if Atlas would pick the apples. Atlas agreed and Heracles returned with the apples for the king.

12

For the final twelfth labor, the king demanded that Heracles fetch **Cerberus**, the three-headed guard dog of Hades. Heracles arrived in the underworld. He asked **Hades** if he could bring Cerberus up to earth. Hades agreed. Heracles grabbed the growling dog. Protected by his lionskin, Heracles ably carried the dog to daylight. Because Eurystheus feared the dog when he saw it, he made Heracles return it to Hades.

Heracles had now completed his twelve labors bravely. Thus, he had atoned for his crime against his family and had achieved fame throughout Greece for his courageous and wondrous exploits.

ATALANTA 2 Myth

ATALANTA had a quite difficult early life. Her father, the **King of Arcadia**, badly desired a son. When he learned of the birth of a daughter, he became outraged and ordered that she be abandoned in a mountain wilderness area at the edge of the kingdom. Atalanta surely would have perished in that cold and desolate spot if it had not been for a friendly she-bear who discovered the infant lying on the rocks, carried her to her cave, and nurtured her along with her own small cubs.

Atalanta grew up to be a lovely young woman. She became an excellent hunter and a swift runner. One day as she was running through the forest, she was sighted by a hunter. At first he thought that Atalanta was simply a wild animal, but he then realized that she was indeed a human. The kindly hunter took her home with him and raised her as a daughter. Atalanta soon adapted to normal life and seemed quite happy in her new surroundings. She especially enjoyed taking part in the footraces that were held throughout Greece. Always victorious, she became famous for her lightning speed. Suitors came from near and far asking for her hand in marriage. But Atalanta was not in love with any of them and did not wish to marry.

“There must be someone you could choose to marry,” said her concerned father.

“I will marry the man who can outrace me,” decided Atalanta. “But the men who challenge me and lose will lose their lives as well.”

These harsh terms did not discourage Atalanta’s suitors. Many young men foolishly decided to risk their lives to win a beautiful and talented wife. However, time after time, Atalanta swiftly outran the young men, causing their immediate death.

A young man named **Melanion**, who lived in a nearby town, came to watch the footraces. He fell in love with the beautiful Atalanta, but he was smart enough to realize that she could easily outrun him. So Melanion traveled to the temple of **Aphrodite** and asked the goddess for help in capturing Atalanta for his bride. Aphrodite placed three golden apples in his hand and whispered a plan in his ear.

The race was held on a bright and sunny day. The track was crowded with curious onlookers. Melanion was given a head start by Atalanta, who seemed confident that she could easily win the race. She quickly moved forward, and the two racers ran at an even pace. Melanion turned and smiled at Atalanta, and she returned his glance. At that moment, Melanion threw one of the

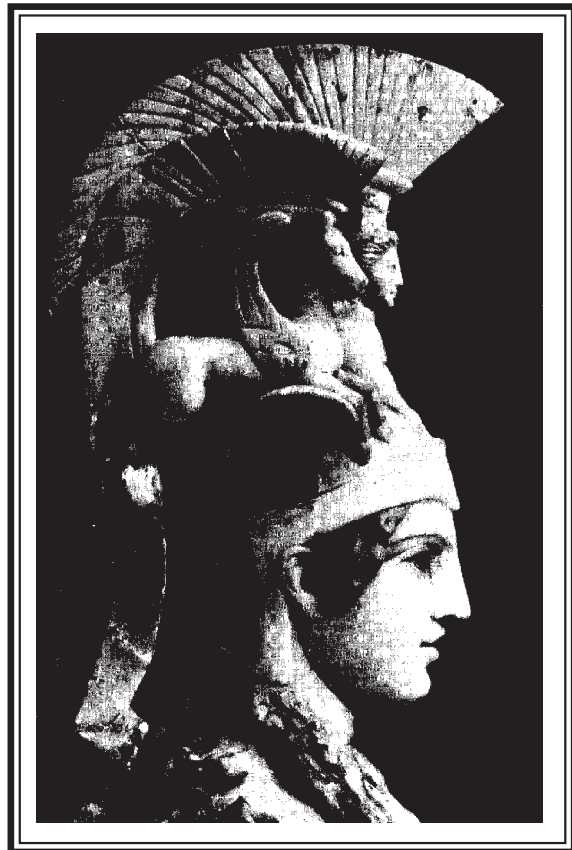
ATALANTA - 2

golden apples at Atalanta's feet. The shiny apple attracted her, and she stopped her movement to bend and pick it up.

"I have plenty of time to defeat this slow runner," she thought. As she paused to look at the apple, Melanion turned on his speed and passed her. Unconcerned, she quickly caught up with him again and could have passed him had that been her will. Melanion smiled at her again, tossing another golden apple upon the ground. The apple rolled a distance from the track. But Atalanta remained in control. She picked up the golden fruit and returned to the track in a flash. However, Melanion had passed her again.

This time Atalanta became angry. "He must be a bad runner to trick me in this manner," she reasoned. Atalanta picked up the pace. She had almost caught up with the elusive young man when he dropped the third apple. Atalanta was tempted to let it stay on the ground. The finish line was just ahead. She was so sure that she could win the race, she paused once more. Melanion seized the opportunity, running like the wind toward the finish line and victory.

Atalanta seemed in a daze as Melanion came back to collect his prize. They were soon married and lived happily together for many years. Atalanta was very proud of her clever husband.



ECHO and NARCISSUS 3 Myth

ECHO, a beautiful wood nymph, was admired not only for her loveliness, but also for her haunting and musical voice. One bright, spring morning as Echo wandered through the forest busily gathering flowers, she was startled by two figures moving toward her. Cautiously, she hid behind a tall pine tree. She observed **Zeus**, king of the gods, walking down the path with his arm around a smiling river nymph. Moments later, Echo turned to see **Hera**, the wife of Zeus, slowly pursuing her husband. Echo curtsied and said, “Welcome to the woodland, Queen Hera. We’re quite honored to have you visit us here.”

“Be quiet!” warned an angry Hera. “I do not want someone to know that he is being followed.” But Echo kept up her chattering until Zeus overheard and swiftly left the forest without being seen. Hera suddenly realized Echo’s scheme to protect Zeus. The furious queen decided to punish Echo for her foolish deception.

“Wretched girl! Can’t you see how your interference has prevented me from encountering my husband? For this outrageous act, you shall never be able to use your voice to say anything except for the last few words that are spoken to you!”

Poor Echo, her beautiful voice now almost useless, sadly continued her journey through the forest. The sun was hot and she paused before a shimmering pond to have a drink. There she spotted the most beautiful young man that she had ever seen. **NARCISSUS** was intently looking at his own reflection in the water and did not notice her. Echo instantly fell in love with him. She slowly approached the young man.

Narcissus turned and asked, “Who are you and why are you staring at me?”

“Staring at me,” Echo repeated.

“No, you are staring at me,” replied an annoyed Narcissus. “What are you doing here?”

“Doing here?” said Echo.

“Can’t you answer a question?” he continued.

“A question?” replied Echo, her eyes now filled with tears.

“Stop mimicking me!” shouted Narcissus angrily.

ECHO and NARCISSUS - 2

Sorrowfully, Echo retreated into the woods, and Narcissus resumed his position, watching the reflection in the pond. Narcissus remained there for many days, looking admiringly at the image unaware that it was actually his own face. Several times he leaned over to caress the face, but each time he tried, the face disappeared as the water rippled and swirled.

Narcissus had fallen in love with the mysterious image in the pond.

“You must be a shy water nymph. I know that you are hiding from me now, but I will stay here and wait for you forever.” Narcissus continued to look longingly at the beautiful face.

For many days and weeks, Narcissus remained at the same spot, hoping that the person in the water would respond to him. Without nourishment, Narcissus grew weaker and paler. His long legs slowly became rooted into the riverbank. Finally, Narcissus died. When the wood nymphs came to bury him, they were astonished to discover only a beautiful yellow and white flower in place of his body. This delicate blossom is now called the Narcissus plant.

When Echo learned of Narcissus’ death, she became grief-stricken. Sadly, she pined away for him, until all that remained of her was her haunting voice.



Myth 4 ICARUS and DAEDALUS

On the island of Crete lived the Minotaur, **King Minos'** favorite monster. **DAEDALUS**, a builder and architect, created a labyrinth in which to house the Minotaur. At first the king was pleased, but later Daedalus found himself in the king's disfavor. He and his son, **ICARUS**, were imprisoned in a tower. They longed to escape, and escape they did.

Being clever and inventive, Daedalus devised a scheme to flee from the tower. Once Daedalus and Icarus were free of their imprisonment, they had to face the fact that they were still captives on the island of Crete. They were surrounded by water. King Minos had persons carefully watch all the ships which entered and departed from the island.

"Father," said Icarus dejectedly, "how will we ever escape?"

"I have a plan, dear son," replied Daedalus. "Since the sea cannot provide our way off the island of Crete, we shall fly!"

So the father and son began to work diligently preparing wings from the feathers of birds. The feathers were held together by wax and thread. Finally, the wings were completed, and Daedalus fastened them upon his shoulders. Moving the wings ever more rapidly, he began to soar into the sky. He had accomplished the impossible!

After he safely landed, Daedalus fitted Icarus with his pair of wings. He, too, quickly adapted to flight. After practicing for just a few days, Daedalus felt confident that they would be prepared to fly home.

Before departing, Daedalus warned his son, "Be careful, Icarus, and don't fly too high because the warmth of the sun may melt your wings. If you fly too low, the mist of the sea may cause you to plunge downward. So you stay with me, and you will be safe."

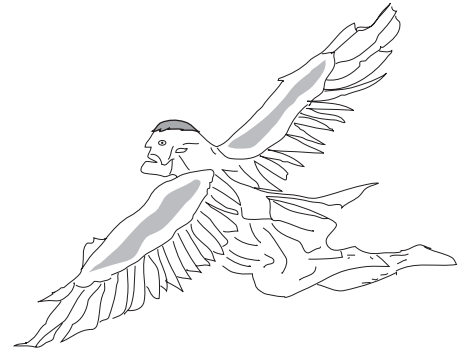
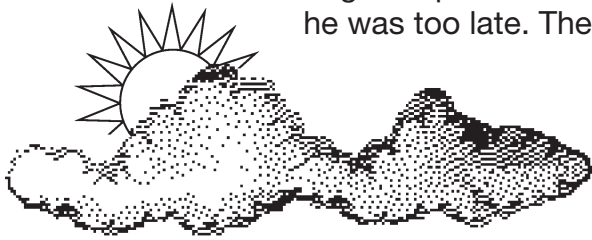
"Father, I will heed your command," Icarus promised.

Unfortunately, once he began to fly, he forgot what he had pledged. Higher and higher he flew. The burning rays of the sun began to melt the wax of his wings. So high he had flown that he could no longer hear his father's pleas.



ICARUS and DAEDALUS - 2

Soon, feather by feather, the wings began to break apart. Icarus began to plummet to the sea. Daedalus tried to save his son, but he was too late. The waters had claimed another victim.

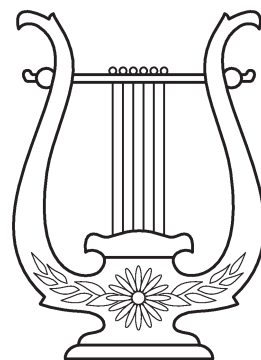


For many days Daedalus continued his search for Icarus, but it was in vain. He was never found. Daedalus finally continued his journey alone. After he landed, he vowed never to fly again. His wings were given to **Apollo** as an offering.

ORPHEUS 5 Myth

ORPHEUS, the talented son of the muse **Calliope**, played the lyre so sweetly that not only were humans moved by his music, but trees and rocks were affected as well. Even **Apollo** recognized his gift and brought the lad a golden lyre to play.

Because Orpheus' music and poems were enchanting, he always had many admirers. However, one special young woman attracted him. Her name was **Eurydice**. Orpheus married the beautiful dark-eyed maiden, and they lived happily for a year in a small house near a river. Their lives were filled with joyful music.



One day Eurydice decided to take a walk to the river. Before she reached it, she stumbled and fell into a bed of poisonous snakes. Bitten in the leg, Eurydice died immediately and was swiftly transported to the underworld. When Orpheus learned of the tragedy, he grieved for many days. He could not imagine life without his lovely wife by his side. Orpheus decided to travel to the underworld himself and beg **King Hades** to return his beloved wife to him.

As Orpheus began his walk down the dark, narrow pathway leading to the underworld, his lilting voice was filled with hopeful song. As he approached the heavy iron gates, he heard a ferocious growling sound. **Cerberus**, the hideous three-headed dog, stood guard and would not let Orpheus pass. Undaunted, Orpheus began playing a magical melody on his golden lyre. Cerberus calmed down at once and let Orpheus enter the kingdom. Finally, Orpheus reached the throne from where the wicked and cold-hearted Hades waited.

"Why do you enter my kingdom?" demanded Hades. "I will not tolerate your presence here."

Orpheus responded with a beautiful song about his love for his wife and how much he missed her. **Queen Persephone**, seated at her husband's side, began to cry. Even Hades appeared touched by the music. Reluctantly he consented to allow Eurydice to return to earth with Orpheus. However, there was one condition. Orpheus was not to look back at his wife as they walked up the long pathway toward home. If he did, Eurydice would return to Hades forever.

ORPHEUS - 2

Orpheus was delighted and immediately began his return. As he walked steadily, he pictured the lovely young woman following him. He wished that he could hear her footsteps. Although he tried, he could not. Had Hades deceived him? Was this all a horrible trick? Was Eurydice really there? Finally, Orpheus could stand the torment no longer. He turned quickly and looked around. Faintly, he caught a glimpse of his wife's beautiful face before she faded and returned to Hades forever.

Orpheus' music was now sorrowful. He spent the rest of his life wandering unhappily about the earth. After his death, **Zeus** made Orpheus' lyre into the constellation **Lyra**.



Myth 6 PROMETHEUS

PROMETHEUS was the Titan son of **Iapetus** and **Clymene**, an ocean nymph. During the revolt of the gods, only Prometheus and two other Titans refused to fight. He helped **Zeus** to become king of the gods and the entire world.

In return for his assistance, Zeus told Prometheus that he could create beings to inhabit the earth. From mud and water, Prometheus created man at Zeus' request.

Prometheus took a liking to his creations. He walked on earth among its inhabitants. Soon the seasons began to change. The warmth of the sun no longer could take the chill from the air. Winter was coming, and men on earth huddled together for warmth. The darkness of night only made the cold more intense, penetrating their very bones.

"This frigid weather will surely destroy my creations," thought Prometheus. "I must do something that will save them from freezing to death!"

Prometheus fully realized that, without light and without warmth, all that he had established would be gone.

"Fire!" thought Prometheus. "That's what man needs to survive."

But there was a problem: only the gods and goddesses were allowed to use fire. Zeus knew that if man had the use of fire, he would become powerful—perhaps too powerful. Prometheus was aware of this and, he devised a plan.



Prometheus
and fire . . .

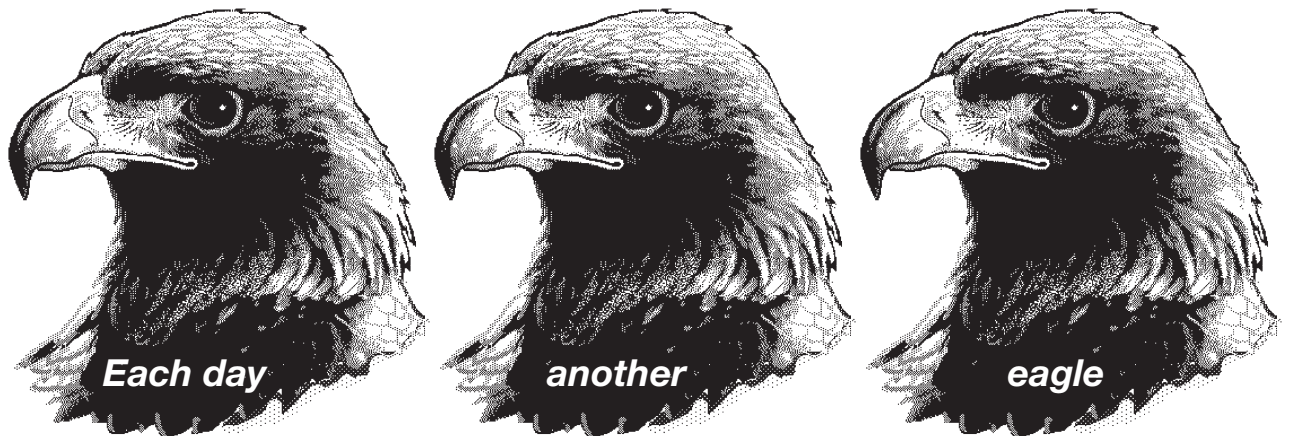
PROMETHEUS - 2

Down in the very depths of the earth, **Hephaestus** worked in his forge. One night Prometheus visited him. Before leaving, Prometheus stole the fire of the gods from his forge and took it up to the people on earth. He showed them how to use it, and use it they did. They warmed their homes, they cooked their food, and they lighted their nights. No longer did they shiver in darkness. The men of the earth thanked Prometheus for his kindness. Prometheus was glad that he had surely saved them from extinction.

When Zeus noticed the fires glowing on the surface of the earth, he went down to investigate. He discovered that it was Prometheus who had stolen the fire of the gods and had given it to man.

Zeus went into a rage. "Bring Prometheus to me immediately!" he commanded.

When Prometheus was brought before Zeus, he was given a harsh punishment, one so severe that it was truly unending torture. Prometheus was chained to Mount Caucasus, and each day his liver was eaten by an eagle. Each evening, his liver grew back. He was not to die; instead, he was to live forever.



Ultimately Prometheus was freed by the great hero **Heracles**. In addition, Zeus had the first woman, **Pandora**, created to be sent to earth as further punishment.

Myth 7 KING MIDAS

KING MIDAS ruled Phrygia. He had helped the foster father of **Dionysus**. As a result, Dionysus had agreed to grant King Midas any wish he requested.

Being foolish and greedy, King Midas wished that all that he touched would turn to gold. Dionysus gladly granted this request.

King Midas began to test his new power. He touched a flower, and it immediately turned to gold. He stroked his goblet, and it became pure gold. Midas was greatly impressed with himself. He invited others over to the palace to witness his incredible gift.

As refreshments were being served, King Midas suddenly became aware that his gift was really a curse. As he began to eat a bunch of grapes, they became golden; his wine became liquid gold. Even his bread turned to gold. The king became frantic.



He desperately shouted, “I will die of starvation. I cannot live this way!”

King Midas came to the realization that his wish was, indeed, a foolish one. If only Dionysus would remove the power.

“Dionysus,” Midas implored, “please, I no longer wish that all I touch turn to gold.”

Dionysus was compassionate. He instructed King Midas to bathe in magic waters. This bath washed away all of the king’s golden powers.

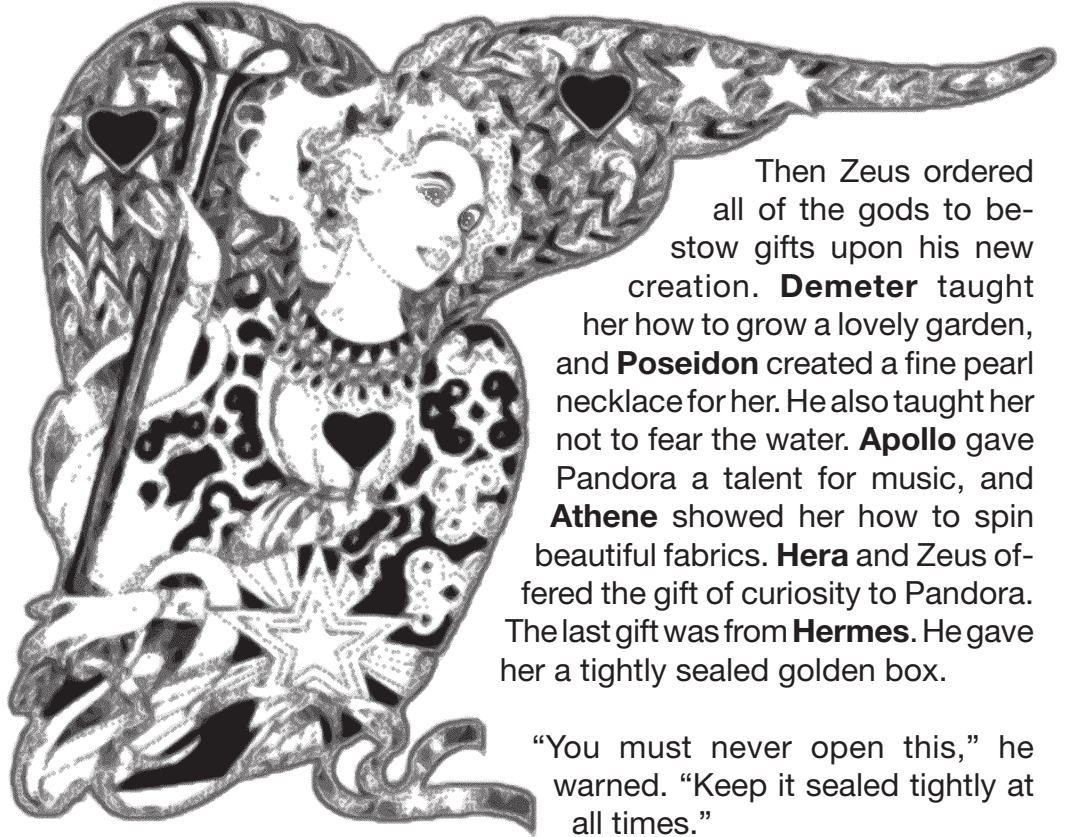
Midas later lived a quiet and simple life as a follower of **Pan**. When he was asked to judge a contest between the music from the lyre of **Apollo** and the pipes of Pan, Midas chose Pan’s music. In punishment, Apollo gave Midas donkey ears.

Midas successfully hid his ears from everyone, except his barber. Eventually, his barber could keep the secret no longer, and he whispered it into a hole in the ground. Reeds grew upon the spot and shared the secret with the winds. It was no longer a secret.



Myth 8 PANDORA

Zeus, king of the gods, commanded **Hephaestus** to mold a young woman out of marble. In order that she be beautiful, he asked **Aphrodite** to pose for the statue. When the model was completed, Zeus blew life into it, and the lovely creature was called **PANDORA**.



Then Zeus ordered all of the gods to bestow gifts upon his new creation. **Demeter** taught her how to grow a lovely garden, and **Poseidon** created a fine pearl necklace for her. He also taught her not to fear the water. **Apollo** gave Pandora a talent for music, and **Athene** showed her how to spin beautiful fabrics. **Hera** and Zeus offered the gift of curiosity to Pandora. The last gift was from **Hermes**. He gave her a tightly sealed golden box.

“You must never open this,” he warned. “Keep it sealed tightly at all times.”

Then Hermes escorted Pandora from the top of Mount Olympus to begin her life on earth. Hermes introduced the lovely maiden to her future husband, **Epimetheus**, who was the brother of **Prometheus**.

“Pandora is a gift from Zeus,” Hermes explained to the delighted Epimetheus, who did not realize that Zeus had created Pandora and arranged for the marriage as a way to get even with Prometheus.

Epimetheus and Pandora were soon married, and they lived happily together. Pandora used all of the gifts the gods had given her to make her life more content. The only gift that troubled her was the golden box. She kept it on a small table near her bed, looking often at it secretly and longingly.

“What could be inside such a beautiful box?” she pondered. “Perhaps it is a wonderful surprise for me.”

PANDORA - 2

Pandora tried to keep her promise to Hermes. She placed the box in a drawer out of sight. Pandora hoped that if she did not see it as often, it would not be always in her thoughts. But Pandora often found herself in the room near the drawer where the box was hidden. The next week, Pandora took the golden box out into the garden, and decided to bury it. She dug a deep hole in the ground, carefully placing the shining box inside. Then she covered it with heavy rocks and stones.

“Now, I will never see it again,” she hoped.

However, the next night, her thoughts again turned to the box. While her husband slept, she slowly crept out of the bedroom, silently walking down the path that led to the garden. When she reached the spot, Pandora began to dig furiously until at last

she had recovered the small box. Quickly she turned the key and opened the box. Out swarmed a group of small, hideous creatures. They spread their batlike wings and flew out into the air. These ugly creatures were the miseries of the world that would bring harm to future generations of people. They were Disease, Greed, Slander, Famine, and many other horrors.

When Pandora realized what she had just done, she almost fainted. With her last bit of strength and courage, she slammed the lid of the box on the last creature inside. That creature was Hope, and it did not escape.

Because of Pandora's quick action, people now always will have hope to help them endure life's difficulties. Pandora will always be known as the young woman who let her insatiable curiosity overcome her.



Myth 1 Exercise: The Adventures of Heracles

Heracles was able to complete the 12 challenging labors by using both his superior physical strength and his great intelligence. Read the exciting story of the adventures of Heracles, and then complete this activity's two parts. Do **Activity 1** on this page and the next page; do **Activity 2** on the third page of this exercise.

1 Heracles and the Nemean Lion	2
Heracles chased the lion out of its lair and skinned its tough hide.	
3	4
5	6

1

Activity 1: THE 12 LABORS OF HERACLES Put the 12 labors of Heracles *in the proper time sequence* by drawing 12 pictures and writing 12 individual sentences describing each action. Do your work in the 12 boxes on the previous page and on this page. Note that the first labor *on the previous page* is done for you except that you have to draw the illustration.

7

8

9

10

11

12

2

Activity 2: THE THIRTEENTH LABOR Heracles is the popular hero of Greek mythology. In the myth, Heracles is challenged by King Eurystheus to complete 12 difficult labors or tasks. The mighty hero engages in furious struggles with the Nemean Lion; the Lernaean Hydra; a dangerous wild boar; destructive birds; Cerberus, the three-headed dog, and other cruel and wicked creatures. Read the myth of the great Heracles to see how he accomplished these impossible tasks. Then, use your imagination to create a 13th labor for Heracles. Describe the event in words and then illustrate it with one or more pictures in the boxes below.

Words

Illustration

Myth 2 Exercise: Atalanta and Telegrams

Atalanta, famous for her ability to run fast, thought she could defeat anyone in a footrace. And then along came Melanion to challenge her. Read the story of Atalanta and the apples and then create the two telegrams. In **Telegram 1** write a summary or main idea of the tale of Atalanta. Use 15 words or less. Send it to a friend. In **Telegram 2** pretend you are one of the characters in the myth of Atalanta and send a telegram to another mythological character. Describe the story's events in 15 words or less.

Telegram 1

WESTERN UNION
TELEGRAM

Telegram 2

WESTERN UNION
TELEGRAM

Myth 3 Exercise: Adjectives for Echo and Narcissus

After reading the myth about Echo and Narcissus, show your understanding of the characters by choosing appropriate adjectives below. *Use no adjective more than once.* Also be aware that some of the adjectives might not apply to either character.

Adjectives

quiet	inquisitive	unfeeling
talkative	foolish	timid
conceited	curious	good-natured
determined	obsequious	egotistical
handsome	sorrowful	insensitive
patient	beautiful	ashamed

Echo

Narcissus

Myth 4 Exercise: The Flight of Icarus and Daedalus

Daedalus and Icarus were father and son, but their personalities and desires were very different. After you have completed reading their haunting tale, complete these two activities. In the first box use the descriptive words below to characterize Icarus or Daedalus. List them under the proper heading. In the second box write a brief paragraph containing your opinion in your own words.

brave	cautious	inventive	reasonable
inventive	experienced	careful	daring
disobedient	careless	young	creative
wise	foolish	old	fearless

 **Daedalus**

 **Icarus**

 Finally, answer this question: Why did young Icarus do what he did?

Myth 5 Exercise: Orpheus

Orpheus was the most talented poet of all the mythological figures. Orpheus created music to accompany his poems and often sang them while playing his lyre. The story of Orpheus has a sad twist to it. Read the myth and find out the grave mistake that Orpheus made. Then do one of the two activities below.

Level 1 Activity: POETIC THOUGHTS

On your own paper create an original poem or story about a mythological person or creature of your choice.

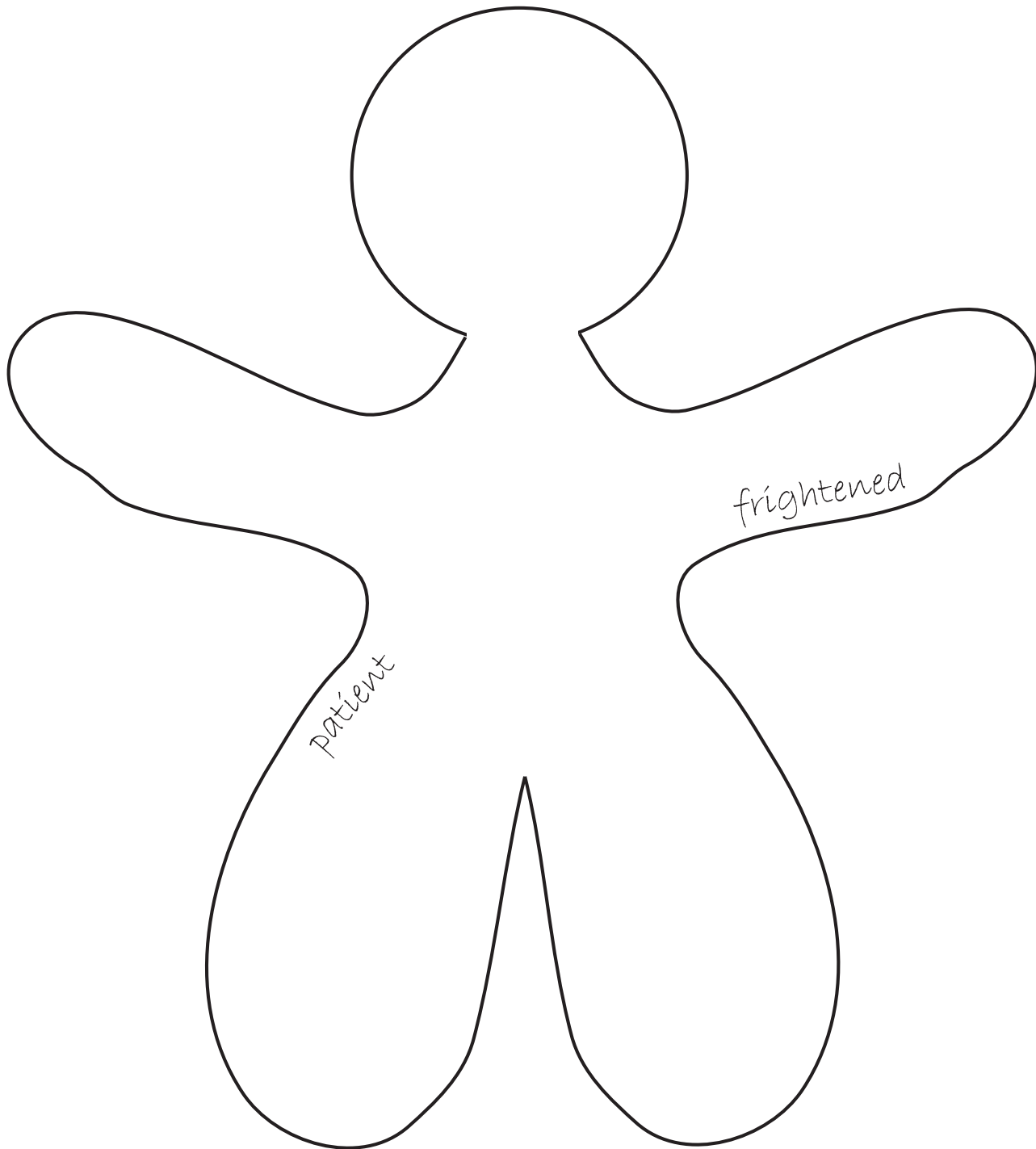
Level 2 Activity: A SECOND CHANCE FOR ORPHEUS

Have you ever wished that you could undo something that you had done? Would you do it differently if you had another opportunity to try again? Give Orpheus a second chance by changing the outcome of his tragic trip through Tartarus. When you write your new ending on your own paper, use the “first person” point of view, as if Orpheus himself were telling the details of his journey.



Myth 6 Exercise: Prometheus

Emotions are feelings we have deep within us. We show our feelings through what we say in words and what our facial expressions and “body language” say to others even if we are not speaking. These emotions are usually triggered by something that has happened to us. Read the myth about Prometheus, and then fill in the line drawing below with words that describe the emotions that Prometheus might have felt. Let his facial expression reflect his feelings as well as the words you write. The picture outline is given you as well as two words.



Myth 7 Exercise: King Midas

King Midas is a character from mythology who is known for his greediness. After reading the myth, complete one of the activities on this page and the next page.



Level 1 Activity: WHAT IS A STORY PLOT?

A plot is a sequence of story events. It is usually divided into four parts:

- **introduction** (characters, setting);
- **conflict** (story problem);
- **climax** (turning point, or time of highest action); and
- **resolution** (ending, story problem is settled).

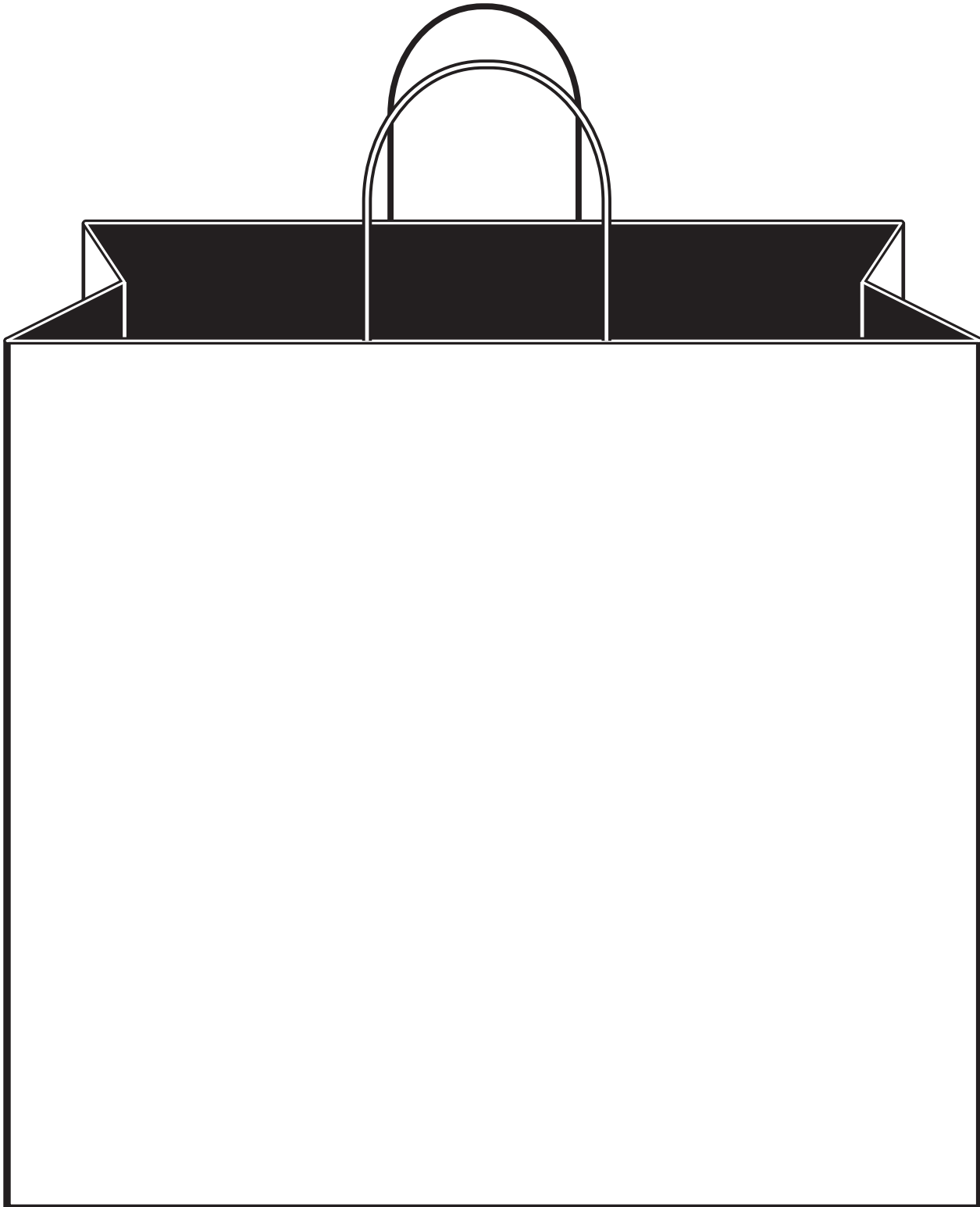
Fill in the boxes below with facts from the story of King Midas. Be sure you include as many details as you can.

Introduction	Conflict

Climax	Resolution

Level 2 Activity: MIDAS MADNESS

A satire is a device that can be used to expose or attack weaknesses through the use of irony or ridicule. Imagine that King Midas has just opened a very exclusive department store. Design a shopping bag that would satirize his desire for wealth. Make the bag durable enough to support his golden treasures. What would you name his store? Place this department store name somewhere on the bag.



Myth 8 Exercise: Pandora

Read the story of Pandora, the beautiful young woman who received gifts from all the gods. Find out how her curiosity got the best of her. Then choose to do one of the two activities on this page or the next page.

Level 1 Activity: ANTONYMS AND SYNONYMS

Synonyms are words that mean the same or nearly the same as each other. **Antonyms** are words that mean the opposite of each other. In this activity, write **A** (antonym) or **S** (synonym) next to each pair of story words. You may use a dictionary to help you.



_____ hope ... despair

_____ deceit ... honesty

_____ envy ... jealousy

_____ distrust ... despair

_____ curious ... inquisitive

_____ greedy ... generous

_____ gods ... mortals

_____ lies ... falsehoods

_____ gossip ... tattle

_____ accuse ... blame



Finally, in the space below (or on your own paper), create your own **antonym** and **synonym** word pairs based on mythological words. Challenge your classmates to solve them.



Level 2 Activity: PARTY PLANNING

Pandora is planning a barbecue. She felt terribly misled and deceived from her experience with the infamous “box.” She thought that this party might be just the way to vent her anger and get revenge.

- Whom would she invite to this gathering?
- What would be on the menu?
- How would the seating be arranged?
- What type of entertainment would be planned?

Help Pandora make the arrangements for her party.

Pandora's Menu



Pandora's Guest List



Pandora's Entertainment Program



Extra Credit Myth 1: PHAETHON

PHAETHON, the son of a mortal woman and **Helios**, the sun god, longed to prove to his friends that his father was a god. One day, he traveled from his home on earth to visit his father. As proof of their relationship, Helios told Phaethon that he would swear by the River Styx to grant his son's wish. Phaethon wished for a chance to drive the chariot of the sun around the sky. Although Helios warned him of the dangers, Phaethon persisted in

his demand. Helios sadly allowed his son to begin the ride. Unable to control the horses, Phaethon and the chariot lunged toward the earth, the sun causing great destruction with its fiery rays. **Zeus**, forced to end the ride and Phaethon's life, hurled his thunderbolt at the reckless chariot. The Heliades, grieving for their dead brother on the banks of the Eridanus River, were turned into mournful poplar trees.

Exercise

When Helios, the sun god, stood by the River Styx and promised to grant his son's wish, he never thought that it would eventually cause him great sorrow. First read the story above about Phaethon's fateful ride on the chariot of the sun. Then complete this activity.

FACT AND OPINION Can you separate fact from opinion? Remember, a **fact** is information that can be proven true. (For example, "Billy weighs 147 pounds" is a *factual* statement. An **opinion** is a personal belief or judgment which may or may not be based on facts, but facts often aren't enough to make other persons accept someone else's opinion as truth. (For example, "Billy needs to lose weight" is a statement of opinion. But just because the speaker also gives some facts about Billy's height and weight doesn't mean that everyone will accept the speaker's opinion about Billy.)

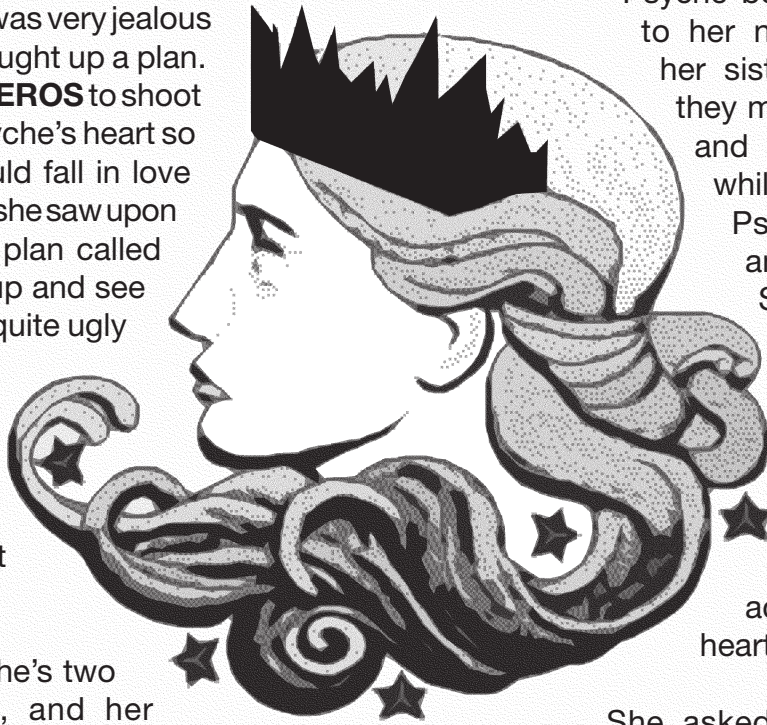
Write **F** (fact) or **O** (opinion) after each statement.

1. Mythology tales are exciting. _____
2. Phaethon was a brave young man. _____
3. The Heliades were Phaethon's sisters. _____
4. Helios, the sun god, traveled around the sky in a gleaming chariot. _____
5. Chariots are difficult to drive. _____
6. Phaethon longed to prove to his friends that Helios was his father. _____
7. Helios placed the golden rays on his son's head. _____
8. Helios should not have granted his son's wish. _____
9. Phaethon's chariot ride caused destruction on earth. _____
10. Zeus was cruel to stop the ride with his thunderbolt. _____
11. The Heliades were turned into poplar trees. _____
12. Myths usually have sad endings. _____

Extra Credit Myth 2: EROS AND PSYCHE

The beauty of **PSYCHE** angered **Aphrodite**. She was very jealous of her so she thought up a plan. She sent her son **EROS** to shoot an arrow into Psyche's heart so that Psyche would fall in love with the first man she saw upon awakening. The plan called for her to wake up and see a man who was quite ugly and repulsive! But when Eros saw Psyche, he immediately fell in love with her and never shot the arrow.

Eventually, Psyche's two sisters married, and her father, a king, became concerned because Psyche wasn't married so he asked the oracle what to do. The oracle responded by saying that Psyche should be taken to a lonely mountain peak where a serpent would come for her. While she waited alone on the mountain peak for her fate, a most gentle zephyr caressed her cheek. She was taken by **Zephyrus**, a servant of Eros, to a golden palace. This was her home, but the servants were invisible, and Eros remained invisible as well.



Psyche became accustomed to her new life, but when her sisters came to visit, they made her suspicious and curious. One night while Eros was sleeping, Psyche took a lamp and held it to his face. She was pleasantly surprised that it was Eros and not the dreaded serpent. Suddenly a drop from the oil lamp awakened Eros. He left the palace, and Psyche was heartbroken.

She asked forgiveness from **Aphrodite**, who asked her to complete impossible tasks. A voice came to Psyche and explained to her how to complete the tasks. Finally, Aphrodite sent Psyche to the underworld to return with **Persephone's** beauty. Although the voice warned her not to open the box she carried, she did. A mist enveloped her, but Eros rescued her and brought her to Zeus. She was offered the cup of immortality. And so Eros and Psyche could be happy together.

Exercise

The story of Eros, the love god, and Psyche, a beautiful mortal, is one of romantic problems. Aphrodite, the mother of Eros, became quite jealous of Psyche's great beauty and tried to break up the relationship between the two lovers. Be sure you have read all the tale of Eros and Psyche found on the previous page. Then complete this exercise.

ADVICE TO THE LOVELORN COLUMN

Many newspapers have columns devoted to helping readers solve their problems. Eros and Psyche need help! Pretend you are either Eros or Psyche. First write a letter to the "Friendly Adviser," stating the details of your trouble situation. Then pretend you are the "Friendly Adviser" and answer the first letter with a second.

Dear "Friendly Adviser,"

Extra Credit Myth 3: THESEUS AND THE MINOTAUR

THESEUS was the son of **King Aegeus** of Athens and a princess from Peloponnesia. King Aegeus had hidden a sword and sandals under a heavy stone. By royal command, Theseus was not to be sent to Athens until he could lift the stone. When Theseus reached manhood, he was able to perform the task easily.

Following many dangerous experiences on the treacherous land route to Athens, Theseus learned that the Minotaur, a monster half-man and half-bull, lived in a labyrinth on the island of Crete which was ruled by **King Minos**. The Athenians were being forced to send 14 young men and women to be sacrificed to the Minotaur every nine years. King Minos demanded this sacrifice as payment for the death of his son. If the payment were not made, King Minos was prepared to send his army to destroy Athens.

Theseus wanted to help his father and the people of Athens, so he volunteered to be among those sent to Crete where he intended to destroy the monster. There he met **Ariadne**, the daughter of King Minos. They fell in love, and Ariadne gave Theseus a ball of string to help him escape in the darkness of the labyrinth. Theseus surprised and killed the Minotaur, and he assisted the other young people in their escape. Ariadne sailed away with the Athenians.

On the return voyage to Athens, Theseus forgot to raise the white sail on his ship. This error incorrectly signified to his father that Theseus had been killed by the Minotaur. In despair, Aegeus threw himself to death in the waters of his homeland.

Exercise

A favorite tale in Greek mythology concerns the brave hero Theseus and the Minotaur, the savage monster who ferociously guarded the maze of King Minos. After reading the myth above, do one or more of the three activities that follow. You may wish to use your own paper for either of the last two activities.

Activity 1: See if you can recognize the characters and objects in this line engraving by Italian artist Maso Finiguerra (about 1426-1464).



Activity 2: Create an original maze. Make it tricky and exchange it with your classmates to solve.

Activity 3: Prepare a sports broadcast for the gods and goddesses high atop Mount Olympus. The broadcast should give the details of the battle between Theseus and the Minotaur. Write the broadcast details as if listeners were attending the fight. *Be colorful as you capture the action!*

Extra Credit Myth 4: ODYSSEUS

ODYSSEUS was the king of Ithaca. He was married to **Penelope** and they had a son, **Telemachus**. Although the Trojan War had begun and Odysseus had promised to aid **King Menelaus** of Sparta, he chose to remain in Ithaca and pretended he was insane. He was eventually exposed and then joined the conflict.

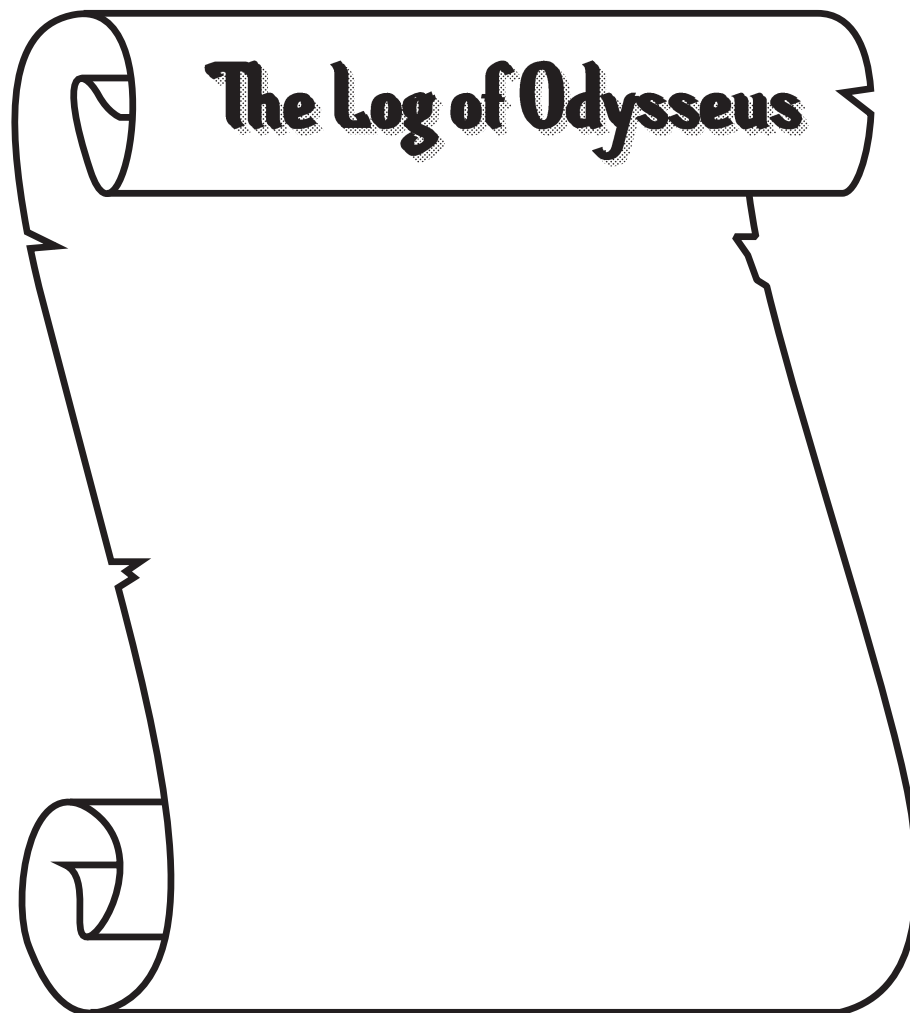
He was renown for his valor and cleverness. He created the Trojan Horse in which Greek soldiers were hidden. His clever ruse led to the fall of Troy. His return to Ithaca took 10 years. This adventure was filled with danger and excitement. During this time, Penelope was besieged by suitors who told her that her husband had died. Finally, she agreed to marry the suitor who could string Odysseus' great bow and have an arrow travel through the openings in 12 axe heads. All but one failed. Odysseus, dressed in disguise, had returned. He completed the task with ease and, with the help of his son, killed the suitors.

Exercise

Although the Trojan War had ended, Odysseus, the king of Ithaca, had not returned to his homeland. On his long and dangerous voyage home, he faced many obstacles. As many captains do today, suppose Odysseus maintained a ship's log.

Select one of the perils which you read that Odysseus faced on his voyage home.

Create an entry for his log summarizing his encounter.



Extra Credit Myth 5: PERSEPHONE

PERSEPHONE was the daughter of **Demeter**, the goddess of the harvest. They dwelled happily in a continual spring/summer until **Hades** carried Persephone away to his kingdom in the underworld. He had been captivated by the beauty of her face and the golden glow of her hair. He thought that she would be another jewel to brighten his kingdom, and he made her his queen.

Persephone realized that no one escaped from the underworld, and she became silent and refused to eat anything except a few

pomegranate seeds. Demeter searched for her daughter. As she did, crops withered and the earth became cold. She appealed to the gods for help, and Zeus intervened. He ordered Hades to release Persephone, but she had eaten the food of the dead. Therefore, she had to remain in the underworld as many months as she had eaten seeds. When she returned to earth, flowers blossomed and crops grew. And when she returned to the underworld, the earth became cold and the flowers and crops died. This myth helped to explain the seasons to the ancient Greeks.



Exercise

Read the myth on the previous page that describes the origin of the seasons. Then complete the two activities below.

Activity 1: Study the list of clues below to guess the identify of a popular character in the story.

1. She was a beautiful young woman.
2. She was kidnapped by Hades.
3. She ate a pomegranate.
4. Whenever she returns to earth, so does spring.

Who is this mythological character? _____

Activity 2: Create two mythology riddles of your own. Provide clues for two characters of your choice. Exchange them with your classmates.

- 1.
- 2.
- 3.
- 4.

Who is this mythological character? _____

- 1.
- 2.
- 3.
- 4.

Who is this mythological character? _____

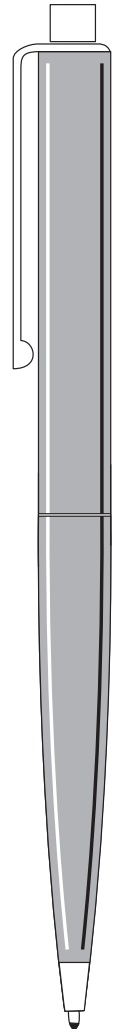
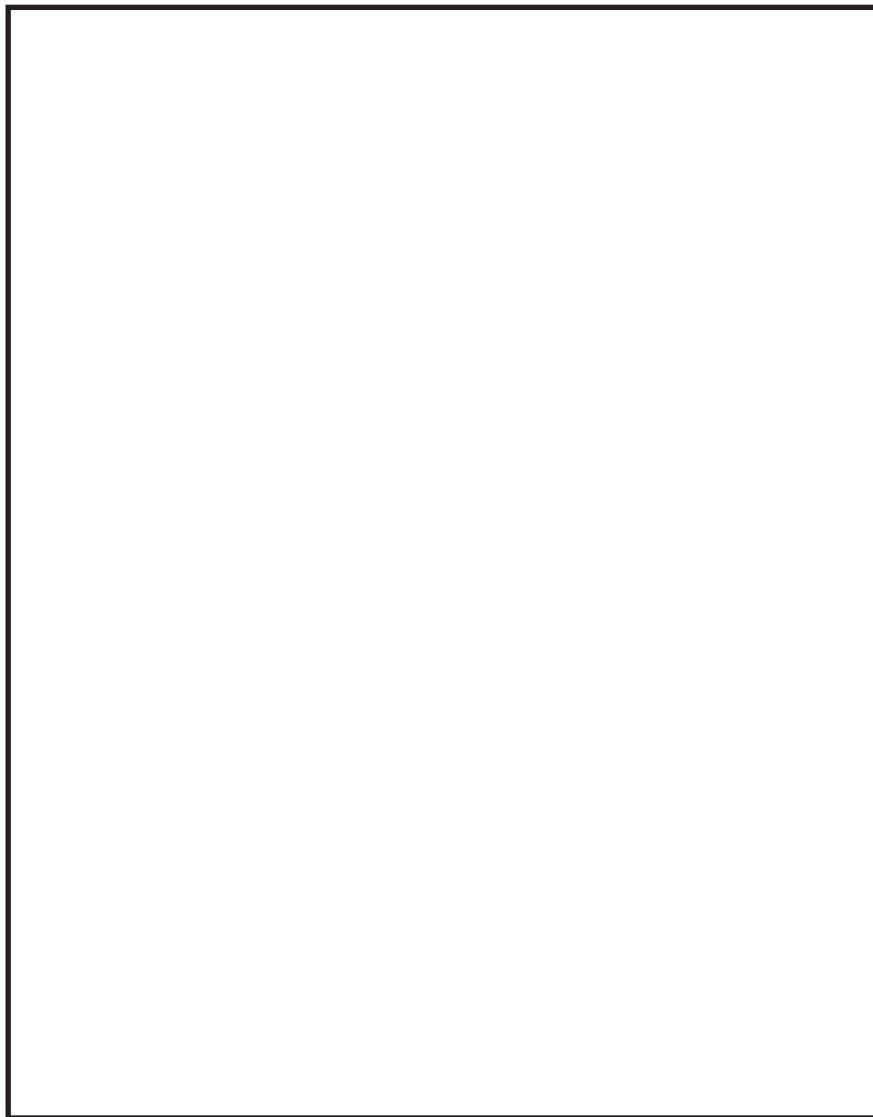
Extra Credit Myth 6: PAN

PAN was the son of **Hermes** and **Callisto**, a huntress. In Greek mythology, although he had the head and upper body of a man, his lower body was that of a goat. Pan was also bearded and horned. He was known as the

god of flocks and shepherds. He wandered through the forests playing pipes that he had made from reeds. His appearance and gutsy scream struck terror in the hearts of many; therefore, this fear became known as “panic.”

Exercise

Pan was known as the merry nature god who protected the woodlands and forests. He was goat-footed and horned. Pan's flute playing was almost as well known as his war cry, which was supposed to cause **panic** (great fear and confusion). After reading the myth above about Pan, write a letter to your parents asking if you could bring him home for a holiday vacation. Be sure to emphasize Pan's good points and make light of his negative characteristics. Using a humorous tone or attitude in your letter, convince your parents to allow you to bring Pan home!



Extra Credit Myth 7: PEGASUS

PEGASUS, according to legend, grew from the blood of **Medusa**. The winged horse, after being tamed by **Athene**, was given to the **Muses**. **Bellerophon** was a brave young man who was willing to accept difficult tasks. He was asked by **King Iobates** of Lycia to kill the fire-breathing **Chimera**. In order to accomplish this task, he realized that he needed to catch Pegasus. With the help of Athene's

magic bridle, he did capture Pegasus. Later, the two combined to defeat the Chimera. But Bellerophon became obsessed with the need for more power. Eventually, Bellerophon wanted immortality and attempted to ride Pegasus to the top of Mount Olympus, but Pegasus threw Bellerophon back to earth. As a reward, **Zeus** honored Pegasus as a constellation.

Exercise

Level 1 Activity: MAKING COMPARISONS

A **simile** is a type of figurative language that is used to create a more vivid word picture. It compares two things and uses the words *like* or *as* to make the comparison. Example: The fire-breathing Chimera hisses *like* a snake. Read the surprising story of Bellerophon and Pegasus, and use your imagination to complete the similes in this exercise.

1. Pegasus was as handsome as _____.
2. The winged horse flew like _____.
3. Bellerophon was as brave as _____.
4. Bellerophon was as foolish as a _____.
5. King Proteus was sly like a _____.
6. Mount Olympus was as high as _____.
7. The Chimera was as ugly as _____.
8. The golden bridle was like _____.
9. Zeus was as cruel as a _____.
10. The king of Lycia was as angry as a _____.

Finally, to complete the **Level 1 Simile Activity**, create one or two **similes** of your own, using the story of Bellerophon and Pegasus or another favorite myth.

Level 2 Activity: AMAZING ANACHRONISM

An **anachronism** represents something being used out of its proper or historical time. For example, imagine Hera using a food processor to prepare ambrosia, one of her favorite dishes. Or imagine Theseus taking a jet from Athens to Crete to destroy the Minotaur. After reading about Bellerophon's contest with the Chimera, rewrite the myth, utilizing the literary convention of **anachronism** to update items such as use of weapons and living conditions. Would he still need the assistance of Pegasus? Although you will be modernizing some aspects of the story, be sure to preserve the original main idea.



Extra Credit Myth 8: PERSEUS

PERSEUS was the son of **Zeus** and **Danae**, a mortal. He was also said to be an ancestor of **Heracles**. Perseus was banished to the **Kingdom of Seriphos** after an oracle predicted that he would kill his grandfather. The king of the region wanted to marry Danae. So he sent Perseus on a difficult quest to kill the Gorgon, **Medusa**, whose face turned all who saw it into stone.

Perseus was successful on this mission because he had magical gifts. Hermes had given him a sword. He also had a magic helmet and winged sandals as well as a highly polished shield from **Athene**. He used the shield to protect himself, keeping it in front of his face and walking backward. With his sword, he cut off Medusa's head, thus killing the dreaded monster.

Exercise

Perseus was said to be an ancestor of Heracles. He was sent on a difficult quest to destroy Medusa, the deadly Gorgon. While reading this dangerous adventure above, you learned that Perseus received certain gifts that enabled him to be successful. Suppose Perseus' gifts had failed him. What ingenious method of defense can you create to help Perseus defend himself against the treacherous Gorgon and destroy her? Prepare a "how to" manual with illustrations. Be sure to list step-by-step sequential directions. Plan your steps below. Add as many as you feel necessary.

??

How to Kill Medusa

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Extra Credit Myth 9: JASON AND THE GOLDEN FLEECE

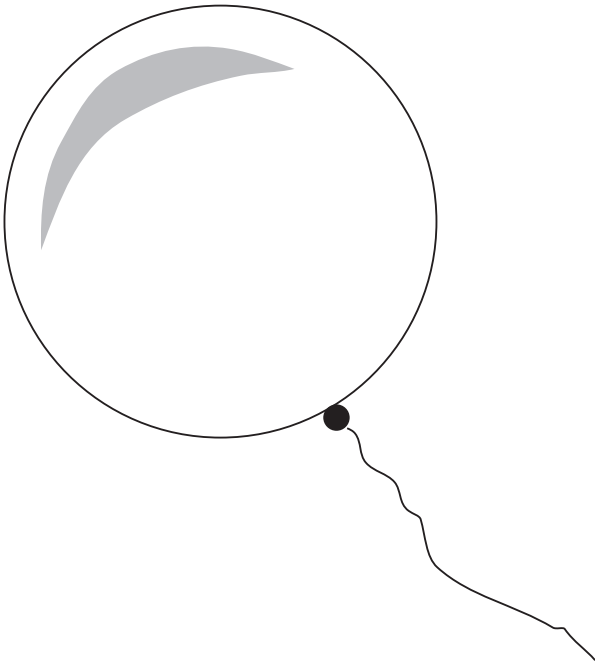
JASON was the son of **Aeson** who was the King of Iolcus. His stepbrother, **Pelias**, was to be the ruler only until Jason reached manhood. Then Jason was to be the rightful king. Jason grew up under the protection and guidance of **Chiron the Centaur**. When Jason reached manhood and returned to claim his throne, Pelias agreed that the throne would be his

only after he returned with the Golden Fleece. Completing this task would be difficult. Jason set sail with a band of **Argonauts**. With the assistance of the sorceress **Medea** he was able to successfully complete the task. Upon his return, he seized the throne, and Pelias was killed by his own daughters, who had been tricked by Medea.

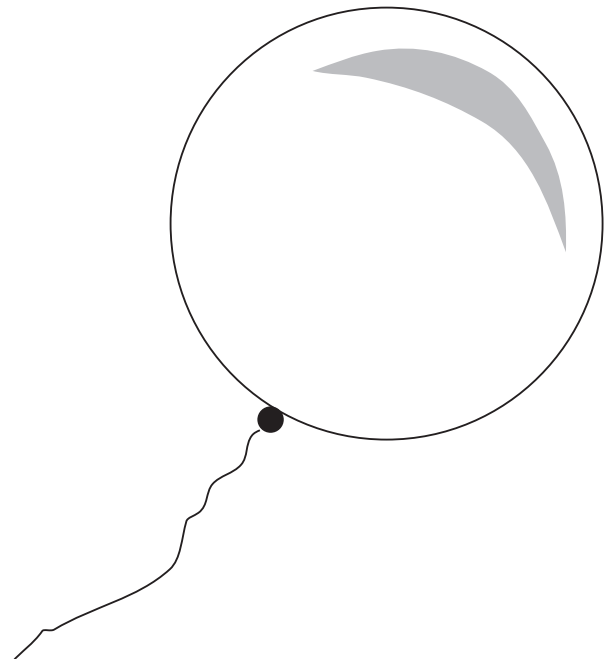
Exercise

In Greek legend Jason was known as the leader of the Argonauts. Many consider him a true hero. After reading the myth above, see if Jason qualifies in the following categories. On this page and the next page fill in the balloons with supporting facts where possible to show how he exhibited these traits.

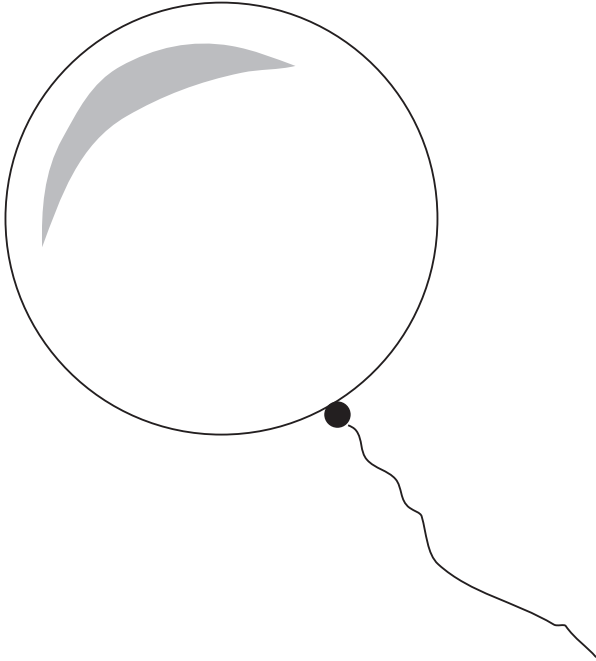
Creative problem-solver



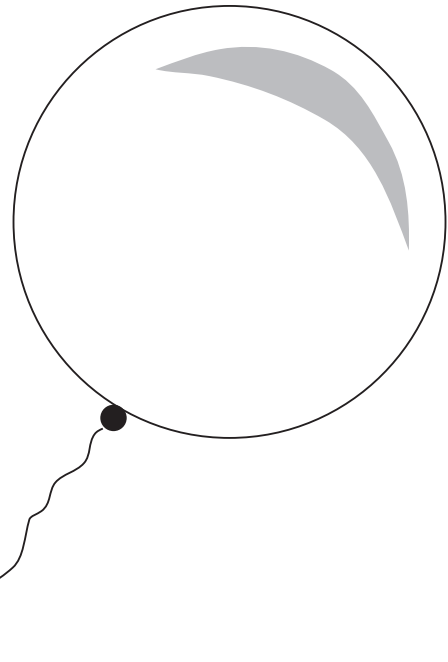
Interested in becoming famous



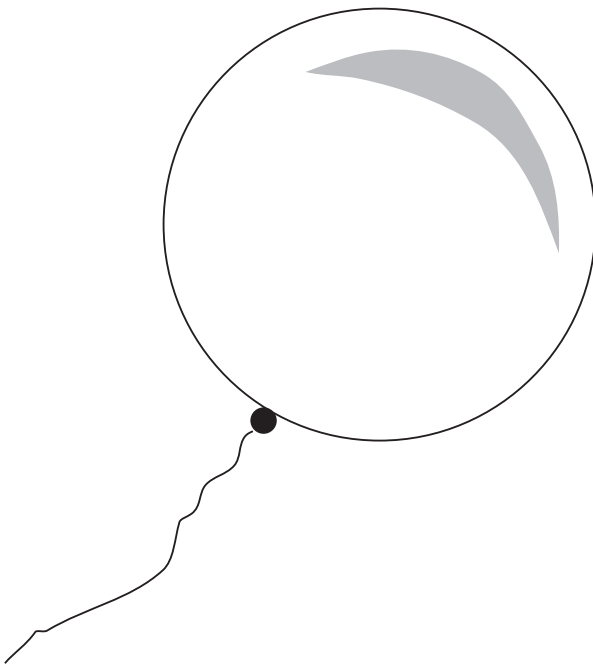
Desires to help others



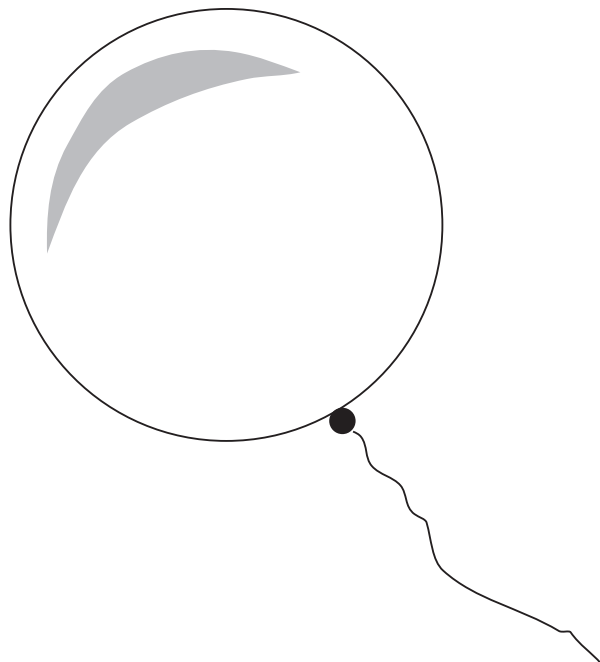
Brave



Adventure loving



Physically strong



MYTHOLOGY CATEGORY QUIZ

(For use as OBSTACLE in Round 3)

Directions: In 15 minutes fill in as many spaces as you can in the grid below. You may put more than one answer in each block. Examples are started for you. **Note how you will be scored:** Unusual or only answers will score two points; common answers will score one point.



PANTHEON

	Heroes/Heroines	Goddesses/Gods	Creatures	Story Settings
P				
A		Ares		
N				
T				Troy
H	Heracles		Hydra	
E				
O				
N				



TEAM PROGRESS CHART

Team name: _____

Assignments

Running
Balance

Round 1:

Points

- Heracles
- Atalanta
- OBSTACLE 1
- Extra Credit
- Total
- Team Rank

Round 2:

- Echo and Narcissus
- Icarus and Daedalus
- OBSTACLE 2
- Extra Credit
- Total
- Team Rank

Round 3:

- Orpheus
- Prometheus
- OBSTACLE 3
- Extra Credit
- Total
- Team Rank

Round 4:

- King Midas
- Pandora
- BOULDER ACTIVITY
- Total
- Final Team Rank

Odyssey Achievement Certificate

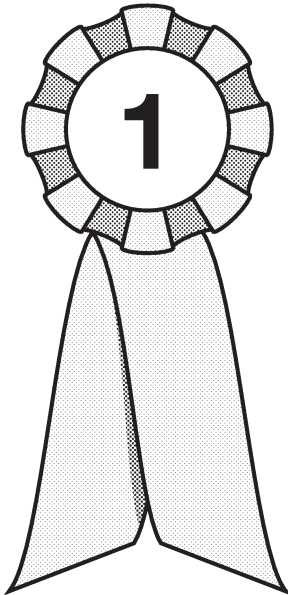
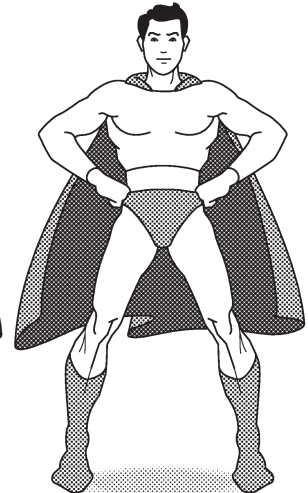
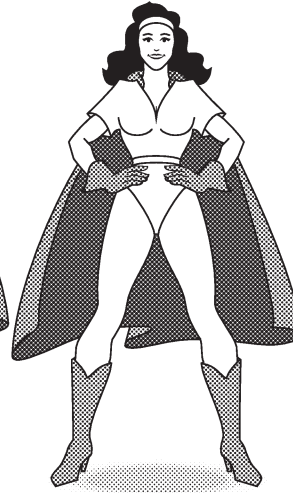
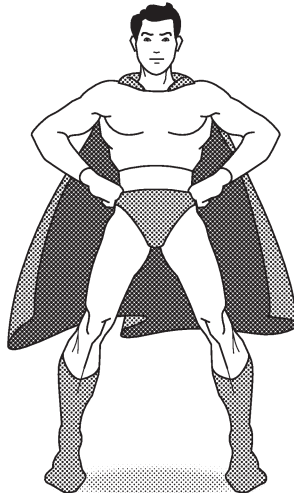
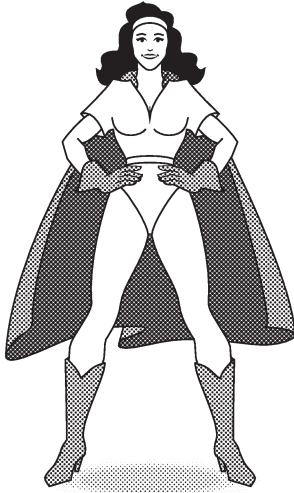


For successfully completing
the requirements of the **ODYSSEY** unit
on Greek Mythology

Date: _____



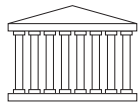
Odyssey Achievement Award



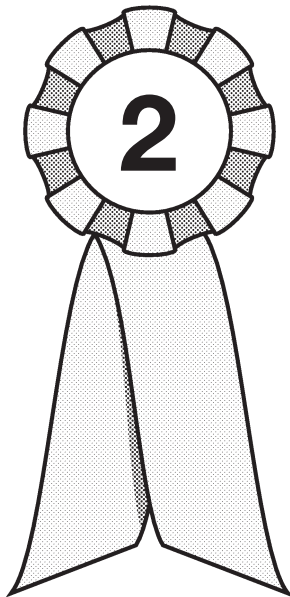
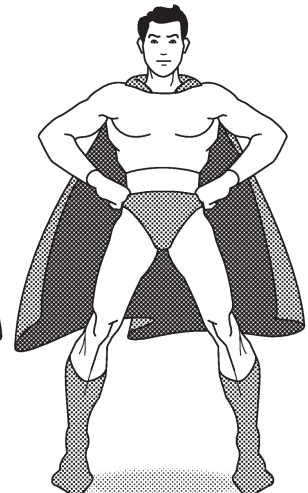
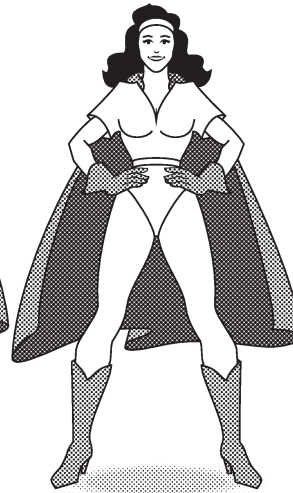
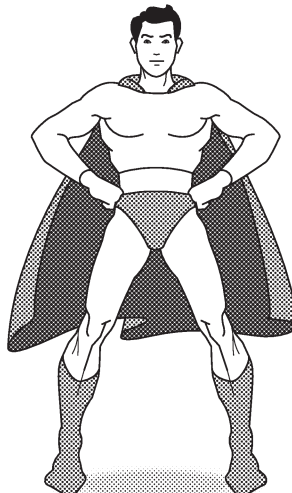
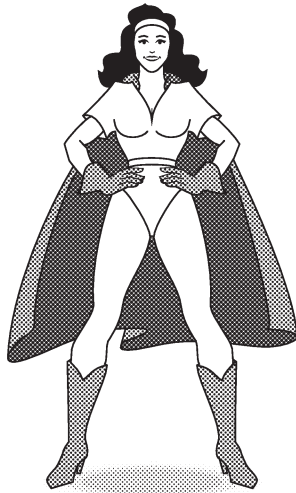
Team members:

Date: _____

For being the team whose Super Heroes
and Super Heroines ranked highest in
completing the requirements of the
ODYSSEY unit on Greek Mythology.



Odyssey Achievement Award



Team members:

Date: _____

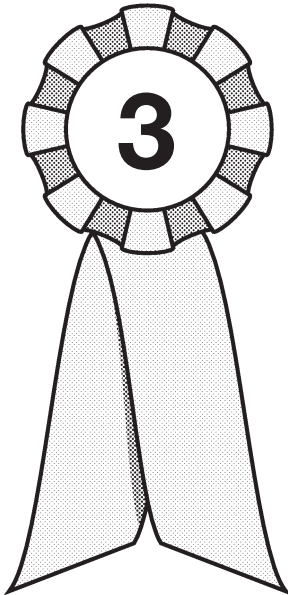
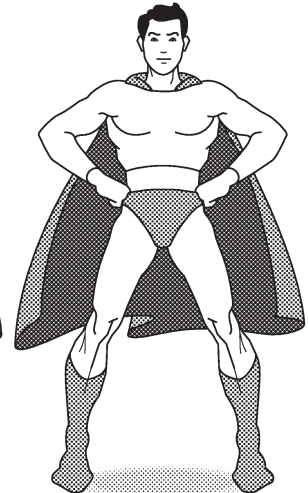
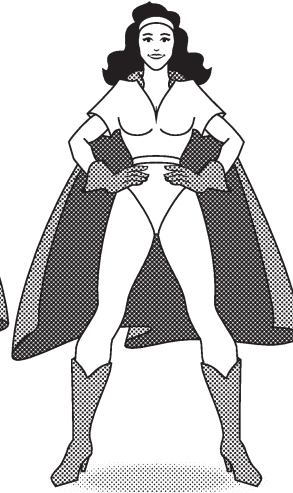
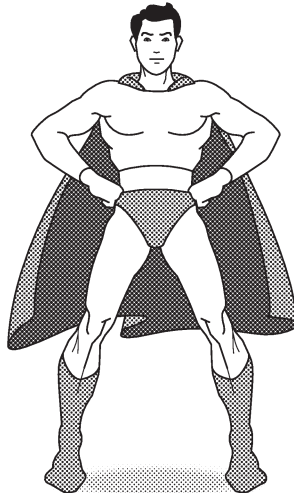
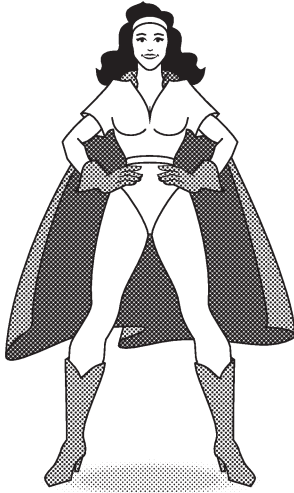
For being the team whose Heroes and Heroines ranked second in completing the requirements of the **ODYSSEY** unit on Greek Mythology.



Odyssey



Achievement Award



Team members:

Date: _____

For being the team whose Heroes and Heroines ranked third in completing the requirements of the **ODYSSEY** unit on Greek Mythology.

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Interact Unit: _____

Comments: _____

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ODYSSEY

A simulated journey through
the world of classic Greek mythology

Student Guide

The fascination of mythology For thousands of years, people all over the world have been intrigued by the exciting tales of Greek mythology. These imaginative stories of brave heroes, savage monsters, and powerful gods have taught us a great deal about the Greek culture. These myths have helped us better understand the reasons for the behavior, customs, and way of life of these ancient people. Because the tales were handed down from generation to generation, often by word of mouth, changes were made in many of the details. The ancient Romans added many of the Greek divinities and heroes to their own mythology. The Romans also changed (Latinized) some of the names. Heracles became Hercules; Aphrodite became Venus. As a result, we find many variations in the myths we read today.

Why myths were created The people of ancient times created myths to explain things they did not understand: the changing seasons, thunder, echoes, volcanoes, the creation of the earth. Two thousand years ago persons did not understand the wonders of nature. So they reasoned that

superhuman powers must be responsible. Lessons in moral values were also often taught in these myths. Courageous heroes such as Heracles, Jason, Theseus, and others proved that good usually triumphs over evil. Many gods possessed human qualities. They loved, they were sad, they were jealous, they could become angry. Consequently, even though they lived high on Mount Olympus and were immortal, ordinary people could still identify with their problems.

Mythology's influence Greek mythology continues to influence the world's culture today. It has inspired great art, literature, music, and architecture. Many names from Greek mythology have become part of our language we use today. *Narcissism*, *hypno-sis*, *titanic*, and *panic* are just a few words with Greek origins.

The simulation Get ready. You are going to join a team of adventurers. As you play this simulation, climbing to the top of Mount Olympus, you will experience the wonder and excitement of Greek mythology. You will learn why it is important for people to study the amazing tales of the Ancient Greeks.

***Good luck on your journey up
Mt. Olympus!***

978-1-56004-403-1



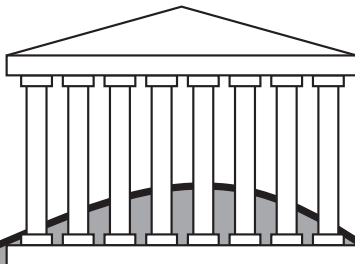
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 **Interact**
Learn Through Experience

RULES FOR PLAYING

1. **Number of rounds** Play is divided into four rounds.
2. **Myths and exercises** During each round each team must read two basic myths and complete the associated exercises.
3. **Teamwork** The basic myth exercises should be completed as a team and turned in with all team members' names on them.
4. **Obstacles** Each round also has two obstacles each team must overcome. Your teacher will list these on the board and give teams a limited time in which to accomplish the tasks.
5. **Extra credit myths** Each team may also, at teacher option, do one extra credit myth per round. Your teacher will explain how to do this if extra credit materials are available.
6. **Final activity** During the last round each team prepares for one last great cooperative effort to scale the boulder whose sheer sides and massive bulk form a mighty obstacle to reaching the summit of Mount Olympus.
7. **Boulder activities** Each chairperson will draw a number of one Boulder Activity listed in this Student Guide. Once the activity has been determined, the chairperson will then assign each team member a task to help complete the project.
8. **Final awards** Award certificates will be given all team members scaling Mount Olympus, with special awards going to those teams acquiring the first most, the second most, and the third most points.



*Will
your
team
receive
the
First
Place
Award?*

MYTH READING LIST

Basic Myths (Required)

- Heracles
- Atalanta
- Echo and Narcissus
- Icarus and Daedalus
- Orpheus
- Prometheus
- King Midas
- Pandora

Extra Credit Myths (Optional)

- Pan
- Persephone
- Perseus and Medusa
- Theseus and the Minotaur
- Eros and Psyche
- Jason and the Golden Fleece
- Odysseus
- Pegasus
- Phaethon

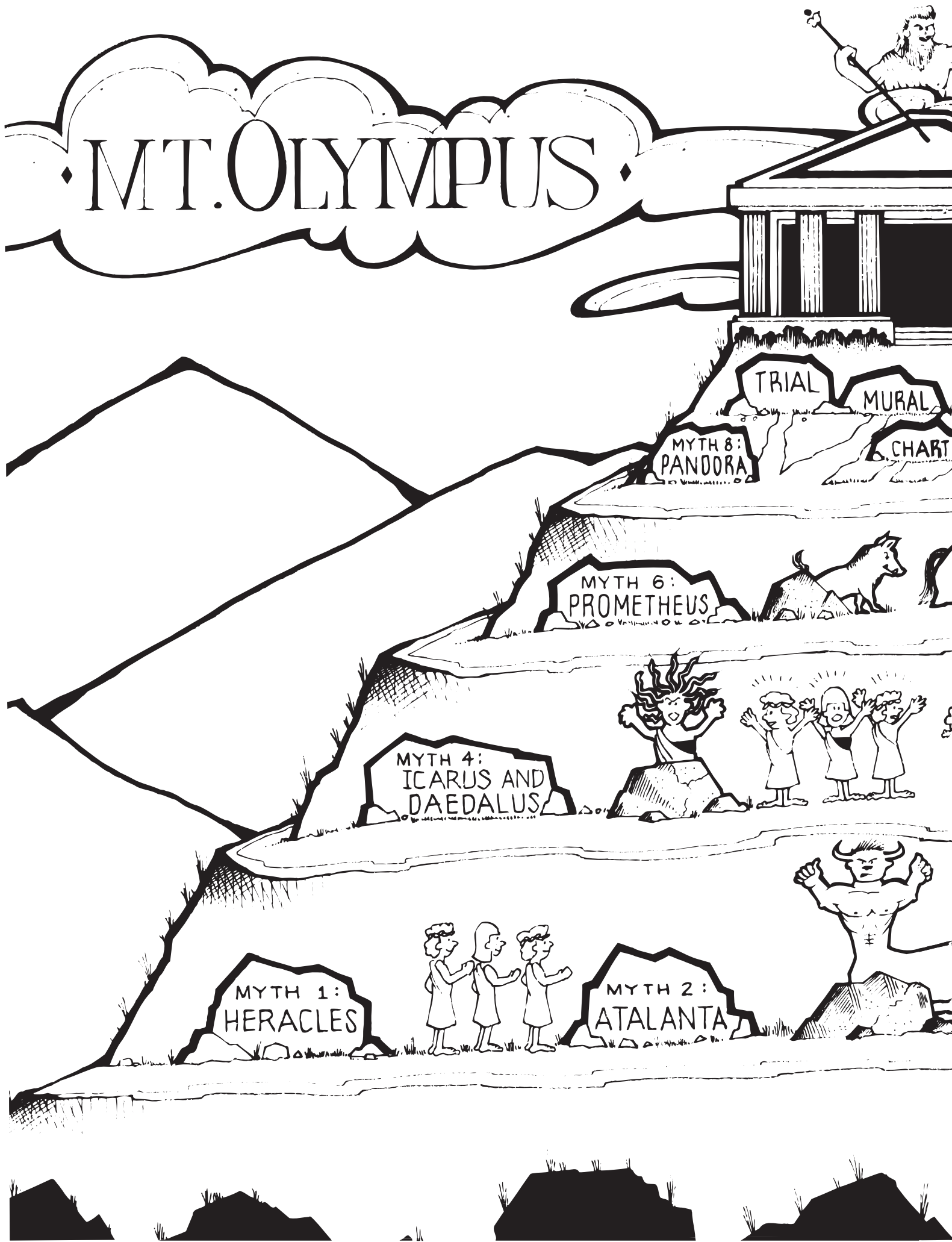
PRONUNCIATION GUIDE

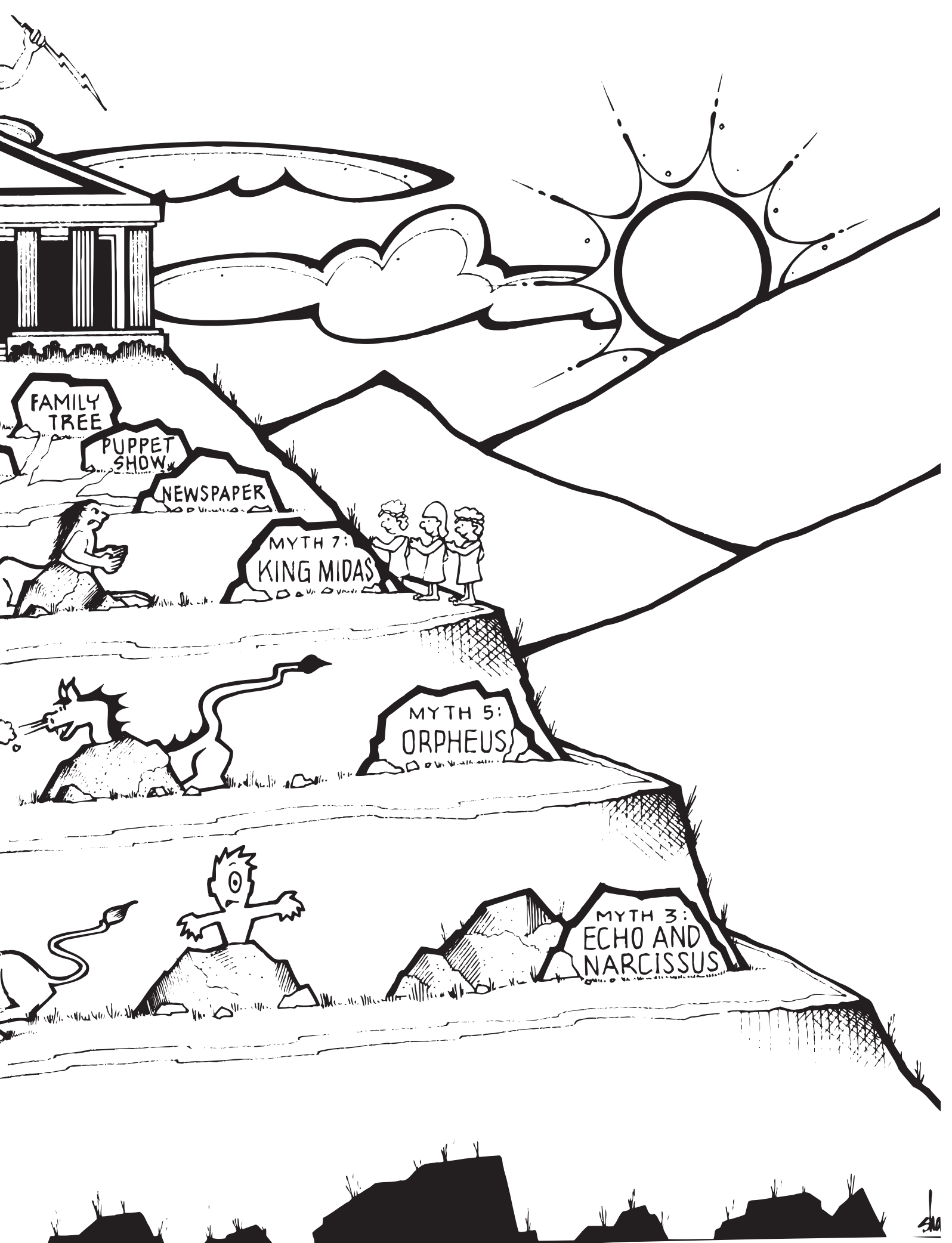
Directions:

1. While at home alone, practice reading **aloud** all these names below so that you learn how to pronounce them correctly.
2. In class practice your pronunciation with members of your team.

- Achilles (*Uh-**KILL**-eez*)
- Aphrodite (***AF**-roh-die-tee*)
- Apollo (*Uh-**PAUL**-oh*)
- Ares (***AIR**-eez*)
- Artemis (***ARE**-tum-us*)
- Atalanta (*At-uh-**LAN**-tuh*)
- Athena (*Uh-**THEEN**-uh*)
- Bellerophon (*Bell-**AIR**-oh-fawn*)
- Cerberus (***SERB**-uh-rus*)
- Daedalus (***DEAD**-uh-lus*)
- Demeter (*Duh-**MEE**-ter*)
- Dionysus (*Dye-uh-**NICE**-us*)
- Echo (***ECK**-oh*)
- Eros (***Air**-oss*)
- Hades (***HAY**-deez*)
- Hephaestus (*Heh-**FES**-tus*)
- Hera (***HERE**-uh*)
- Heracles (***HER**-uh-kleez*)
- Hermes (***HER**-meez*)
- Hestia (***HES**-tee-uh*)
- Icarus (***IK**-uh-rus*)
- Jason (***JAY**-sun*)
- Medea (*Muh-**DEE**-uh*)
- Medusa (*Muh-**DOO**-suh*)
- Midas (***MY**-dus*)
- Narcissus (*Nar-**SIS**-us*)
- Odysseus (*Oh-**DISS**-ee-us*)
- Orpheus (***OR**-fee-us*)
- Pandora (*Pan-**DOOR**-uh*)
- Pegasus (***PEG**-uh-sus*)
- Persephone (*Purr-**SEFF**-uh-nee*)
- Perseus (***PURR**-see-us*)
- Phaethon (***FAY**-thon*)
- Poseidon (*Poh-**SYE**-dun*)
- Prometheus (*Pro-**MEE**-thee-us*)
- Theseus (***THEE**-see-us*)
- Zeus (***ZOOSS***)

MT. OLYMPUS



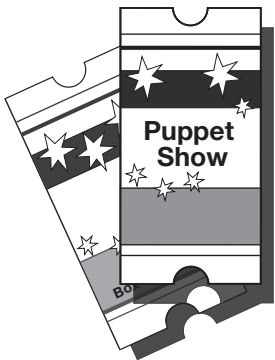


BOULDER ACTIVITIES

Activity 1: Chart of Gods and Goddesses

Complete a chart of the major Olympian gods and goddesses of Greek mythology. Be sure to include both Greek and Roman names for each. List their duties and symbols in the spaces provided. The first god, Zeus, is started for you.

Greek name	Roman name	Duties	Symbols
1. Zeus	Jupiter	King of the gods	thunderbolt, shield, oak tree
2.			



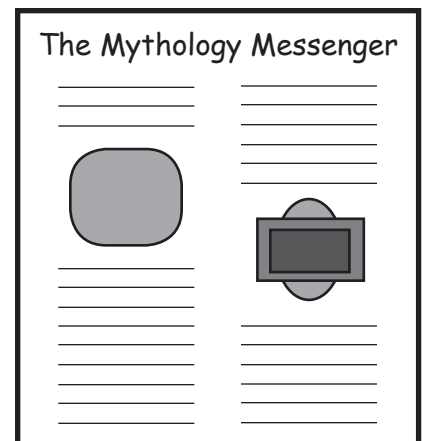
Activity 2: Readers Theater Puppet Show

Get into the act! Along with members of your cooperative learning group, create a readers' theater puppet show based on the myth of your choice. Assign parts to members of the group and add dialogue if needed. Create imaginative scenery and props using cardboard, poster board, and butcher paper. Design paper bag or sock puppets to represent the main characters.

Activity 3: Mythology Newspaper

Create a mythology newspaper—*The Mythology Messenger*. This activity challenges your team to use all your members' literary skills. You must compose copy based upon a favorite myth. Each group member will have a specific task to complete. Follow these directions:

1. Write a headline about the myth. Then create a newspaper report focusing on the factual events which occurred.
2. In another column write an editorial giving your opinion of the myth. Be sure to include reasons that back up your opinion.
3. Design an illustration of an important part in the myth and write a caption below it that explains the action occurring.
4. In the last column, draw an advertisement that would influence others to read this myth.

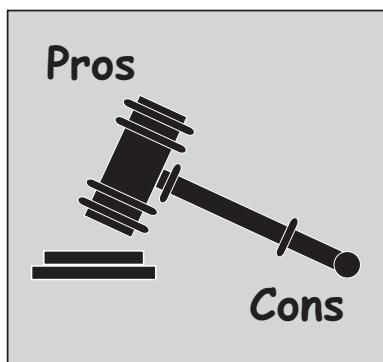


Activity 4: The Greek Creation Myth and a Family Tree

Research the Greek creation myth and prepare a written skit of the story. Prepare a “living” illustration of a family tree showing heaven, earth, the Titans, and the generation of gods and goddesses which followed. Your illustration will be “alive” because group members will dress as persons on the family tree. Have each member briefly explain his/her relationship to the “tree.” (You might use ribbon or rope to connect the parts of the tree.)



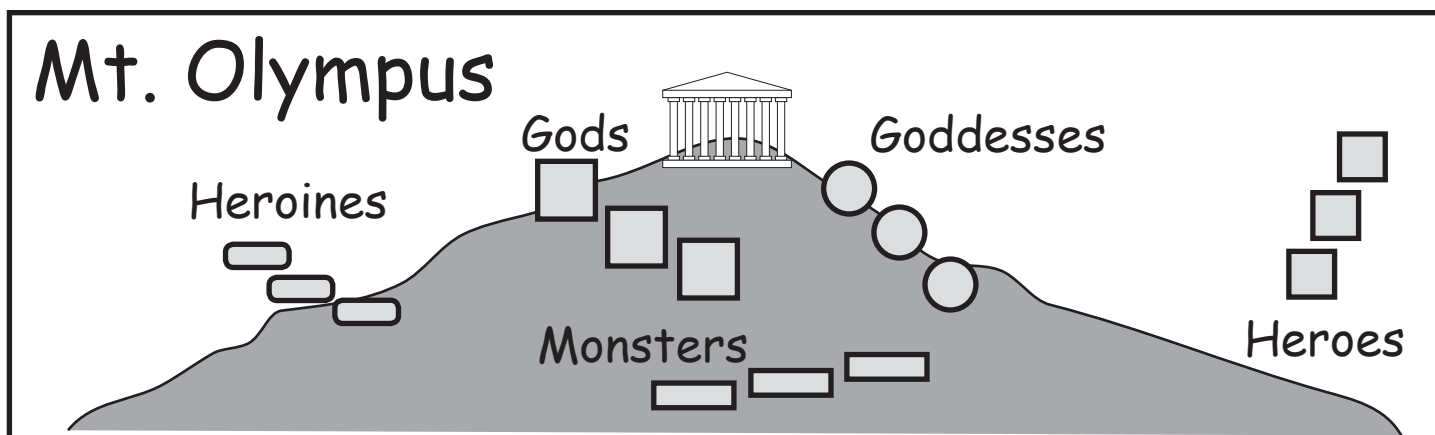
Activity 5: Trial of Prometheus



You are Prometheus’ defense attorney. Prometheus has recently been accused by Zeus of giving the people on earth the gift of fire. Is this an act worthy of severe punishment? Or is Prometheus really a hero? Read the myth in order to plan your defense. List the pros and cons of the case to use in a mock trial. Assign courtroom roles (defendant, attorneys, witnesses, judge) to members of your group. Present the courtroom drama in front of a classroom jury.

Activity 6: Mural

Create a mural of Mount Olympus. Include the main gods and goddesses, monsters and creatures, and heroes and heroines. Label each figure. Design a structure atop Mount Olympus that might have been home for the gods. Model it after a Greek temple. Investigate architectural details that would be appropriate for the time period.



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