

# Superheroes and Villains of Greek Mythology

**Grade Level:** Second Grade

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**Length of Unit:** Twelve lessons, approximately one hour each, plus a final lesson with three-one hour sessions

## I. ABSTRACT

Students will be learning about the religion of the people of ancient Greece. They will explore the major gods and goddesses and many of the common myths relating to these gods. Students will participate in activities to enhance their understanding of these myths, including art, games, writing and drama.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand the religion of the ancient Greeks as described in their mythology.
2. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
3. Students will recognize the development of mythology as an explanation of natural phenomena.

### B. Content from the *Core Knowledge Sequence*

1. Fiction (pp. 45-46)
  - a. Gods of Ancient Greece (and Rome)
    - i. Zeus (Jupiter)
    - ii. Hera (Juno)
    - iii. Apollo (Apollo)
    - iv. Artemis (Diana)
    - v. Poseidon (Neptune)
    - vi. Aphrodite (Venus)
    - vii. Eros (Cupid)
    - viii. Ares (Mars)
    - ix. Hermes (Mercury)
    - x. Athena (Minerva)
    - xi. Hephaestus (Vulcan)
    - xii. Dionysus (Bacchus)
    - xiii. Hades (Pluto)
  - b. Mount Olympus: home of the gods
  - c. Mythological creatures and characters
    - i. Atlas (holding the world on his shoulders)
    - ii. Centaurs
    - iii. Cerberus
    - iv. Pegasus
    - v. Pan
  - d. Greek Myths
    - i. Prometheus (how he brought fire from the gods to men)
    - ii. Pandora's Box
    - iii. Oedipus and the Sphinx
    - iv. Theseus and the Minotaur
    - v. Daedalus and Icarus
    - vi. Arachne the Weaver

- vii. Swift-footed Atalanta
- viii. Demeter and Persephone
- ix. Hercules (Heracles) and the Labors of Hercules

C. Skill Objectives

1. Students will gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts. (Colorado State Reading Standard #2.1.A.1)
2. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors. (Colorado State Reading Standard #2.6.D)
3. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading. (Colorado State Reading Standard #2.6.E)
4. Students read and recognize literature as a record of human experience. (Colorado State Reading Standard #6)
5. Students will write and speak for a variety of purposes and audiences. (Colorado State Writing Standard #2)
6. Students will write and speak using (age appropriate) conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado State Writing Standard #3)
7. Students will understand and apply the creative process to skills of story telling, playwriting, acting, and directing by participating in a play. (Colorado Model Content Standards for Theatre #2)
8. Students will understand and relate the role of theatre arts to culture and history by applying this knowledge to the creation of a dramatic play. (Colorado Model Content Standards for Theatre #4)

### III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Aliko. *The Gods and Goddesses of Olympus*. USA: Harper Collins Publishers, 1994. ISBN 0-06-446189-0
2. Low, Alice. *Greek Gods and Heroes*. New York: Macmillan Publishing Company, 1985. ISBN 0-02-761390-9
3. Hirsch, E.D. *What Your Second Grader Needs to Know (Revised Edition)*. New York, NY: Doubleday Publishing Co., 1998. ISBN 0-385-48120-9

B. For Students

1. Location of the continent of Europe on a map (Kindergarten and First Grade)
2. Geographical terms: rivers, lakes, mountains (Kindergarten)
3. History of World Religions – (Religion is a shaping force in the story of civilization) (First Grade)
4. Knowledge of how to write a simple letter
5. *Charlotte’s Web* (the habits of spiders)
6. Four seasons and the reason for the seasons
7. Ancient Egypt – recognize the Sphinx
8. Ancient Greece – (Second Grade history unit, studied concurrently with this unit)

### IV. RESOURCES

- A. *The Gods and Goddesses of Olympus*, by Aliko (book for Lessons One and Two)
- B. *What Your Second Grader Needs to Know (Revised Edition)* (Varied Lessons)
- C. *Greek Gods and Heroes*, by Alice Low (book for Lessons Three, Four, Nine and Ten)

- D. *Why Spiders Spin – A Story of Arachne*, by Jamie and Scott Simons (book for Lesson Six)

## V. LESSONS

### Lesson One: The Origin of the Gods of Ancient Greece (approximately one hour long)

#### A. Daily Objectives

1. Concept Objective(s)
  - a. Students will understand the religion of the ancient Greeks as described in their mythology.
  - b. Students will understand the development of mythology as an explanation of natural phenomena.
2. Lesson Content
  - a. Fiction (pp. 45-46)
    - i. Gods of Ancient Greece (and Rome)
      - a) Zeus (Jupiter)
      - b) Hera (Juno)
      - c) Poseidon (Neptune)
      - d) Aphrodite (Venus)
      - e) Hades (Pluto)
3. Skill Objective(s)
  - a. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
  - b. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

#### B. Materials

1. Book: *The Gods and Goddesses of Olympus*, by Aliki
2. Appendix A: Human Family Tree (for every student)
3. Appendix B: Family Tree of the Greek Gods (for every student)
4. Appendix C: How Greek Myths Explained Nature (for every student)
5. Appendix G (top): Guideline for Parents for the Family Tree of the Greek Gods (Homework Assignment) (for every student)
6. Bulletin Board Set: *Greek and Roman Mythology Bulletin Board Set*

#### C. Key Vocabulary

1. Myth – a well-known story, written or told, that is no longer believed; these stories tried to explain the world around us
2. God – a male (boy) being that is believed to be immortal, more powerful than humans, and that wants to be worshipped
3. Goddess – a female (girl) god
4. Mortal – a being that does not live forever
5. Immortal – a being that lives forever

#### D. Procedures/Activities

1. Ask students if they have ever wondered how the world got started. Discuss how the other ancient civilizations they have studied, the Egyptians and the Mesopotamians, made up stories to explain their world. Explain that in the same way, ancient Greeks long ago made up stories that we call myths to explain their world. These stories were filled with superhero gods and all kinds of villains or “bad guys.” Add that these gods were different from humans because they were

immortal, which means they would live forever. Gods also had “superpowers” that mortals, people who could not live forever, did not have.

2. Discuss how people sometimes keep track of how their families began by writing down the names of relatives on a family tree. Hand out Appendix A – Human Family Tree and read together the labels of relatives, from grandparents to the children in the family. Let students fill in their families, as much as they know.
3. Have students turn the paper over to the back side, Appendix B – Family Tree for the Greek Gods. Explain that in the same way, we can understand how the ancient Greeks thought the world began by looking at a family tree for their gods. As the teacher reads the story of the origin of the gods, students should fill in the names on the tree, beginning with the trunk.
4. The teacher should begin reading the first section of *The Gods and Goddesses of Olympus*, by Aiki, pages 6-17. The teacher should pause at the appropriate places in the story to allow the students to fill in the tree. The teacher should also discuss the key vocabulary as it appears in the story.
5. At the end of the story discuss how this story might have not only explained where all of the gods and goddesses came from, but also other things that happen in nature. Hand out Appendix C – How Greek Myths Explained Nature, and brainstorm the events in nature that are mentioned in the story and how the Greeks explained them. (Ex.: Lightning – Lightning bolts were made by the Cyclops for Zeus to throw.) Then have students copy this information on the chart on line one. Have students save this in their history folder for later use.
6. Have the students pair with a partner and explain the story, using the Family Tree for the Greek Gods, from the “trunk” to the “tree top.” Also, put up the *Greek and Roman Mythology Bulletin Board Set* and discuss each piece put up.
7. For reading homework, have students take home their Family Tree for the Greek Gods and explain it to their parents. Ask parents to check and initial at the bottom of the page, indicating whether the student understood and explained the “tree.”
8. **Extension Activity** (for Kinesthetic Learners, Gifted and Talented, or other interested students) – Make a “Pop Bottle Universe” that can be a model of the Greek origin of the universe. (See Appendix D)

E. *Assessment/Evaluation*

1. The students’ correct labeling of Appendix B will be checked and students will make corrections, if necessary, before they practice with a partner in step 6.
2. Students will demonstrate understanding of the story by retelling it to their parents and this will be evaluated by parents and checked as “Understands” or “Is somewhat confused.” If students are confused with the story, the story should be reviewed and students should retell it to show understanding.
3. Appendix C, “How Greek Myths Explained Nature,” will be used as a resource when the students write original myths in Lessons Eleven and Twelve.

**Lesson Two: Major Gods and Goddesses of Mt. Olympus** (approximately one hour long)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the religion of the ancient Greeks as described in their mythology.
  - b. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
2. Lesson Content
  - a. Fiction (p. 45-46)

- i. Gods of Ancient Greece (and Rome)
      - a) Zeus (Jupiter)
      - b) Hera (Juno)
      - c) Apollo (Apollo)
      - d) Artemis (Diana)
      - e) Poseidon (Neptune)
      - f) Aphrodite (Venus)
      - g) Eros (Cupid)
      - h) Ares (Mars)
      - i) Hermes (Mercury)
      - j) Athena (Minerva)
      - k) Hephaestus (Vulcan)
      - l) Dionysus (Bacchus)
      - m) Hades (Pluto)
    - ii. Mount Olympus: home of the gods
- 3. Skill Objective(s)
  - a. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
  - b. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

B. *Materials*

- 1. Book: *The Gods and Goddesses of Olympus*, by Aliko
- 2. Appendix E – Superhero Gods Picture Cards, copied on white card stock (for every student)
- 3. Appendix F – Superhero Gods Riddle Cards, copied on white card stock (for every student)
- 4. Student school supplies
  - a. crayons/colored pencils/markers
  - b. scissors
- 5. Zipper baggies, quart size (for every student)

C. *Key Vocabulary*

- 1. Review the vocabulary from Lesson One.

D. *Procedures/Activities*

- 1. Have students take out their “Family Tree of the Gods” handout (Appendix B). Orally review the chronology of the origin of the Greek gods and the meaning of the vocabulary words from Lesson One.
- 2. Hand out Appendix E – Superhero Gods Picture Cards. Have students look over the pictures and discuss any gods or goddesses they recognize from Lesson One. Have students color those pictures.
- 3. Begin reading *The Gods and Goddesses of Olympus*, by Aliko, pages 18 to the end of the book (except pgs. 40-41). After each section that discusses one god, pause to allow students to try to find which picture represents that god and to write the name of the god at the top of the card and to color it (if it is not already colored).
- 4. Have students cut out the twelve picture cards of the gods and place them in a pile.
- 5. Hand out Appendix F – Superhero Gods Riddle Cards of the Gods. (Do not cut these out yet.)

6. Call on students, one at a time, to read one of the Riddle Cards and call on other students to guess which god it matches. Then have students place the picture card on top of its matching Riddle Card.
  7. When all of the cards have been read and matched, have students cut apart the riddle cards and place them in a stack, face down. They should lay all of their picture cards, face up on their desks. Then on their own, have them practice reading their riddle cards and matching them to their picture cards. (**Note:** Students that are unable to read the cards independently can be paired with more proficient reading partners for this reading activity.)
  8. When students have practiced this independently, they can be placed in groups of four to play “Greek Myth Concentration.” Each group will only need one set of the picture cards and one set of the riddle cards. They should mix the two sets together and arrange them face down on the floor or table (4 rows of 6 cards). To play this game, students take turns turning over two cards of their choice. If they match, they keep the set and take another turn. If they do not match, they turn them over and return them to their spots. Then, their turn ends, and the next student takes a turn. The game ends when all the cards are taken. The winner is the person with the most cards.
  9. As the students are playing this game, the teacher can move from group to group and give hints for easy ways to remember which god matches which riddle.
  10. Hand out a zipper baggie to store cards. Have them keep the cards in their history folder for later use.
- E. *Assessment/Evaluation*
1. Appendices E and F – Superhero Gods and Picture Cards and Riddle Cards, as used in the “Greek Myth Concentration” Game, will be used. The students’ ability to correctly match pictures with riddles will be observed.

**Lesson Three: Prometheus, Friend of Humans** (approximately one hour long)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the religion of the ancient Greeks as described in their mythology.
    - b. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
    - c. Students will recognize the development of mythology as an explanation of natural phenomena.
  2. Lesson Content
    - a. Fiction (p. 46)
      - i. Greek Myths
        - a) Prometheus (how he brought fire from the gods to men)
        - b) Pandora’s Box
  3. Skill Objective(s)
    - a. Students will gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts.
    - b. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
    - c. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

- d. Students will write and speak for a variety of purposes and audiences.
- e. Students will write and speak using (age appropriate) conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

B. *Materials*

- 1. Book: *Greek Gods and Heroes*, by Alice Low
- 2. *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr. (for every student) **Note: For any of the myths that are read in the lessons of this unit, this book (pages 56-73) can replace other books that are recommended, if those books cannot be found.**
- 3. Modeling clay of any color (small handful per student)
- 4. Handwriting paper (for every student)
- 5. Appendix G (middle) – Rubric for Evaluating Prometheus’ Letter to Zeus (for every student)
- 6. Appendix C – How Greek Myths Explained Nature (in student folders)

C. *Key Vocabulary*

- 1. Forethought – to think of things you need ahead of time
- 2. Afterthought – to think of things you need after it is too late

D. *Procedures/Activities*

- 1. Briefly review what the ancient Greeks believed about how the world began.
- 2. Discuss with the students their ideas about how the ancient Greeks might have thought people came to be on the Earth. Record their ideas on the chalkboard.
- 3. Read aloud to the students *Greek Gods and Heroes*, by Alice Low, pages 22 to 23. Discuss the names of the two Titan brothers: Prometheus – a Greek word that means “forethought” (thinking ahead), and Epimetheus – a Greek word that means “afterthought” (thinking about things too late). Discuss what things Prometheus thought about ahead of time and what things Epimetheus thought about too late.
- 4. Divide the class in half, identifying one-half as Epimetheus and one-half as Prometheus. (This project is designed to help students remember the roles of Epimetheus and Prometheus in this myth.) Give each student a handful of clay and ask them to choose who or what they would make and allow them to show students nearby their creations. Then have them pretend to be the other brother and create again.
- 5. Continue reading to the students the story of Prometheus, pages 24 to 26 (top). Discuss Prometheus’ problem: Should he care for people and bring them fire or should he obey King Zeus and not steal the fire of Mt. Olympus? Discuss the punishment that Zeus gave Prometheus. Was it fair?
- 6. Discuss how the ancient Greeks might have made up this story to explain their world. Have students take out Appendix C – How Greek Myths Explained Nature, and fill in section two. (Return this to their folder for later use.)
- 7. Hand out writing paper to the students. Review the format for writing a simple letter. Have students pretend to be Prometheus and write a letter to Zeus to persuade him to allow them to give fire to humans. Students must give at least three reasons why Zeus should give fire to humans.
- 8. For homework, have students read aloud *What Your Second Grader Needs to Know*, page 63 (top half) to their parents and review the story of Prometheus with them.

- E. *Assessment/Evaluation*
1. Evaluate the letters that the students write according to the rubric in Appendix G (middle section) – Rubric for Evaluating Prometheus’ Letter to Zeus. This will show the students’ understanding of the myth.

**Lesson Four: Pandora’s Box** (approximately one hour long)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the religion of the ancient Greeks as described in their mythology.
  - b. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
  - c. Students will recognize the development of mythology as an explanation of natural phenomena.
2. Lesson Content
  - a. Fiction (p. 46)
    - i. Greek Myths
      - a) Pandora’s Box
3. Skill Objective(s)
  - a. Students will gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts.
  - b. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
  - c. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

B. *Materials*

1. *Greek Gods and Heroes*, by Alice Low
2. Appendix C – How Greek Myths Explained Nature (copy saved in their folders)
3. Appendix H – Checklist for Retelling Myths (one copy)
4. Appendix I – Pandora’s Box (on white card stock or construction paper, for every student)
5. Student school supplies:
  - a. scissors
  - b. crayons/colored pencils/markers
  - c. white glue
  - d. ruler (cm and inches)

C. *Key Vocabulary*

1. Curiosity – having a mind that wonders about things a lot

D. *Procedures/Activities*

1. Review the story of Prometheus bringing fire to man. Discuss Zeus’ anger with both Prometheus and humans. Ask for ideas on how Zeus might punish humans for getting the fire. Let students share their ideas.
2. Write on the chalkboard, “Curiosity killed the cat.” Ask students whether they have ever heard this saying and what they think it means. Explain that this is exactly what Zeus used to punish humans: Curiosity.
3. Read aloud to the students pages 26-29 (top) from *Greek Gods and Heroes*, by Alice Low. Ask students to explain how the saying, “Curiosity killed the cat,” describes what happened to Pandora.

4. Discuss how the ancient Greeks might have made up this story to explain their world. Have students take out Appendix C – How Greek Myths Explained Nature, and fill in section three. (Return this to their folder for later use.)
  5. Hand out Appendix I – Pandora’s Box. Discuss how Pandora was so attracted to the jar and have them color it with decorations of their choice. Then have them cut it out carefully and assemble the box, gluing down the flaps. Leave the topside open for the lid. (Have students save their scraps of leftover paper.)
  6. Have the students cut seven strips of paper from the scraps, about 1 cm wide and 5cm long. On the strips write the seven things that were inside the box: pain, disease, disaster, sorrow, jealousy, hatred and hope. Write these words on the chalkboard for students to copy.
  7. Have the students fold all of the strips in half and glue one end of the “hope” strip to the inside bottom of the box. Drop the rest into the box loosely and close the lid by holding it down with their hands.
  8. Have the students practice being Pandora, by opening the lids of their boxes and shaking the “bad things” out of the box. Then they should quickly close the box so that “hope” would still remain to help people. Have them also practice retelling the story to each other, using their boxes. Teachers should observe students and record on Appendix H – Checklist for Retelling Myths, whether they can correctly retell the story.
  9. (Optional) Have the students retell the story to their reading buddies in an upper grade at the next “Buddy Time.” They may use their boxes as a “prop.”
- E. *Assessment/Evaluation*
1. Students will retell the story of Pandora’s Box to a partner and the teacher will record this on Appendix H – Checklist for Retelling Myths.

**Lesson Five: Trouble on Crete: Theseus and the Minotaur, Daedalus and Icarus**  
(approximately one hour long)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the religion of the ancient Greeks as described in their mythology.
    - b. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
    - c. Students will recognize the development of mythology as an explanation of natural phenomena.
  2. Lesson Content
    - a. Fiction (p. 46)
      - i. Greek Myths
        - a) Theseus and the Minotaur
        - b) Daedalus and Icarus
  3. Skill Objective(s)
    - a. Students will gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts.
    - b. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
    - c. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

B. *Materials*

1. *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr.
2. Construction paper – any light color, ½ sheet of a 9” by 12” sheet (9” by 6”), for every student
3. Index cards, 3” by 5”, white and unlined, one per student
4. One ball of string
5. Appendix J – Quiz on the Stories of Theseus and the Minotaur and Daedalus and Icarus (for every student)
6. Appendix K – Answer Key for the Quiz on the Stories of Theseus and the Minotaur and Daedalus and Icarus

C. *Key Vocabulary*

1. Labyrinth – a maze
2. Minotaur – a monster that had the body of a man and the head of a bull

D. *Procedures/Activities*

1. Have students take out their textbooks, *What Your Second Grader Needs to Know (Revised Edition)* and open them to page 116. Review the concept of Greek city-states (back one page to page 115) and have students identify Crete and Athens on the map. (Note: This unit presumes that Ancient Greece is being studied concurrently with Greek Mythology.) Compare and contrast these two city-states. Discuss how they might be similar: close to the ocean, jobs – fishing, shipping, ruled by kings. Discuss how these two might be different: Crete is an island and Athens is connected to the main land of Greece.
2. Have students turn to page 65 in the same textbook, to the story of “Theseus and the Minotaur.” Explain that this story is about a time when Crete ruled over Athens.
3. Read the story aloud to the students while they follow along silently, pages 65 and 66 of the story. When the Minotaur is mentioned, turn the page to page 66, and observe and discuss the definition of a Minotaur, based on the illustration.
4. Discuss comprehension questions about the story, such as, “Why did Theseus and the other youths have to sail to Crete?” (Crete won the war against Athens and required them to do this.) “What could Athens have done instead of obeying King Minos?” (They could have refused and fought the war again.) “Why did Theseus want to go?” (He wanted to fight the Minotaur so that no more youths would die.) “Why did Ariadne want to help Theseus?” (She was in love!) “How did she help him?” (She gave him string and a weapon.) “Could she have done something else to save him?” (She could have tried to persuade her father to save him.) “What was the signal that Theseus would give to let his father know he had succeeded?” (He would put up the white sail.)
5. Tie the end of a ball of string to a piece of furniture in the classroom (such as the leg of the teacher’s desk) and unwind it as you travel in and out of student desks in a random route. Then have various students try to be “Theseus” and take the ball of string and wind it back up to find their way back to the starting point.
6. Hand out one index card to each student and have them try to draw a labyrinth (maze) of their own. They can be inside a shape, such as a circle, square or heart. They can have a student next to them try to find their way through the maze with their pencils.
7. Have the students open their same books now to page 66 (bottom half), and look at part two of the story. Have students discuss what they think happened to Daedalus, the inventor of the Labyrinth, when King Minos found out that Theseus had escaped.

8. Begin reading aloud to the students (while they follow along silently) the story of Daedalus and Icarus on the bottom of page 66 and the top of page 67. Discuss inventions, such as the waxy wings. Ask students, “What do you think Daedalus did with the waxy wings after he landed in Athens?” (He threw them away.) “What do you think would have happened if he would have taught others how to make wings to fly?” (Varied answers) “What lesson do you think ancient Greek parents wanted to teach their children through this story?” (Obey your parents.)
  9. Hand out to each student a copy of Appendix J – Quiz on the Story of Theseus and the Minotaur and Daedalus and Icarus. Read the directions and questions with the students as they take the quiz.
- E. *Assessment/Evaluation*
1. Students will demonstrate their comprehension of these two stories by taking the quiz (Appendix J – Quiz on the Story of Theseus and the Minotaur and Daedalus and Icarus).

**Lesson Six: Arachne the Weaver** (approximately one hour long)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the religion of the ancient Greeks as described in their mythology.
    - b. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
    - c. Students will recognize the development of mythology as an explanation of natural phenomena.
  2. Lesson Content
    - a. Fiction (p. 46)
      - i. Greek Myths
        - a) Arachne the Weaver
  3. Skill Objective(s)
    - a. Students will gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts.
    - b. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
    - c. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- B. *Materials*
1. *Why Spiders Spin – A Story of Arachne*, by Jamie and Scott Simons
  2. Construction paper, multi-colored, 9” by 12”, two sheets per student
  3. Scissors and glue (for every student)
  4. Gods of Mt. Olympus Picture Cards and Riddle Cards of the Gods
  5. Appendix C: How Greek Myths Explained Nature (in student folders)
  6. Appendix H: Checklist for Retelling Myths (previously used teacher copy)
- C. *Key Vocabulary*
1. Arachnids – the class of animals that spiders belong to
- D. *Procedures/Activities*
1. Have students take out their Gods of Mt. Olympus Picture Cards. Find the picture of Athena, review her birth and special talents. Discuss that she was the

goddess of war, wisdom, and handicrafts. Also review how the ancient Greeks believed humans must always show respect to the gods.

2. Have students discuss and share with the class what their special talents are. Discuss how they think people with special talents should behave. Ask, “Should they boast?” “Should they put down other people who are less talented?”
3. Take out the book, *Why Spiders Spin – A Story of Arachne*, by Jamie and Scott Simons. Discuss the title and book cover and review what students learned about spiders from their study of *Charlotte’s Web*, by E.B. White. Discuss the habits of spiders, why they weave webs, and their scientific name, arachnid.
4. Read the story aloud to the students and have them listen for instances when Arachne is not being respectful to the gods. Have them raise their hand each time they hear something that is disrespectful.
5. Discuss what lesson ancient Greek parents might have wanted their children to learn as they told this story to them (Always be respectful to the gods.).
6. Discuss how Greeks might have used this story to explain the world around them. Have students take out their copies of Appendix C – How Greek Myths Explained Nature. Have them discuss and then fill in the next set of blanks.
7. Have students each choose two different colors of construction paper. Explain that they are going to have a chance to experience the talent of Arachne: weaving. Discuss that for their weaving, one sheet will be the “loom,” and the other will be cut into one-inch wide strips to be the “yarn.”
8. Have students fold their loom paper in half (like a book). Hold the ruler under the fold, and use a pencil to make a small mark along the fold at every inch. Also use the ruler to draw a line one inch before the open ends on the opposite side of the fold. This line will be the stopping mark for the cuts. Beginning at the fold, students should cut along the paper at each inch mark, from the fold to the stopping line. Then open this up and this will be the “loom.”
9. Students should hold the other paper in front of them and cut strips along the short side of the paper (to make 9 inch long strips). This should make 12 strips. Now students should weave these strips, beginning at the bottom and not leaving spaces between strips.
10. When they are finished, have students glue down loose end pieces. (Note: the teacher may want to laminate these for students to use as placemats.) Students may take turns sharing their finished product. As students are working, go around with Appendix H – Checklist for Retelling Myths, and have students explain:
  - a. What caused Arachne to get in trouble with the gods? (She thought she was a better weaver than Athena.)
  - b. How did the gods respond? (Athena challenged her to a weaving contest.)
  - c. What was the result of Arachne’s attitude? (She was turned into a spider.)
11. Students must correctly answer the questions to receive a check.

E. *Assessment/Evaluation*

1. Students must correctly answer the following questions to receive a check on Appendix H – Checklist for Retelling Myths:
  - a. What caused Arachne to get in trouble with the gods? (She thought she was a better weaver than Athena.)
  - b. How did the gods respond? (Athena challenged her to a weaving contest.)

- c. What was the result of Arachne's attitude? (She was turned into a spider.)

**Lesson Seven: Demeter and Persephone** (approximately one hour long)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the religion of the ancient Greeks as described in their mythology.
  - b. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
  - c. Students will recognize the development of mythology as an explanation of natural phenomena.
2. Lesson Content
  - a. Fiction (p. 46)
    - i. Greek Myths
      - a) Demeter and Persephone
3. Skill Objective(s)
  - a. Students will gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts.
  - b. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
  - c. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

B. *Materials*

1. *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr.
2. Gods of Mt. Olympus Picture Cards and Riddle Cards of the Gods
2. Fresh Pomegranate (three seeds per student)
3. Appendix C: How Greek Myths Explained Nature (in student folders)
4. Rulers (for every student)

C. *Key Vocabulary*

1. Pomegranate – red fruit filled with red juice-filled seeds
2. Underworld – the place where Greeks believed people went to when they died

D. *Procedures/Activities*

1. Review with students the differences between the seasons and the cause of the seasons (the tilt of the earth away from or toward the sun). Explain that the ancient Greeks had their own explanation for the seasons.
2. Have students take out their baggies of Superhero Gods Cards and find the card for Demeter and the matching riddle card. Together, read aloud the information on the riddle card. Have them also locate the card for Hades and read his riddle also.
3. Have students take out their books, *What Your Second Grader Needs to Know*, by E.D. Hirsch, Jr. They should turn to page 70. Begin reading aloud (while the students follow along silently) the story of Demeter and Persephone. As the story is read, discuss the meaning of the vocabulary words, Pomegranate and Underworld.
4. Hand out three pomegranate seeds to each student and have them taste the seeds, if they would like. (Check first to make sure that no student has an allergy to the

- fruit. Tasting is optional.) Discuss how very little Persephone ate, and yet it caused a major problem.
5. Discuss cause and effect. Ask, “In this story what was the cause of the problem?” (Hades kidnapping Persephone) Then ask, “What was the effect, or what happened as a result?” (Demeter refused to make plants grow.) What was the cause of Persephone’s problem? (She ate three pomegranate seeds.) What was the effect? (She had to spend three months of the year with Hades as his wife.)
  6. Discuss fairness. Ask, “Do you think it was fair that Persephone had to stay three months of the year in the underworld?” Have the students take sides and debate the issue.
  7. Have the students take out their history folders and pull out Appendix C – How Greek Myths Explained Nature. Have them fill in section five for how Greeks explained the four seasons.
  8. Hand out a piece of manila or white construction paper (9” by 12”). Have students fold them into fourths. At the top of the page (held horizontally), have them draw a title line and write, “Demeter and Persephone in the Seasons.” At the top of each of the four sections, have them draw another title line with their rulers, 3 inches long, and write the names of the four seasons: Spring, Summer, Fall and Winter. Discuss what would be happening during those seasons, including the feelings of Demeter and Persephone, and the way the plants would look. Have the students draw an illustration in each section that includes Demeter, Persephone, and the plants. This should show what they looked like during that season. The “Winter” section should be divided in half with a diagonal line, showing Demeter and the plants on top and Hades and Persephone on the bottom.
- E. *Assessment/Evaluation*
1. Students will be evaluated using the poster, “Demeter and Persephone in the Seasons.” Each section should show the following: Spring (Demeter and Persephone should be happy together, plants should be sprouting and growing), Summer (Demeter and Persephone should be happy together and plants should be fully grown.), Fall (Demeter and Persephone should look a little sad, thinking about their coming separation, plants should look like autumn – colorful leaves and fallen leaves), and Winter (Demeter on top should be very sad and plants should look dormant – without leaves; on the bottom, Hades and Persephone should be together in the dark underworld).

**Lesson Eight: Oedipus and the Sphinx** (approximately one hour long)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the religion of the ancient Greeks as described in their mythology.
    - b. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
    - c. Students will recognize the development of mythology as an explanation of natural phenomena.
  2. Lesson Content
    - a. Fiction (p. 46)
      - i. Greek Myths
        - a) Oedipus and the Sphinx

3. Skill Objective(s)
  - a. Students will gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts.
  - b. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
  - c. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
  
- B. *Materials*
  1. *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr.
  2. Index cards (3" by 5"), lined on one side and blank on the other, (three per student)
  3. Hole punch, 1 ½ inch binder ring (for teacher use)
  4. (Extension activity) 9" by 12" white drawing paper, ruler (for each student)
  5. Appendix H – Checklist for Retelling Myths
  
- C. *Key Vocabulary*
  1. Sphinx – a monster that had the head of a woman, body of a lion, and wings of an eagle
  
- D. *Procedures/Activities*
  1. Ask students if anyone has a riddle that they would like to share with the class. After students share a few, ask them what the difference is between a riddle and a joke. (A riddle asks a tricky question, but a joke tells a funny story.)
  2. Have students take out their textbooks, *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr., and turn to page 64. Have students look at the picture at the top of the page. Ask them if they remember a monument from ancient Egypt (first grade study) that looked like this monster. Ask, "What was it called?" (the Sphinx) Ask, "What kinds of animals do you see in a Sphinx?" (woman's head, lion's body, eagle's wings) Ask for their opinions, "Do you think this animal was a good or bad animal? Why?" Explain that this monster was also found in the Greek myths and this is a story about it.
  3. If possible, break up into smaller groups to take turns reading aloud the story of Oedipus and the Sphinx on page 64. Have students cover the bottom of the story and try to guess the answer to the riddle before reading it. After they read the answer, hand out one index card to each student and on the lined side of the card, have them write at the top, "The Riddle of the Sphinx" and underline it. Then on the next few lines on this side, have them copy the riddle out of the book. On the back, have them write at the top, "Man," and draw three small pictures of man as a crawling baby, a man standing up, and an old man using a cane. Encourage students to take this card home and try out the riddle on their parents or other family member.
  4. Ask comprehension questions about the story, such as, "Why was the Sphinx a danger to Thebes?" (She would swoop down and kill people if they could not answer her riddle.) Discuss the problems this would cause for the city: deaths, no visitors, no one could leave, no buying or selling between cities. Ask, "What did the Sphinx do when Oedipus answered correctly?" (She jumped off the cliff and drowned herself.) "How did the people of Thebes show their appreciation to Oedipus?" (They made him their king.)
  5. To help students further understand the concept of riddles as a tricky question, have students work together to make a class riddle book. Hand out two index

cards to each student. Have them each make up two riddles, writing their riddle question on the lined side and writing the answer, with an illustration, on the plain side. Collect the cards, hole punch the upper left hand corner of the riddle side, and keep them together with a 1-½ in. binder ring. Students can reenact the experience of Oedipus at recess by being challenged to solve one of the riddles before being allowed to go outside.

6. **Extension activity:** Hand out a 9” by 12” piece of drawing paper to each student. Have them fold it in half like a book. Discuss the monsters in Greek mythology, how they are often part human and part animal. Holding the paper horizontally, on both sides have the students use their rulers to draw a title line at the top of each of the four sections. On the front, have the students label and draw the Minotaur and the Sphinx. On the back, have the students invent two new creatures that are part human and part animal. Ask, “Do you think the animals have to be bad creatures? Is it possible to invent an animal that can be helpful to people?” Have students share their creatures and explain them.

E. *Assessment/Evaluation*

1. Students will be evaluated individually as they are asked:
  - a. Why was the Sphinx a danger to Thebes? (She would swoop down and kill people if they could not answer her riddle.)
  - b. What was the riddle of the Sphinx?” (What creature goes on four feet in the morning, on two feet at noon, and on three feet in the evening?)
  - c. Why do you think the Sphinx drowned herself when Oedipus answered correctly? (She was surprised and angry that someone figured out the riddle.)
  - d. How did the people of Thebes show their appreciation? (They made him king.)
2. Students must correctly answer all four questions to receive a check on Appendix H – Checklist for Retelling Myths. (If they are unable to answer all questions, review and retest them.)

**Lesson Nine: Swift-Footed Atalanta** (approximately one hour long)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the religion of the ancient Greeks as described in their mythology.
  - b. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
  - c. Students will recognize the development of mythology as an explanation of natural phenomena.
2. Lesson Content
  - a. Fiction (p. 46)
    - i. Greek Myths
      - a) Swift-footed Atalanta
3. Skill Objective(s)
  - a. Students will gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts.
  - b. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.

- c. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

B. *Materials*

1. *Greek Gods and Heroes*, by Alice Low
2. Artificial (plastic) apples, spray painted gold (three), or golden delicious apples
3. Gods of Mt. Olympus Picture Cards and Riddle Cards of the Gods (each student has a set)
4. Construction paper (yellow), 9" by 12", cut in halves (9" by 6") (one half sheet for each student)
5. Student school supplies:
  - a. Pencil
  - b. crayons/colored pencils/markers
  - c. scissors

C. *Key Vocabulary*

No new vocabulary

D. *Procedures/Activities*

1. Review the kinds of myths students have read or heard in this unit. Brainstorm what they all have in common: they are stories of mortals with gods or monsters. Point out that the next myth will mostly involve mortals who receive a little help from a god.
2. Hand out a half sheet of yellow construction paper to each student. Explain that this story has three golden apples in it. Have the students draw and cut out three large golden apples.
3. Explain that this is a story about a great race. Ask the students if they have ever run races. Discuss what runners have to do to be winners and how they prepare for races. Also discuss the prize that winners receive from a race and what losers receive.
4. Read aloud to the students the story of Swift-Footed Atalanta, from *Greek Gods and Goddesses*, by Alice Low, pages 79-83. Tell students that they may color the golden apples during the first half of the story. During the second half, ask them to hold up an apple each time they hear an apple mentioned in the story. (This is done to help students focus on the importance of the apples in the story.)
5. When the story is finished, ask students comprehension questions, such as:
  - a. How was Atalanta different from other girls in Greece? (She loved to run and did not want to get married.)
  - b. How did she decide to choose a husband? (She would choose the man who could beat her in a race.)
  - c. Why do you think Hippomenes was not afraid to race Atalanta? (He loved her and asked for help from the gods.)
  - d. Why do you think Aphrodite helped Hippomenes? (She liked him and felt sorry for him.)
  - e. Do you think Atalanta was disappointed that Hippomenes beat her? (No, because she seemed happy to marry him.)
6. This final activity will give the students a chance to kinesthetically experience the story and increase comprehension of the content. At recess, invite the students' upper grade reading buddies to join them for a race. Have the students explain the story to their "buddy" and tell the "buddy" that they are required to pick up each apple that gets dropped. Then have the students take turns racing their buddies. Several pairs of runners can run at a time.

- E. *Assessment/Evaluation*
1. The teacher should listen and observe as students retell their stories and reenact the race. Record the correct retelling of the story on Appendix H – Checklist for Retelling Myths.

**Lesson Ten: The Labors of Hercules** (two days long, one hour each day)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the religion of the ancient Greeks as described in their mythology.
    - b. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
    - c. Students will recognize the development of mythology as an explanation of natural phenomena.
  2. Lesson Content
    - a. Fiction (p. 46)
      - i. Greek Myths
        - a) The Labors of Hercules
  3. Skill Objective(s)
    - a. Students will gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts.
    - b. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
    - c. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- B. *Materials*
1. *Greek Gods and Heroes*, by Alice Low
  2. Gods of Mt. Olympus Picture Cards and Riddle Cards of the Gods
  3. Construction Paper, 9 in. by 12 in., manila (for every student)
  4. Student school supplies:
    - a. Pencil
    - b. Ruler
    - c. crayons/colored pencils
  5. *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr.
  6. *Hercules*, movie on video, by Disney
  7. Appendix H – Checklist for Retelling Myths
- C. *Key Vocabulary*
1. Labors – difficult or dangerous tasks or jobs
- D. *Procedures/Activities*
1. Discuss the students' favorite superheroes. Write down their names on the chalkboard and have the students orally list the things that a superhero can do.
  2. Explain that ancient Greece also had their superheroes, and one of them was Hercules. Fill out a KWL chart on the chalkboard for what they already know about Hercules. Explain that the REAL myth of Hercules will differ from the movie version.
  3. Have the students take out their baggies of Gods of Mt. Olympus and find Zeus and Hera, along with their riddle cards. Explain that Hera was only one of Zeus' wives and that she was very jealous of Zeus' other wives. Even though Zeus was

Hercules' father, Hera was not his mother and she did not want Hercules to be able to live up on Mt. Olympus. She wanted him to prove that he was powerful enough to be one of the gods and that is why he had to do these labors.

4. Hand students a sheet of construction paper, prefolded for them into six sections (horizontally, two rows and three columns). Have students make a 9" long title line with their rulers about an inch from the top of the paper (held horizontally). On the line, have them write, "The 12 Labors of Hercules." Then have them number each box in the upper left hand corner, 1-6 on the front and 7-12 on the back.
  5. Begin reading aloud to the students, page 94 of *Greek Gods and Heroes*, by Alice Low. When the teacher comes to each labor, pause and write the name of the labor on the board for students to write in the corresponding box, such as Labor 1: Kill the lion of Nemea. Have the students use their rulers to draw a line or two at the top of each box on which to write the labor's name. Then, as the teacher reads about the labor, students may sketch and color a small cartoon of what happened. The teacher may need to show pictures from the book or draw a sample on the board to help the students.
  6. Complete Labors 1-6 on day one and Labors 7-12 on day two.
  7. Allow students to take their papers home for reading homework each day, and describe the six labors to their parents. Students may also take home their textbooks, *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr., and read pages 71-73 for a different version.
  8. When the students have completed their cartoons of the 12 Labors of Hercules, have them use a red crayon to trace around the two labors that did not count: Killing the Hydra and Cleaning the Augean Stables. Discuss why those two labors did not count.
  9. **Extension Activity:** Have the students watch the Disney movie, "Hercules." Have them note the things in the movie that differ with the actual myth.
  10. Have the students hand in their "12 Labors of Hercules" posters and evaluate them as a retelling of the myth, using Appendix H – Checklist for Retelling Myths.
- E. *Assessment/Evaluation*
1. Teacher will look over the "12 Labors of Hercules" posters and evaluate them as a retelling of the myth, using Appendix H – Checklist for Retelling Myths.

### **Lesson Eleven: Other Mythical Creatures** (approximately one hour long)

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the religion of the ancient Greeks as described in their mythology.
  - b. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
  - c. Students will recognize the development of mythology as an explanation of natural phenomena.
2. Lesson Content
  - a. Fiction (p. 45)
    - i. Mythological creatures and characters
      - a) Centaurs
      - b) Pegasus
      - c) Pan

3. Skill Objective(s)
  - a. Students will gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts.
  - b. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
  - c. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

B. *Materials*

1. *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr. (for every student)
2. Appendix L-Creatures and Villains Picture Cards
3. Appendix M – Creatures and Villains Riddle Cards.
4. Straight plastic drinking straws, four per student
5. Scissors (for every student)
6. Masking tape, ½ wide

C. *Key Vocabulary*

1. Centaur – a creature that has the body of a horse and from the waist up is a man
2. Pegasus – creature that was a winged horse

D. *Procedures/Activities*

1. Review some of the unusual creatures that students have already encountered in their readings of Greek myths, such as the Minotaur (Theseus and the Minotaur), Sphinx (Oedipus and the Sphinx), and Cerberus (The Labors of Hercules). Explain that there are three other creatures that appear in many Greek myths: Centaurs, Pegasus, and Pan.
2. Have students take out their textbooks, *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr., and open them to page 62. Have them look at the picture of Pegasus and together read aloud the paragraph. Ask them to share where they have seen or heard of Pegasus or a winged horse in other places (Hercules, the movie, toys, etc.). Then have them look at the picture of the centaur and read aloud together the paragraph with it. Have them share any previous knowledge on the centaur. Finally have them look at the picture of Pan and read aloud that paragraph together. Have them share their previous knowledge of Pan or of panpipes.
3. Hand out Appendix L-Creatures and Villains Picture Cards and Appendix M – Creatures and Villains Riddle Cards. Have students color and cut out the Picture Cards. Read together the Riddle Cards and have students match the Picture Card to place on top of the corresponding Riddle Card. Then cut out the Riddle Cards, mix them up, and practice matching pictures to riddles.
4. Divide the class into groups of four students and play “Greek Myth Concentration” with the Creatures and Villains Cards. The teacher should go around the class and observe and assess the students’ ability to correctly match pictures with riddles. After the students have played this game a couple of times, have them combine these cards with the Superhero Gods Picture Cards and Riddle Cards and play the game with the whole set of cards.
5. To help students better understand the figure of Pan and the panpipes that he plays, have students construct their own sets of panpipes. Students will need four plastic drinking straws. Have them take out their rulers and scissors. They will need to cut the following pieces: 1 in., 2 in., 3 in., 4 in., 5 in., 6 in., and 7 in.

Have them lay these side by side, from smallest to largest, with the tops even. The teacher will need to go around and tape these together one inch below the tops, using a thin ½ in. wide strip of masking tape. A strip of tape will also need to be placed on the back side, 1 inch from the top. The students may then experiment with their panpipes by blowing evenly across the top.

6. Discuss how they think the Greeks explained Pan's invention of the panpipes. What materials do they think he used? Make up a myth story together orally to explain why the panpipes were made.

E. *Assessment/Evaluation*

1. The teacher should go around the class and observe and assess the students' ability to correctly match pictures with riddles as the students play "Greek Myth Concentration."

**Lesson Twelve: Experiencing Myths Through Drama** (approximately one hour long)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the religion of the ancient Greeks as described in their mythology.
  - b. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
  - c. Students will recognize the development of mythology as an explanation of natural phenomena.
2. Lesson Content
  - a. Fiction (p. 46)
    - i. Greek Myths
      - a) Prometheus (how he brought fire from the gods to men)
      - b) Pandora's Box
      - c) Oedipus and the Sphinx
      - d) Theseus and the Minotaur
      - e) Daedalus and Icarus
      - f) Arachne the Weaver
      - g) Swift-footed Atalanta
      - h) Demeter and Persephone
      - i) Hercules (Heracles) and the Labors of Hercules
3. Skill Objective(s)
  - a. Students will compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
  - b. Students will read, respond to, and discuss a variety of literature, such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
  - c. Students read and recognize literature as a record of human experience.
  - d. Students will understand and apply the creative process to skills of story telling, playwriting, acting, and directing by participating in a play.
  - e. Students will understand and relate the role of theatre arts to culture and history by applying this knowledge to the creation of a dramatic play.

B. *Materials*

1. *What Your Second Grader Needs to Know (Revised Edition)*, by E.D. Hirsch, Jr.
2. Drama Box – any box large enough to contain a classroom set of:

- a. togas (strip of white bed sheet, 6' by 3', folded in half to be 3' by 3'; with an opening cut at the middle of the fold, 1' long for the neck)
  - b. classroom set of cords (colorful, 3' long each) to tie around the waist as sashes
  - c. classroom set of "olive wreaths" to wear on their heads (18' of artificial ivy, with ends taped together to form a circle)
3. Appendix G (bottom): Rubric for Evaluating the Drama Presentation
- C. *Key Vocabulary*
1. Drama – acting out a story in the form of a play
- D. *Procedures/Activities*
1. Review with the students the myths that have been read together in this unit. Explain that sometimes it helps us to understand a story when we act it out and this is called "drama." They will be using drama today to act out a few of these myths.
  2. Set up six areas in the classroom for drama groups and divide the students between these groups. Each group may choose a myth to portray, but each group should choose a different myth. Suggested myths would be "Arachne, the Weaver," "Theseus and the Minotaur," "Swift-Footed Atalanta," "Demeter and Persephone," "Daedalus and Icarus," and "Oedipus and the Sphinx." Students will be challenged to add enough parts to their play to include all members, or have some group members work on props or be the director. This will not be a written play. It should be discussed as a group and then ad-libbed several times until the group feels it is ready for presentation. (This would be a good time to get parent volunteers to come in and have one volunteer help each group. Parents may want to use *What Your Second Grader Needs to Know*, by E.D. Hirsch, Jr. as a resource.)
  3. When the groups are ready, each group may take turns performing their play for the class. Students will all wear the Greek clothing from the drama box: toga, cord sash, and laurel wreath. The teacher will evaluate the students' performance for participation and understanding of the myth presented.
- E. *Assessment/Evaluation*
1. Students will be evaluated for their level of performance and understanding of the myth by using Appendix G (bottom): Rubric for Evaluating the Drama Presentation.

**Lesson Thirteen: Writing Your Own Myth** (three days, approximately one hour long each)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the religion of the ancient Greeks as described in their mythology.
    - b. Students will understand the effect that the belief in gods and goddesses had on the daily life of the ancient Greek people.
    - c. Students will recognize the development of mythology as an explanation of natural phenomena.
  2. Lesson Content
    - a. Fiction (pp. 45-46)
      - i. Gods of Ancient Greece (and Rome)
        - a) Zeus (Jupiter)
        - b) Hera (Juno)
        - c) Apollo (Apollo)
        - d) Artemis (Diana)

- e) Poseidon (Neptune)
- f) Aphrodite (Venus)
- g) Eros (Cupid)
- h) Ares (Mars)
- i) Hermes (Mercury)
- j) Athena (Minerva)
- k) Hephaestus (Vulcan)
- l) Dionysus (Bacchus)
- m) Hades (Pluto)
- ii. Mount Olympus: home of the gods
- iii. Mythological creatures and characters
  - a) Atlas (holding the world on his shoulders)
  - b) Centaurs
  - c) Cerberus
  - d) Pegasus
  - e) Pan
- 3. Skill Objective(s)
  - a. Students will write and speak for a variety of purposes and audiences.
  - b. Students will write and speak using (age appropriate) conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

B. *Materials*

- 1. Appendix N – Planner for Writing Your Own Greek Myth (for every student)
- 2. Appendix N – Planner for Writing Your Own Greek Myth, copied onto an overhead transparency
- 3. Overhead markers
- 4. Handwriting paper – two sheets for every student or more, if needed
- 5. Manila construction paper -12” by 18” (for every student)
- 6. Appendix O – Rubric for Evaluating Student Myths

C. *Key Vocabulary*

- 1. Characters – people or animals in a story
- 2. Setting – where a story takes place
- 3. Plot – what happens in a story
- 4. Introduction – how a story begins
- 5. Conclusion – how a story ends

D. *Procedures/Activities*

- 1. Have the students share and discuss their favorite myths that have been read in this unit. Have them vote on the class favorite.
- 2. Show the Appendix M transparency on the overhead projector. Explain that when an author writes a story, they usually plan their story first. Ask, “How would the author of this myth plan the story?” Go through each item on the planner together, filling in each section. Go over the Key Vocabulary as they come to it.
- 3. Hand out Appendix M – Planner for Writing Your Own Greek Myth, to each student. Explain that they will now get a chance to write their own myth. Review and fill in one section at a time.
- 4. When students have finished their planners, give each one a sheet of handwriting paper to begin writing rough drafts. As students complete the drafts, have them hand them in. The teacher should call up one student at a time to edit together.

5. When their papers have been edited, the students should receive a new sheet of handwriting paper and they should write their final copies (on one side only). Those who write longer myths may need a second page.
  6. When the final copies are completed, students should be given a sheet of manila paper (12” by 18”). This should be folded in half so that each half is 9” by 12”. They should glue their stories on the bottom half and draw and color a picture to go with the story on the top half. These should be handed in to be evaluated.
- E. *Assessment/Evaluation*
1. Student myths should be evaluated using Appendix O – Rubric for Evaluating Student Myths.

## VI. CULMINATING ACTIVITY

- A. Afternoon with the Greek Superheroes – Students will invite their parents to join the class for an afternoon of drama and stories. Student groups will perform their plays from Lesson Twelve and will read their myths to their parents. These will be displayed in the hallway. Parents may be asked to bring in Greek desserts (baklava, ambrosia – “food of the gods” – contains fruit cocktail sprinkled with shredded coconut).
- B. Students will complete Appendix P - Superheroes and Villains of Greek Mythology Quiz. The teacher may use Appendix Q – Superheroes and Villains of Greek Mythology Quiz – Answer Key to score the quiz.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Human Family Tree
- B. Appendix B: Family Tree of the Gods
- C. Appendix C: How Greek Myths Explained Nature
- D. Appendix D: Make a Pop Bottle Universe
- E. Appendix E: Gods of Mt. Olympus Picture Cards
- F. Appendix F: Riddle Cards of the Gods
- G. Appendix G: Guidelines to Parents for Evaluating Your Child’s Explanation of “A Family Tree of the Greek Gods (Lesson One); Rubric for Evaluating Prometheus’ Letter to Zeus (Lesson Three); Rubric for Evaluating the Drama Presentation (Lesson Twelve)
- H. Appendix H: Checklist for Retelling Greek Myths
- I. Appendix I: Making Your Own Pandora’s Box
- J. Appendix J : Quiz on the Stories of Theseus and the Minotaur and Daedelus and Icarus
- K. Appendix K: Answer Key for the Quiz on the Stories of Theseus and the Minotaur and Daedelus and Icarus
- L. Appendix L: Creatures and Villains Picture Cards
- M. Appendix M: Creatures and Villains Riddle Cards
- N. Appendix N: Planner for Writing Your Own Greek Myth
- O. Appendix O: Rubric for Evaluating Student Myths
- P. Appendix P: Superheroes and Villains of Greek Mythology Quiz
- Q. Appendix Q: Superheroes and Villains of Greek Mythology Quiz – Answer Key

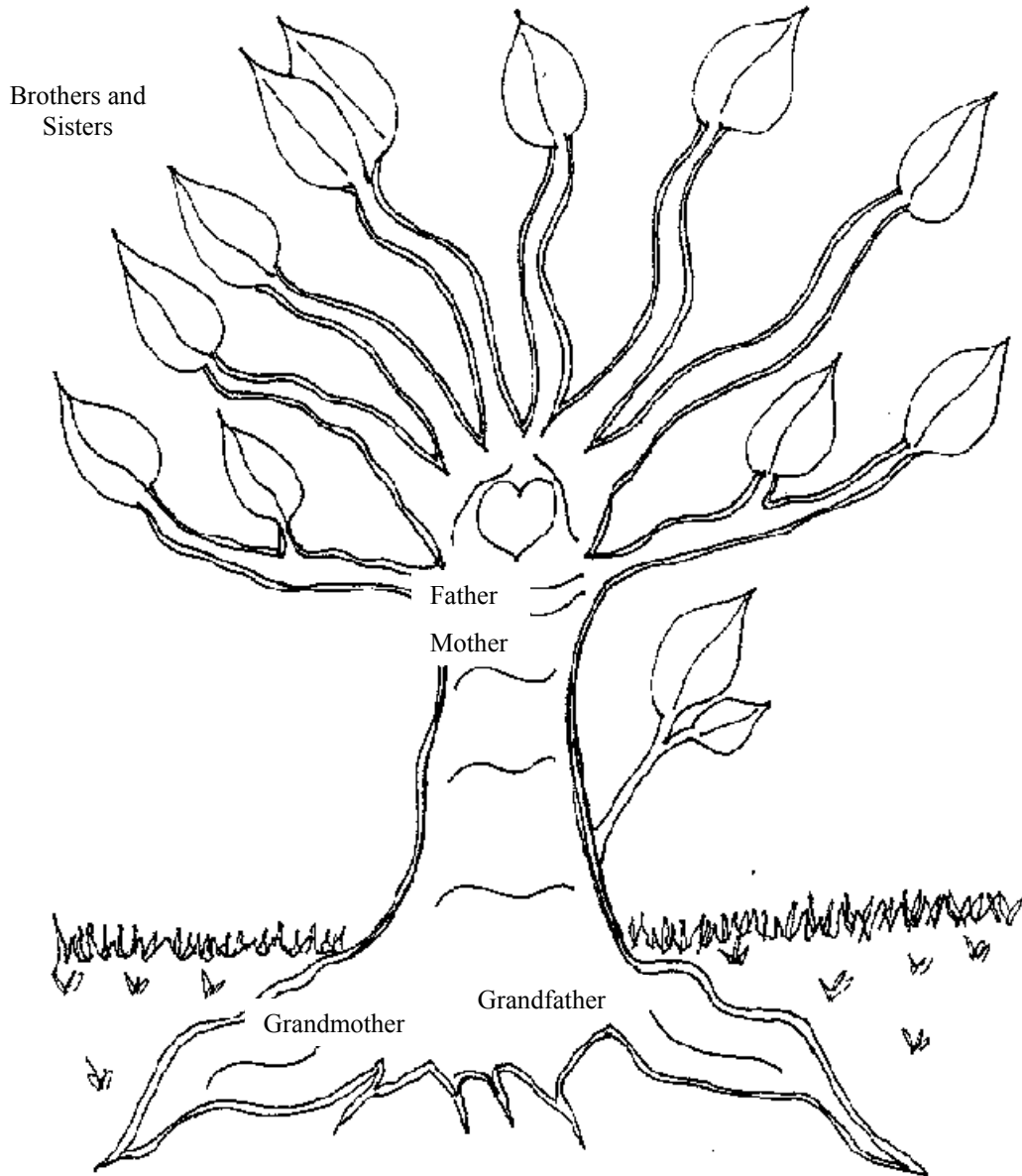
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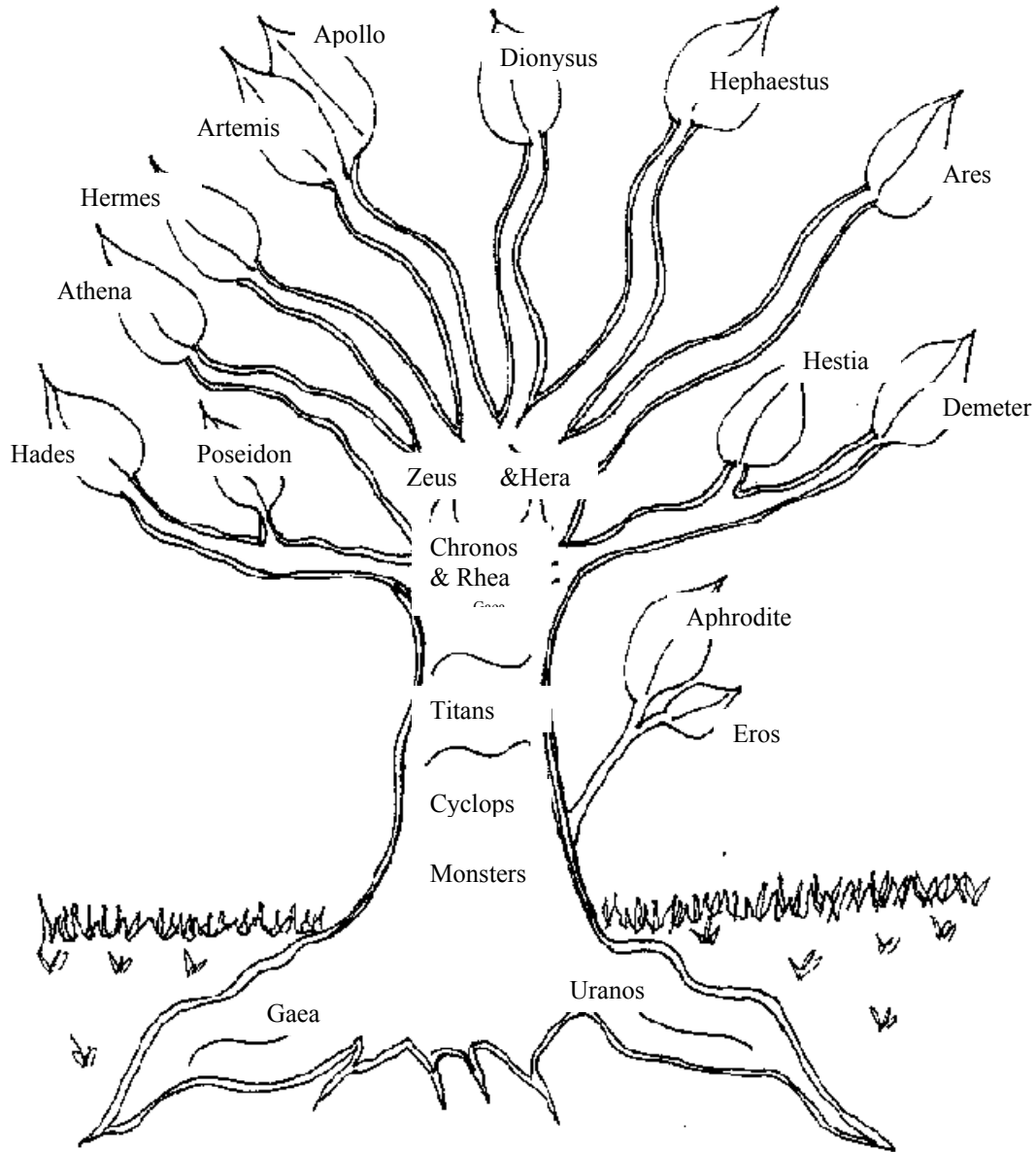
## Appendix A

# Human Family Tree





Appendix B, page 2  
Family Tree of the Gods (Answer Key)



## Appendix C



# How Greek Myths Explained Nature

Event in nature

How the myth explains it

1. \_\_\_\_\_ .....

\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_ .....

\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_ .....

\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_ .....

\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_ .....

\_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_ .....

\_\_\_\_\_  
\_\_\_\_\_

## Appendix D

# Make a Pop Bottle Universe

(Adapted from *D'Aulaires' Book of Greek Myths Literature Unit*, Teacher Created Materials)

The ancient Greeks believed that the world began with Gaea, Mother Earth, and her husband, Uranos, the Sky. From their marriage they believed the world was created. Students can make their own model of this ancient Greek universe.

### Materials Needed:

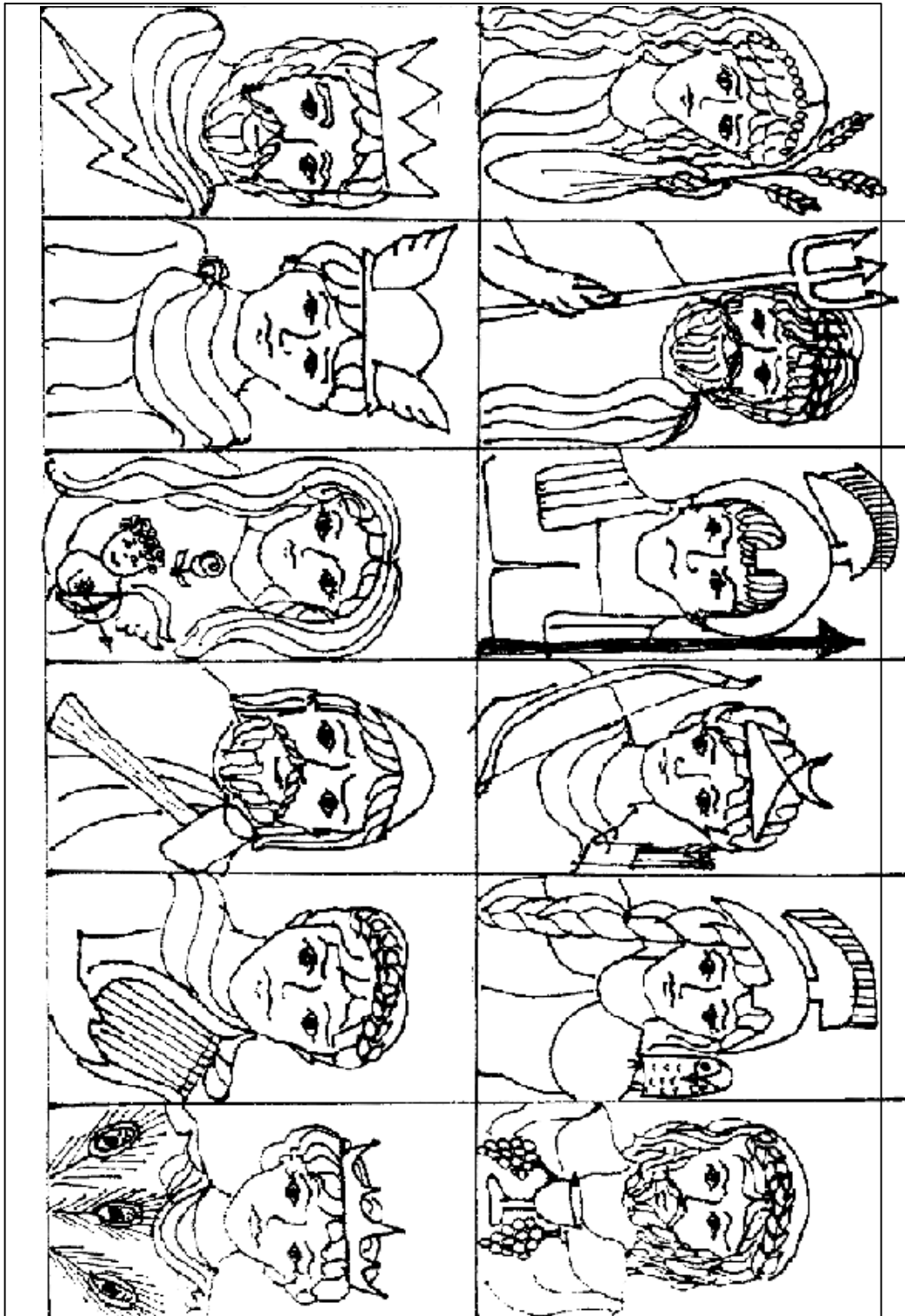
Soda Pop Bottle (2 liter size, clear) – the kind that has a colored or black bottom section  
Scissors  
Plastic wrap  
Potting soil  
Small rocks (four)  
Flower seeds (those that sprout quickly)  
Star or moon stickers  
Small white labels (two)  
Permanent fine-tip marker (black)

### Directions:

1. Take an empty pop bottle and rinse it thoroughly. Let it dry and replace the lid.
2. Soak the bottle in warm water for one to two hours. Then twist and pull off the colored bottom section.
3. With scissors, cut along the top of the label. Discard the top, funnel-shaped section with the lid.
4. Line the inside of the bottom section with enough clear plastic wrap, so that it overlaps the outside two inches all around.
5. Fill the section with the small rocks and then with potting soil 1 cm from the top of the lid. Add enough water to moisten the soil.
6. Plant a few seeds in the soil, according to the directions on the seed packet.
7. Invert the clear plastic bottle and slide it into the top of the planter.
8. Add moon and star sticker to decorate the sky. With the marker, write “Gaea” on one label and stick it to the outside of the lower section. Write “Uranos” on the other label and place it among the moon and star stickers.
9. Place the “Universe” in a sunny window. Replant the flowers when they become too large for the bottle.

## Appendix E

Superhero Gods Picture Cards (adapted from *Ancient Greece (Thematic Unit)*, by David Jeffries)



## Appendix F

### Riddle Cards of the Gods

<p>I am the son of Aphrodite. I shoot my arrows at people and make them fall in love. Who am I?</p>	<p>I am the queen of the gods. I am the wife of Zeus. I am the goddess of marriage. Who am I?</p>
<p>I am the god of the sea. I am Zeus' brother. I carry a trident. Who am I?</p>	<p>I am the god of war. The other gods don't like me very much. Who am I?</p>
<p>I am the god of wine. Grape growers like me. I am Zeus' youngest son. Who am I?</p>	<p>Artemis and I are twins. I am the god of poetry and music. Who am I?</p>
<p>I am the goddess of love and beauty. I was born out of the sea foam. Who am I?</p>	<p>I am the god of the forge. I can cause volcanoes to erupt. I can make swords and jewelry. Who am I?</p>
<p>I am the goddess of wisdom and war. I popped out of Zeus' head! Who am I?</p>	<p>I am the king of the gods. When I am mad, I throw lightning bolts! Who am I?</p>

(adapted from *Ancient Greece (Thematic Unit)*, by David Jefferies)

## Appendix G

### Guidelines to Parents for Evaluating Your Child's Explanation of A Family Tree of the Greek Gods (Lesson One)

To check \_\_\_\_ My child understands the Family Tree of the Greek Gods, your child should tell you a story similar to the following:

For the ancient Greeks, it all started with Chaos (everything being kind of crazy). Out of that, Gaea or Mother Earth was born. She married the Sky, Uranos, and their children were the monsters, Cyclops, and the Titans. Aphrodite was born out of sea foam and her son was Eros. Chronos and Rhea were Titans and their children were Demeter, Hestia, Poseidon, Hades, Hera and Zeus. Zeus and Hera became the King and Queen of the gods and their children were Athena, Hermes, Artemis, Apollo, Dionysus, Hephaestus, and Ares.

(Students may receive help in reading and pronouncing the names of the gods.)

### Rubric for Evaluating Prometheus' Letter to Zeus (Lesson Three)

Name of Student \_\_\_\_\_ Total pts. \_\_\_\_/10 Grade \_\_\_\_  
Date \_\_\_\_\_

- B. Student uses correct format for a letter (appropriate for second grade). (2 pts.) \_\_\_\_\_ pts.
- C. Student's first reason for Zeus giving fire to humans is reasonable. (2 pts.) \_\_\_\_\_ pts.
- D. Student's second reason for Zeus giving fire to humans is reasonable. (2 pts.) \_\_\_\_\_ pts.
- E. Student's third reason for Zeus giving fire to humans is reasonable. (2 pts.) \_\_\_\_\_ pts.
- F. Student's letter is uses neat handwriting. (2 pts.) \_\_\_\_\_ pts.

### Rubric for Evaluating the Drama Presentation (Lesson Twelve)

Name of Student \_\_\_\_\_ Date \_\_\_\_\_  
Name of the Play \_\_\_\_\_  
Students Level of Performance: \_\_\_\_\_

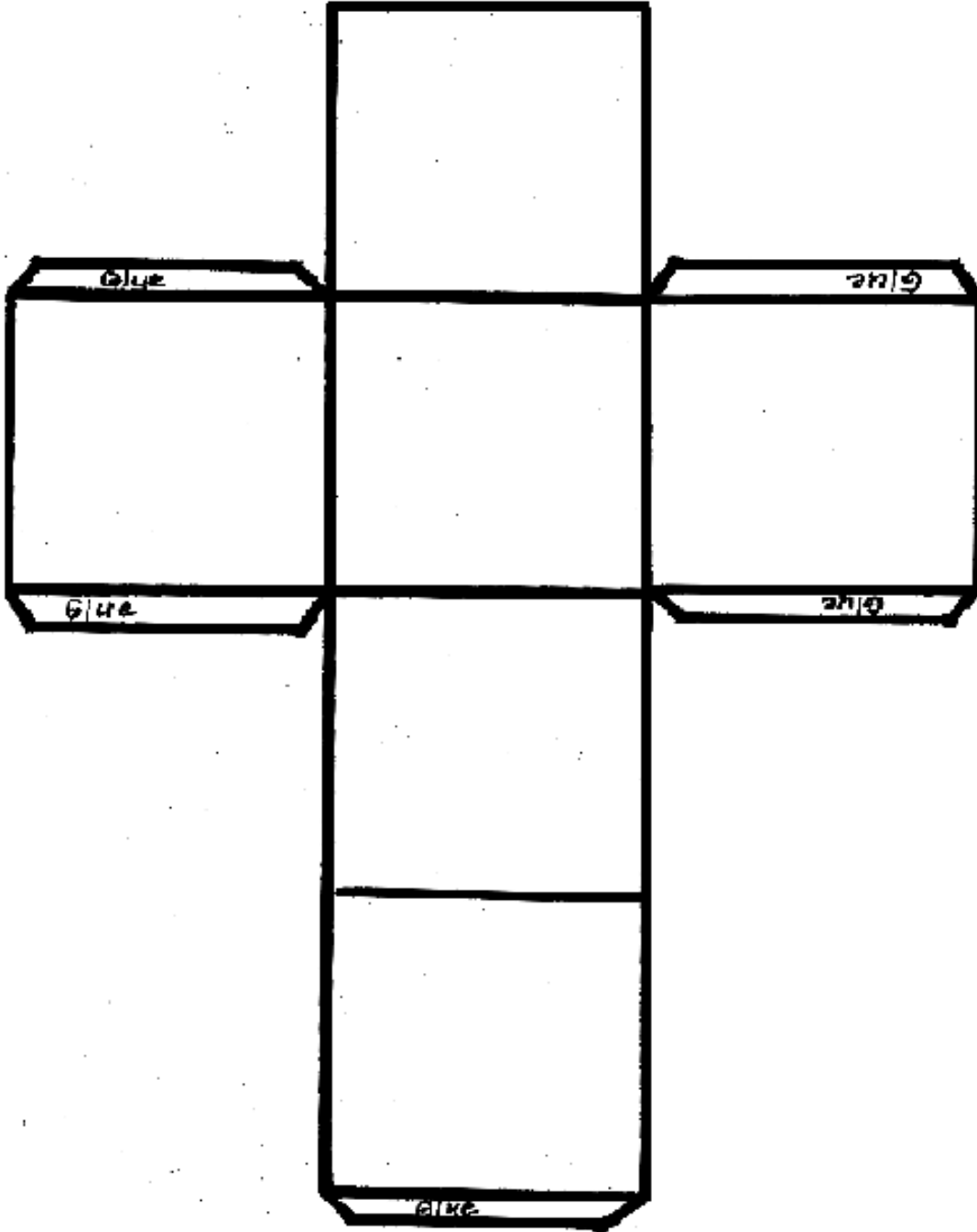
(Excellent = very active and enthusiastic, Satisfactory = somewhat active, willing to act,  
Needs Improvement = did not participate or participated with a negative attitude)

Student's Knowledge of the Myth: (Circle One: Excellent, Somewhat Knowledgeable,  
Remembers little or none)



Appendix I

Making Your Own Pandora's Box



## Appendix J

Name \_\_\_\_\_

### Quiz on the Stories of Theseus and the Minotaur And Daedalus and Icarus

Directions: Write your answer to each question.

1. Why did the people of Athens have to send seven youths and seven maidens to Crete?  
\_\_\_\_\_
2. Why did Theseus want to go on the voyage? \_\_\_\_\_  
\_\_\_\_\_
3. What does the Minotaur look like? \_\_\_\_\_
4. What is another word for a Labyrinth? \_\_\_\_\_
5. Why do you think Ariadne wanted to help Theseus? \_\_\_\_\_  
\_\_\_\_\_
6. How did Theseus escape from the Labyrinth? \_\_\_\_\_  
\_\_\_\_\_
7. Why do you think Theseus forgot to replace the black sail with the white sail?  
\_\_\_\_\_
8. Why were Daedalus and Icarus put in the Labyrinth? \_\_\_\_\_  
\_\_\_\_\_
9. What did Daedalus invent to help them escape? \_\_\_\_\_  
\_\_\_\_\_
10. What was the warning that Daedalus told his son, Icarus? \_\_\_\_\_  
\_\_\_\_\_
11. Why do you think Icarus disobeyed his father? \_\_\_\_\_  
\_\_\_\_\_
12. What lesson do you think children of ancient Greece would learn when they hear this story? \_\_\_\_\_
13. Invent a different way they could have escaped the Labyrinth. \_\_\_\_\_  
\_\_\_\_\_

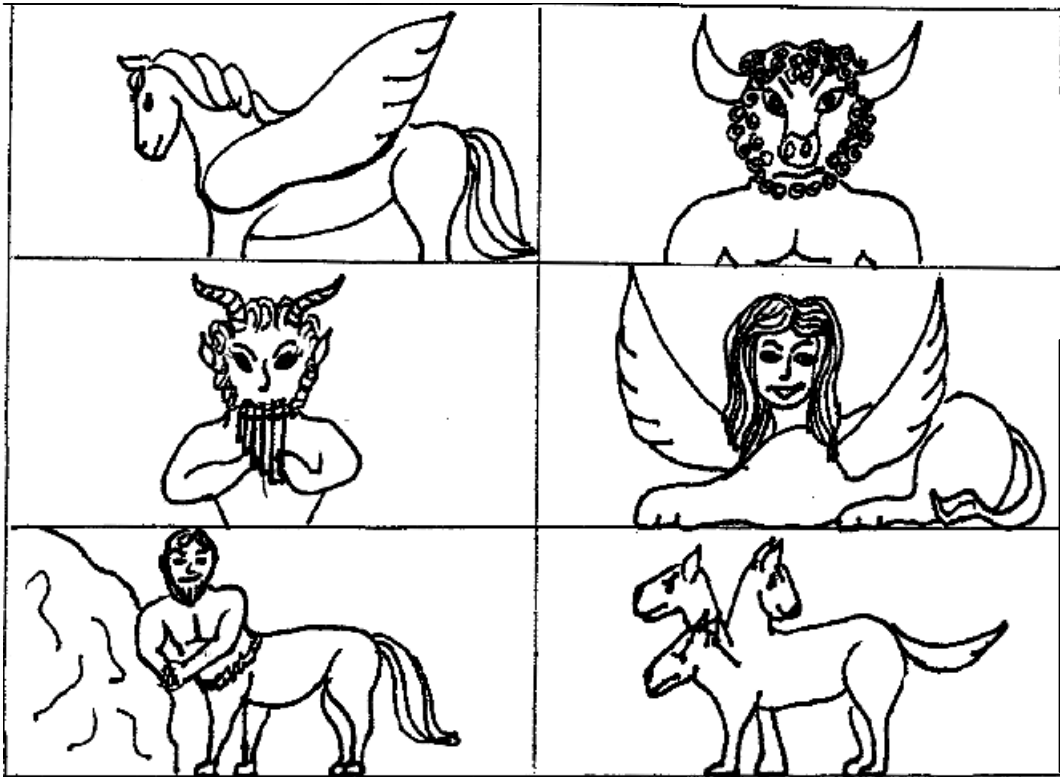
## Appendix K

### Answer Key for Quiz on the Stories of Theseus and the Minotaur And Daedelus and Icarus

Directions: Write your answer to each question.

1. Why did the people of Athens have to send seven youths and seven maidens to Crete? (**Crete won the war against Athens and made them do this.**)
2. Why did Theseus want to go on the voyage? (**He wanted to kill the beast so that no more youths would die.**)
3. What does the Minotaur look like? (**It is half man and half bull.**)
4. What is another word for a Labyrinth? (**maze**)
5. Why do you think Ariadne wanted to help Theseus? (**She was in love with him and did not want him to die.**)
6. How did Theseus escape from the Labyrinth? (**He used the string to help him find his way back to the start.**)
7. Why do you think Theseus forgot to replace the black sail with the white sail? (**He was so happy to have killed the Minotaur that he wasn't thinking of the sail.**)
8. Why were Daedelus and Icarus put in the Labyrinth? (**Daedelus was punished because he told Ariadne how to help Theseus escape.**)
9. What did Daedelus invent to help them escape? (**He invented wings to help them fly away.**)
10. What was the warning that Daedelus told his son, Icarus? (**He told Icarus that he must not fly too close to the sun.**)
11. Why do you think Icarus disobeyed his father? (**Icarus was having so much fun flying high that he did not notice the heat of the sun.**)
12. What lesson do you think children of ancient Greece would learn when they hear this story? (**Always obey your parents.**)
13. Invent a different way they could have escaped the Labyrinth. (**Varied answers, such as they could have tried to build a boat or raft and traveled at night.**)

**Appendix L**  
Creatures and Villains Picture Cards



**Appendix M**  
Creatures and Villains Riddle Cards

<p style="text-align: center;">I am a beautiful horse. I have wings like an eagle. Who am I?</p>	<p style="text-align: center;">I am Hades' best friend. I am a dog, but I have 3 heads. Who am I?</p>
<p style="text-align: center;">I have the body of a horse and the upper body and head of a man. Who am I?</p>	<p style="text-align: center;">I am the god of nature. I am part goat and part man. I play the pipes. Who am I?</p>
<p style="text-align: center;">I am half man and half bull. I am the monster who fought Theseus. Who am I?</p>	<p style="text-align: center;">I had the face of a woman and the body of a lion with wings. Oedipus solved my riddle. Who am I?</p>

**Appendix N**  
**Planner for Writing Your Own Greek Myth**

**My Title:** \_\_\_\_\_ **My Name** \_\_\_\_\_

**Think about this first:**

**What will this myth explain about the world? (Ex. Why the wind blows)**

---

**Introduction (Beginning):**

**When did your story happen? (Ex.: Long ago ... – Not once upon a time...)**

---

**Where will your story take place?(setting)**

---

**Who will be in your story? (characters)**  
**(usually a god and a mortal and others)**

---

**What happens in the story? (plot)**

**First thing:** \_\_\_\_\_

**One detail about it:** \_\_\_\_\_

**Second thing:** \_\_\_\_\_

**One detail about it:** \_\_\_\_\_

**Third thing:** \_\_\_\_\_

**One detail about it:** \_\_\_\_\_

**How will this myth end? (Conclusion)**

---

**Appendix O**  
**Rubric for Evaluating Student Myths**

Student Name \_\_\_\_\_

Title of Myth \_\_\_\_\_

(Note: E=Excellent; S=Satisfactory; N=Needs Improvement)

**Planner:** (Circle one) E S N  
E=completely filled in, thorough; S=Mostly filled in; N=Needs Improvement, many gaps

**Rough Draft:**  
**Grammar:** (Circle one) E S N  
E=few errors for 2<sup>nd</sup> gr. Expectations; S= moderate errors; N=Needs Improvement - excessive errors

**Spelling:** (Circle one) E S N  
E=few errors for 2<sup>nd</sup> gr. Expectations; S= moderate errors; N=Needs Improvement - excessive errors

**Final Copy:**  
**Handwriting:** (Circle one) E S N  
E=few errors for 2<sup>nd</sup> gr. Expectations; S= moderate errors; N=Needs Improvement - excessive errors

**Illustration:** (Circle one) E S N  
E= neat, lots of detail; S=somewhat neat, some detail; N=Needs Improvement messy, very little detail

**Comments:** \_\_\_\_\_

**Overall Grade:** \_\_\_\_\_

## Appendix P

Name \_\_\_\_\_

### Superheroes and Villains of Greek Mythology Quiz

**Part 1: Matching** - Draw a line to match the Greek god with the description.  
(5 pts. each)

- |            |                                  |
|------------|----------------------------------|
| Apollo •   | • He was the god of the sea.     |
| Hera •     | • He was the god of music.       |
| Athena •   | • He was the king of the gods.   |
| Zeus •     | • She was the goddess of wisdom. |
| Poseidon • | • She was the queen of the gods. |

**Part 2: Fill in the blank** (5 pts. each)

1. Prometheus gave \_\_\_\_\_ to humans.
2. The only thing that did not fly out of Pandora's box was \_\_\_\_\_.
3. Persephone ate three pomegranate seeds, so she had to spend every \_\_\_\_\_ (season) with Hades.
4. Athena turned Arachne into a \_\_\_\_\_ because Arachne was disrespectful to the gods.
5. Theseus used \_\_\_\_\_ to help him find his way out of the labyrinth.

**Part 3: Write a sentence to answer each question.** (10 pts. each)

1. What did the Sphinx demand of the people of Thebes?  
\_\_\_\_\_
2. How did Hippomenes trick Atalanta so that he could win the race?  
\_\_\_\_\_
3. Do you think that was fair? \_\_\_\_\_ Why or why not? \_\_\_\_\_
4. Which of Hercules' labors do you think was the hardest? \_\_\_\_\_  
Why? \_\_\_\_\_
5. Why do you think the ancient Greeks ever made up these myths? \_\_\_\_\_  
\_\_\_\_\_

## Appendix Q

### Superheroes and Villains of Greek Mythology Quiz - Answer Key

**Part 1: Matching** - Draw a line to match the Greek god with the description.  
(5 pts. each)

- |            |                                  |
|------------|----------------------------------|
| Apollo •   | • He was the god of the sea.     |
| Hera •     | • He was the god of music.       |
| Athena •   | • He was the king of the gods.   |
| Zeus •     | • She was the goddess of wisdom. |
| Poseidon • | • She was the queen of the gods. |

**Part 2: Fill in the blank** (5 pts. each)

1. Prometheus gave \_(fire)\_ to humans.
2. The only thing that did not fly out of Pandora's box was \_(hope)\_.
3. Persephone ate three pomegranate seeds, so she had to spend every \_(winter)\_ (season) with Hades.
4. Athena turned Arachne into a \_(spider)\_ because Arachne was disrespectful to the gods.
5. Theseus used \_(string)\_ to help him find his way out of the labyrinth.

**Part 3: Write a sentence to answer each question.** (10 pts. each)

1. What did the Sphinx demand of the people of Thebes?  
(He made them solve a riddle.)
2. How did Hippomenes trick Atalanta so that he could win the race?  
(He dropped three golden apples for her to pick up. This made her slow down.)
3. Do you think that was fair? (Yes/no) Why or why not? (Varied answers)
4. Which of Hercules' labors do you think was the hardest? (Varied answers)  
Why? \_\_\_\_\_ (Varied answers)
5. Why do you think the ancient Greeks ever made up these myths?  
(They made up myths to explain the world around them.)