

# Mythical Mayhem

**Grade Level or Special Area:** 3<sup>rd</sup> Grade

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**Length of Unit:** 10 days (60 minutes each day)

## I. ABSTRACT

This unit is an interactive approach to learning Ancient Greek and Roman mythology. It will look at the most common gods in mythology as well as their most famous stories. Students will participate in activities that will allow them to get a personal feel for what it might be like to be a mythical god.

## II. OVERVIEW

### A. Concept Objectives

1. Students will develop an awareness of how to read and understand a variety of materials. (Colorado Content Model Standard 3<sup>rd</sup> grade; Standard 1)
2. Students will understand how to read and recognize literature as a record of human experience. (Colorado Content Model Standard 3<sup>rd</sup> grade; Standard 6)
3. Students understand how to write and speak for a variety of purposes and audiences. (Colorado Content Model Standard 3<sup>rd</sup> grade; Standard 2)

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

1. Language Arts: Fiction: Myths and Mythical Characters
  - a. More Myths and Legends of Ancient Greece and Rome (page 68)
    - i. Jason and the Golden Fleece
    - ii. Perseus and Medusa
    - iii. Cupid and Psyche
    - iv. The sword of Damocles
    - v. Damon and Pythias
    - vi. Androcles and the Lion
    - vii. Horatius at the Bridge
  2. Language Arts: Reading and Writing (page 65)
    - a. Reading Comprehension and Response
      - i. Orally summarize main points from fiction and nonfiction readings.
      - ii. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
    - b. Writing
      - i. Produce a variety of types of writing: story.
      - ii. Produce written work with a beginning, middle, and end.
      - iii. Organize material in paragraphs with examples and understand:
        - a) How to use a topic sentence
        - b) How to develop a paragraph with examples and details
        - c) That each paragraph is indented

### C. Skill Objectives

1. Students will use sentence structure, paragraph structure, text structure, text organization, and word order [syntax]. (Colorado Content Model Standard 3.1.B.2)
2. Students will align purpose [for example: to entertain, to inform, to communicate] with audience. (Colorado Content Model Standard 3.2.B)
3. Students will report events sequentially. (Colorado Content Model Standard 3.5.C)

4. Students will present final copy according to purpose [for example: read aloud, display, publish, and perform]. (Colorado Content Model Standard 3.2.G)
5. Students will compare tales from different cultures by tracing the exploits of one character type. (Colorado Content Model Standard 3.6.D)
6. Students will read, respond to, and discuss a variety of literature such as legends and myths. (Colorado Content Model Standard 3.6.E)
7. Students will generate topics through prewriting activities [or example: brainstorming, K-W-L Charts, and group discussion]. (Colorado Content Model Standard 3.2.A)
8. Students will relate descriptions of mythical characters to their name.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. McCaughrean, Geraldine, *Greek Gods and Goddesses*
  2. Vinge, Joan D. *The Random House Book of Greek Myths*
  3. D'Aulaires, Ingrid and Edgar Parin. *D'Aulaires' Book of Greek Myths*
  4. Gravois, Michael. *Hands on History: Explorers*
- B. For Students
  1. Gods of Ancient Greece [and Rome] (Second Grade)
  2. Mythological creatures and characters (Second Grade)

### IV. RESOURCES

- A. Brandenburg, Alik. *The Gods and Goddesses of Olympus* (Lesson One)

### V. LESSONS

#### Lesson One: Review of Mythology (duration = 1day {60 minutes})

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will understand how to read and recognize literature as a record of human experience.
  2. Lesson Content
    - a. Students will have a review of how mythology began. (not in *Core Knowledge Sequence*)
  3. Skill Objective(s)
    - a. Students will read, respond to, and discuss a variety of literature such as legends and myths.
    - b. Students will generate topics through prewriting activities [or example: brainstorming, K-W-L Charts, and group discussion].
- B. *Materials*
  1. *Gods and Goddesses* by Alik Brandenburg
  2. Appendix A: K-W-L Chart (one copy per student)
  3. Appendix A-1: K-W-L Chart Assessment/Evaluation (one copy per student)
- C. *Key Vocabulary*
  1. Greece - an ancient country in the Mediterranean Sea
  2. Olympus - home of the Greek Gods
  3. Olympians - the twelve gods and goddesses that live in Olympus
- D. *Procedures/Activities*
  1. Teacher will gather all of the students in a group on the floor. The teacher will read a story about how the Olympians earned their thrones on Olympus. The story will be read from the book, *Gods and Goddesses*, by Alik Brandenburg.

2. While the teacher is reading the story, he/she will ask the students questions about what is being read. Questions might include but are not limited to:
    - a. Why was Gaea so mad at Uranus for throwing ugly creatures (Cyclopes) into the underworld?
      - i. Because they were still her children and she loved them.
    - b. Why was Cronus afraid that one of his children would overthrow him?
      - i. Because he overthrew his father.
    - c. Were the Cyclopes mean creatures?
      - i. No. They didn't do anything mean; they were just ugly.
    - d. Do you think this story could really happen?
      - i. If your students give plausible responses, encourage their opinion.
  3. When the teacher is finished reading the story, have a discussion about what they think about it.
  4. When the discussion is sufficient (teacher's opinion), allow the students to return to their desks. Teacher will pass out the KWL Chart (Appendix A).
  5. If the students have never worked with KWL Charts, discuss with them that in the first column, the students must write down everything they **know** about mythology; not only from what they have just heard from the story but, that may be the extent of their knowledge. In the second column, the students will write what they **want** to learn about the Olympians. Setting a minimum of five facts in each column will give the students a goal. (Allow the students 15- 20 minutes to complete the first two columns.)
  6. Once all of the students have completed the first two columns, read the rest of the book to the students. The rest of the book describes the Olympians in detail.
  7. The students will complete the third column of the KWL Chart that asks the students what they have **learned** about the Olympians. The students may write in the third column while you are reading. If the students have not finished the entire chart by the end of the class period, it is homework.
- E. *Assessment/Evaluation*
1. Teacher will collect the KWL Charts and assess the students' understanding based on a rubric (See Appendix A-1).

**Lesson Two: Writing Your Own Myth (duration = two-three days {60 minutes each day})**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an awareness of how to read and understand a variety of materials.
  - b. Students will understand how to read and recognize literature as a record of human experience.
  - c. Students understand how to write and speak for a variety of purposes and audiences.
2. Lesson Content
  - a. Given a choice of the following mythical stories, students will write their own version of those stories.
    - i. Jason and the Golden Fleece
    - ii. Perseus and Medusa
    - iii. Cupid and Psyche
    - iv. The sword of Damocles
    - v. Damon and Pythias
    - vi. Androcles and the Lion

vii. Horatius at the Bridge

3. Skill Objective(s)
  - a. Students will use sentence structure, paragraph structure, text structure, text organization, and word order [syntax].
  - b. Students will align purpose [for example: to entertain, to inform, to communicate] with audience.
  - c. Students will report events sequentially.
  - d. Students will present final copy according to purpose [for example: read aloud, display, publish, and perform].
  - e. Students will compare tales from different cultures by tracing the exploits of one character type.
  - f. Students will read, respond to, and discuss a variety of literature such as legends and myths.

B. *Materials*

1. One sheet of blank copy paper (hint: regular 8 ½ x 11 inch paper is fine but, large ledger paper, (11" X 17") is best)
2. Approximately four-five copies of each story from lesson content (see Appendices E, E-1, E-2, E-3); make sure you have enough copies of each story so that the students can pick and choose which one they want
3. Optional: students may use scissors but tearing works just as well
4. Directions on how to make an eight-page mini-booklet (see Appendix B)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Tell the students that they are going to be learning about famous stories from Greek mythology.
2. Tell the students that they are going to begin by reading any story from the selection you provide that they would like to read about. Then, they are going to create their own eight-page mini-booklet (see directions on how to make an eight page book on Appendix B). Finally, the students will write their own version of the story they choose.
3. After you have given a brief blurb on what they are going to do, allow them to choose which story they would like to read. The students should spend at least 15 minutes reading their story. Instill in them that they should know the story so well that they could accurately tell it to you orally.
4. Wait until all the students have read their stories until you move on. Once you feel confident enough to move on, pass out the paper you will use to make the eight-page book.
5. Go through the directions found on Appendix B. Throughout this process, make sure the students are following directions. It's a good idea to have at least ten extra sheets because students will make mistakes and have to start over. Note: If you have your own way of making miniature books, feel free to do that instead of the eight-page mini-booklet.
6. Once all of the students have made their books, remind them that they must be as detailed as possible and that they cannot leave out any key events that were in the original story. They may modify them, but the main idea must be there.
7. Allow the students to begin on their own myths. The class will start on day one but won't finish for at least one or two more days.

E. *Assessment/Evaluation*

1. Teacher will collect the eight-page mini-booklets and assess the students' work based on a rubric (see Appendix B-1).

**Lesson Three: Mythology Bingo (duration = one day {60 minutes})**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how to read and recognize literature as a record of human experience.
  - b. Students will develop an awareness of how to read and understand a variety of materials.
2. Lesson Content
  - a. More Myths and Legends of Ancient Greece and Rome
    - i. Jason and the Golden Fleece
    - ii. Perseus and Medusa
    - iii. Cupid and Psyche
    - iv. The sword of Damocles
    - v. Damon and Pythias
    - vi. Androcles and the Lion
    - vii. Horatius at the Bridge
3. *Skill Objective(s)*
  - a. Students will relate descriptions of mythical characters to their name.
  - b. Students will read, respond to, and discuss a variety of literature such as legends and myths. (Colorado Content Model Standard 3.6.E)

B. *Materials*

1. Appendix C: Student Bingo Card (one copy per student)
2. Appendix C-1: Descriptions of Olympians (one copy for the teacher)
3. Optional: Bingo Markers

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Review with the students the previous lessons. Have a group discussion about the story of how the Olympians earned their thrones in Olympus. Also, recall in as much detail, what the students know about the twelve Olympians. Furthermore, discuss what they remember from their stories. Make sure that all of the stories from the *Core Knowledge Sequence* have been discussed.
2. Ask for volunteers to read their myths to the class.
3. When the discussion has come to an appropriate end (teacher's opinion) pass out Appendix C and give directions of how to play Mythology Bingo. (Sufficient directions are given on the Student Bingo Cards [Appendix C]).
4. Begin playing, "Myth Bingo." Randomly choose and read the descriptions of the Olympians and mythical characters that have been taught (see Appendices C-1, C-2, C-3, and C-4).
5. Continue playing until someone gets four mythical characters in a row and calls out, "Myth!"
6. Optional: Have the students use bingo markers so that you may play the game more than once. Also, you can vary the game by playing, "Round Robin" (all the way around the card) and, "Black Out" (all spaces marked).

E. *Assessment/Evaluation*

1. Teacher could visually assess if students have correct answers as the game is played. Students having difficulty will stand out.

**Lesson Four: Character Maps (duration = one day {60 minutes})**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an awareness of how to read and understand a variety of materials.
    - b. Students will understand how to read and recognize literature as a record of human experience.
    - c. Students understand how to write and speak for a variety of purposes and audiences.
  2. Lesson Content
    - a. Produce a variety of types of writing: character maps.
    - b. Organize material in paragraphs with examples and understand how to develop a paragraph with examples and details.
  3. Skill Objective(s)
    - a. Students will align purpose [for example: to entertain, to inform, to communicate] with audience.
    - b. Students will present final copy according to purpose [for example: read aloud, display, publish, and perform].
    - c. Students will compare tales from different cultures by tracing the exploits of one character type.
    - d. Students will relate descriptions of mythical characters to their name.
- B. *Materials*
1. Character Map (see Appendix D)
  2. Students' miniature books
  3. Optional: you could allow the students to borrow the Olympian descriptions in Appendices C-1, C-2, and C3; also, any reference books that are listed for the entire unit
  4. Appendices E, E-1, E-2, E-3
- C. *Key Vocabulary*  
No new vocabulary
- D. *Procedures/Activities*
1. Pass out the Character Map (see Appendix D).
  2. Make Appendices C-1, C-2, C3, E, E-1, E-2, and E-3 available for students to use.
  3. Tell the students that they are going to choose a mythical character. It is recommended that they choose the same one they did for their miniature books but if they want to select another character, they may.
  4. The first step in the character map after they have a person in mind is to draw a picture of what they think he/she looks like.
  5. After that, the students must fill in the text balloons that ask for descriptions of the person, what they did that was brave, what they do for fun, and where they live and why.
- E. *Assessment/Evaluation*
1. Students will be peer-assessed using the peer evaluation form (see Appendix D-1)

**Lesson Five: Tabloid Magazine Article (duration = two days {60 minutes each day})**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an awareness of how to read and understand a variety of materials.

- b. Students will understand how to read and recognize literature as a record of human experience.
  - c. Students understand how to write and speak for a variety of purposes and audiences.
2. Lesson Content
- a. Produce a variety of types of writing: story.
  - b. Produce written work with a beginning, middle, and end.
  - c. Organize material in paragraphs with examples and understand:
    - i. How to use a topic sentence
    - ii. How to develop a paragraph with examples and details
    - iii. That each paragraph is indented
3. Skill Objective(s)
- a. Students will use sentence structure, paragraph structure, text structure, text organization, and word order [syntax].
  - b. Students will align purpose [for example: to entertain, to inform, to communicate] with audience.
  - c. Students will report events sequentially.
  - d. Students will present final copy according to purpose [for example: read aloud, display, publish, and perform].
  - e. Students will compare tales from different cultures by tracing the exploits of one character type.
  - f. Students will read, respond to, and discuss a variety of literature such as legends and myths.
- B. *Materials*
- 1. Appendices E, E-1, E-2, E-3
  - 2. Ledger paper (11" X 17") one per student
  - 3. Crayons, markers, or colored pencils
  - 4. An actual tabloid magazine or two
- C. *Key Vocabulary*  
No new vocabulary
- D. *Procedures/Activities*
- 1. Read some of the headlines from the real tabloid magazine. Overemphasize your tone to make it more interesting.
  - 2. Now, come up with some possible headlines for mythological stories.
    - a. "Medusa Loses her Head Over Perseus!"
    - b. "Cupid Falls in Love with a MORTAL!"
    - c. "Androcles and Lion: Best Friends Forever!"
  - 3. Tell the students they are going to make a tabloid article based on the stories they read/wrote in Lesson Two and/or Five.
  - 4. Tell them that they must re-write their story in a shortened version but this time, they are going to alter some of the facts to make everything sound absolutely ridiculous yet, keeping the main idea intact. Encourage the students to be as creative as possible. Also, they may draw a funny picture to go along with their absurd stories.
  - 5. Allow the students to retrieve the stories they chose from Lessons Two and/or Five and use them as a reference.
  - 6. Allow the students to begin working on their tabloid articles.
- E. *Assessment/Evaluation*
- 1. Teacher will assess the students' articles based on a rubric (see Appendix F).

**VI. CULMINATING ACTIVITY (duration = two days {60 minutes each day})**

- A. Materials
  - 1. Brown paper bag (one per student [maybe more for mistakes])
  - 2. Scissors
  - 3. Crayons, markers or colored pencils
- B. Students will create masks or vests and decorate them like a character from Lessons Two, Five, and Six. Teacher will ask the student, in an interview format, to tell them about their story as if they were the actual character. See Appendix G for questions to ask. A fun idea is to record the interview on videotape and view all of the interviews one after another when finished.

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: KWL Chart
- B. Appendix A-1: KWL Chart Rubric
- C. Appendix B: Directions for Making an Eight Page Book
- D. Appendix B-1: Eight Page Rubric
- E. Appendix C: Mythical Bingo
- F. Appendices C-1 through C-3: Olympian's Descriptions
- G. Appendix D: Character Map
- H. Appendix D-1: Peer Evaluation Checklist
- I. Appendices E through E-3: Character Stories
- J. Appendix F: Tabloid Magazine Article Review
- K. Appendices G through G-3: Interview Questions

**VIII. BIBLIOGRAPHY**

- A. Brandenberg, Aliko. *The Gods and Goddesses of Olympus*. New York: Harper Collins Publishers, 1994. 0-06-023530-6.
- B. D'Aulaires, Ingrid and Edgar Parin. *D'Aulaires' Book of Greek Myths*. New York: Doubleday, 1962. 0-385-01583-6.
- C. Gravois, Michael. *Hands on History: Explorers*. New York: Scholastic Professional Books, 1999. 0-590-39598-X
- D. Hirsch, E.D., Jr. *What Your Third Grader Needs to Know: Fundamentals of a Good Third Grade Education*. New York: Doubleday, 2001. 0-385-49719-9.
- E. McCaughrean, Geraldine, *Greek Gods and Goddesses*. New York: Simon and Schuster Children's Publishing Division, 1997. 0-689-82084-4.
- F. Vinge, Joan D. *The Random House Book of Greek Myths*. New York: Random House Inc., 1997. 0-679-82377-8.



## Appendix A-1

### K.W.L. Chart Rubric (Assessment/Evaluation)

	Criteria				Points
	1	2	3	4	
<b>Student demonstrates prior knowledge of mythical characters.</b>	Student demonstrates little or no knowledge of mythical characters.	Student demonstrates some basic knowledge of 2-4 mythical characters.	Student demonstrates sufficient knowledge of 5-8 mythical characters with some details.	Student demonstrates advanced knowledge of mythical characters that includes very specific details about most (9-12) of the Olympians.	_____
<b>Student has developed questions about what they want to learn about mythical characters.</b>	Student only has a few very basic/simple questions about mythical characters.	Student has mostly basic/simple questions and some thought provoking questions about mythical characters.	Student has mostly thought provoking questions and some basic/simple questions about mythical characters.	Student has only thought provoking questions about mythical characters.	_____
<b>Student has demonstrated that they have learned information about mythical characters.</b>	Student demonstrates little or no knowledge learned about mythical characters.	Student demonstrates some knowledge learned about mythical characters. Includes mainly key information.	Student demonstrates sufficient knowledge learned about mythical characters. Includes most of the key information along with some details.	Student demonstrates vast knowledge learned about mythical characters. Includes all of the key information along with a lot of details.	_____
<b>Student has demonstrated effort in completing the KWL Chart. (A minimum of 5 facts in each column.)</b>	Student has written 0-2 facts in each column.	Student has written 3-4 facts in each column.	Student has written 5 facts in each column.	Student has written more than 5 facts in each column.	_____
					_____
				<b>Total-----&gt;</b>	_____

Teacher Comments:

Adapted from: Teach-nology.com- The Web Portal For Educators! ([www.teach-nology.com](http://www.teach-nology.com))

## Appendix B

### Directions for Making an Eight-Page Book

**How to Make an Eight-Page Mini-Booklet** (adapted from *Hands on History: Explorers*, by Michael Gravois, pg. 27. There are drawings in this book that make this easier to understand!) This may be a little difficult for all of your students to do. You might want to make them prior to this lesson or have a couple of parent volunteers to help students as they do this.

1. Give each student a sheet of  $8 \frac{1}{2} \times 11$  (ledger paper works better) and tell them to fold it in half the "hamburger way" (width-wise). Then have them fold it in half again in the same direction.
2. Now have them fold the long narrow strip they have in half the opposite direction. Have them crease the sides as well.
3. Open the paper up so that it is only folded in half the "hamburger way" again (beginning of Step 1).
4. Have the students cut/tear halfway down the vertical fold so that when they open the paper completely, they will have a slit in the very center of the paper.
5. Now tell them to open the paper up and turn it horizontally. There should be a hole in the center of the paper where they made the cut.
6. Fold the paper in half the "hot dog" way (length-wise).
7. Push in on both ends of the paper so the slit opens up. When you barely push the ends, it should form a diamond. If not, turn the paper around. Push until the center panels meet and fold the four pages into a book creasing the edges.

### **What to Do on Each Page of Your Eight-Page Mini-Booklet.**

Cover:

- Give a new or original title to your version of the myth.
- Make sure you draw a picture of what is going on.
- At the bottom write, "Written By: \_\_\_\_\_"

Pages 2-8

- You may write however you like but, you must:
  - \* Tell all of the main events
  - \* Have as much detail as possible
- You may draw up to two pictures throughout these pages.

## Appendix B-1 Eight Page Book Rubric

	Criteria				Points
	1	2	3	4	
<b>Organization</b>	Sequence of information is difficult to follow.	Reader has difficulty following work because reader jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot recall main idea.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
<b>Grammar and Spelling</b>	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings and/or grammatical errors.	_____
<b>Neatness</b>	Work is illegible and sloppy.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
<b>Title, Picture, and "Written By:"</b>	Nothing on the cover.	One of three things on the cover.	Two of three things on the cover.	All three things on the cover.	_____
				<b>Total-----&gt;</b>	_____

Teacher Comments:

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Adapted from: Teach-nology.com- The Web Portal For Educators! ([www.teach-nology.com](http://www.teach-nology.com))

## Appendix C Mythical Bingo

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

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

Directions: Write the name of any Greek God/ Goddess and hero in each box. You may not do the same character more than once. If the description of that mythical character is read, put a checkmark in the small box. When you have four characters checked off in a row, call out, "Myth!" You identified the characters correctly based on their description, YOU WIN!

*M*

*Y*

*T*

*H*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You may choose from the following Greek/ Roman Gods, Goddesses, and Heroes:

**Greek Gods/ Goddesses**

**Roman Gods/Goddesses**

**Heroes**

- |            |    |         |
|------------|----|---------|
| Zeus       | or | Jupiter |
| Poseidon   | or | Neptune |
| Hera       | or | Juno    |
| Ares       | or | Mars    |
| Athena     | or | Minerva |
| Apollo     | or | Apollo  |
| Aphrodite  | or | Venus   |
| Hermes     | or | Mercury |
| Artemis    | or | Diana   |
| Hephaestus | or | Vulcan  |
| Demeter    | or | Ceres   |
| Dionysus   | or | Bacchus |

## Appendix C-1 Olympians' Descriptions



**APHRODITE** (a-fro-DYE-tee; Roman name **Venus**) was the goddess of love, beauty and fertility. She was also a protectress of sailors.



**APOLLO** (uh-POL-oh; Roman name **Apollo**) was the god of prophesy, music and healing.



**ARES** (AIR-eez; Roman name **Mars**) was the god of war, or more precisely of warlike frenzy. Though an immortal deity, he was bested by Heracles in battle and was almost killed when stuffed into a jar by two giants. When another hero wounded him during the Trojan War, he received scant sympathy from his father Zeus.



**ARTEMIS** (AR-ti-mis; Roman name **Diana**) was the virgin goddess of the hunt. She helped women in childbirth but also brought sudden death with her arrows.

## Appendix C-2 Olympians' Descriptions cont'd. . .



**ATHENA** (a-THEE-nuh; Roman name *Minerva*) was the goddess of crafts and the domestic arts and also those of war. She was the patron goddess of Athens. Her symbol was the owl. She was originally the *Great Goddess* in the form of a bird.



**DEMETER** (dee-MEE-tur; Roman name *Ceres*) was the goddess of agriculture. Demeter was the sister of Zeus and the mother of Persephone.



**DIONYSUS** (dye-oh-NYE-sus; Roman name *Bacchus*) was the god of wine. Dionysus was the son of Zeus and the mortal heroine Semele.



**HEPHAESTUS** (he-FEE-stus or he-FESS-tus; Roman name *Vulcan*) was the lame god of fire and crafts or the two together, hence of blacksmiths. Hephaestus was the son of Zeus and Hera or, in some accounts, of Hera alone. He limped because he was born lame, which caused his mother to throw him off Mount Olympus. Or in other accounts he interceded in a fight between Zeus and Hera, and Zeus took him by the foot and threw him from Olympus to the earth far below.

## Appendix C-3 Olympians' Descriptions cont'd. . .



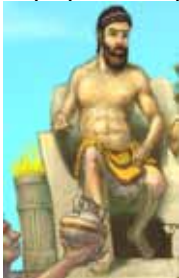
**HERA** (HEE-ruh; Roman name **Juno**) was the goddess of marriage. Hera was the wife of Zeus and Queen of the Olympians.



**HERMES** (HUR-meez; Roman name **Mercury**) was the messenger of the gods and guide of dead souls to the Underworld. A prankster and inventive genius from birth, Hermes aided the heroes Odysseus and Perseus in their quests.



**POSEIDON** (puh-SYE-dun or poh-SYE-dun; Roman name **Neptune**) was the god of the sea, earthquakes and horses. Although he was officially one of the supreme gods of Mount Olympus, he spent most of his time in his watery domain.



**ZEUS** (zoose or zyoose; Roman name **Jupiter**) was the supreme god of the Olympians. He was the father of the heroes Perseus and Heracles, the latter of whom once wrestled him to a draw.



## Appendix D-1 Peer Evaluation Checklist

Name of student that created the character map: \_\_\_\_\_

Name of student that is evaluating the character map: \_\_\_\_\_

What character did the student create a map of? \_\_\_\_\_

	<b>YES</b>	<b>NO</b>
<b><u>Picture</u></b>		
Did the student draw a picture of the character they chose?	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>What does this character look like?</u></b>		
Did the student fill up most of the lines in this balloon?	<input type="checkbox"/>	<input type="checkbox"/>
Did the student give a detailed description of this character?	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>What is the bravest thing this character has done?</u></b>		
Did the student fill up most of the lines in this balloon?	<input type="checkbox"/>	<input type="checkbox"/>
Was the event actually brave and exciting?	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Where does the character live?</u></b>		
Did the student fill up most of the lines in this balloon?	<input type="checkbox"/>	<input type="checkbox"/>
Did the student describe where the character lives?	<input type="checkbox"/>	<input type="checkbox"/>
Did the student describe why the character lives there?	<input type="checkbox"/>	<input type="checkbox"/>

How many **YES** checkmarks are there? \_\_\_\_\_

How many **NO** checkmarks are there? \_\_\_\_\_

## Appendix E

### Character Stories

#### Perseus and Medusa

*(Adapted from Portland State University: Greek Civilizations/ Middle Schoolers)*

Perseus was the son of Zeus and Danae, a mortal. Acrisius, Danae's father, feared an oracle that warned him of his death by a grandson. So he put his daughter and grandson into a chest, and cast them out to sea. The chest was found by a fisherman named Dictys. Dictys brought the two to his brother King Polydectes. It soon became obvious that the king was attracted to Danae, and Perseus had to continually help his mother keep her distance.

Polydectes was getting tired of Perseus' interference, and pretended that he was going to marry Hippodameia. As a wedding present, the king asked Perseus to retrieve the head of the Gorgon Medusa. Everyone knew that if any mortal looked upon Medusa's face, her face alone would turn him/her to stone. So Polydectes believed he was sending Perseus to his death.

With the aid of Athena and Hermes, Perseus undertook the task. The first step was to obtain items that were needed. These items were kept by the Stygian Nymphs, who could only be found by the Graeae.

So Perseus set off to Mount Atlas to meet the Graeae. Waiting for an opportunity, Perseus stole the only eye and tooth shared by all three sisters. The sisters had no choice but to tell Perseus where the Nymphs were.

The nymphs gave Perseus a wallet (a bag) to carry Medusa's head, Hades' helmet of invisibility, and a pair of winged sandals. Perseus then traveled to Hyperboreas, the area where Medusa lived.

Perseus patiently waited until Medusa fell asleep, and using the reflection off Athena's shield, he sliced the head from the Gorgon's body.

On Perseus' way home, he used the head to turn the Titan Atlas to stone. Then when he passed through Joppa, he met Andromeda chained to a cliff face. He turned the sea monster to stone with Medusa's head, and married Andromeda.

When Perseus finally arrived home, he found his mom and Dictys hiding from Polydectes. The king and his court did not believe that Perseus had accomplished his task, so they mocked and beat him. Out came the head, and they all were turned to stone.

He then thanked and returned the shield to Athena, and asked her to keep Medusa's head for safekeeping. Next he returned the items back to the Nymphs. Perseus made Dictys king, and then left with his wife, mother and a group of Cyclopes to Argos.

#### The Sword of Damocles

Damocles looked with envy on his friend Dionysius, the king of Syracuse. He believed that the king had a very good life- all the riches and all the power that anyone could imagine.

"You think I'm lucky?" Dionysius said to him one day. "If you think so, let's trade places. You sit here, on the throne, for just one day and see if you still think I'm lucky."

Damocles eagerly accepted his friend's invitation. HE ordered servants to bring him fine robes and a giant banquet of food. He ordered expensive wine and fine music as he dined. He sat back, sure that he was the happiest man in the world.

He looked up. He caught his breath in fear. Above his head, a sword dangled from the ceiling attached by a single strand of horse's hair. Damocles could not speak, could not eat, could not enjoy the music. He could not even move.

"What is the matter my friend" asked Dionysius.

"How can I conduct my life with that sword hanging above me?" Damocles said.

"How indeed?" answered Dionysius. "And now you know how it feels to be king. That sword hangs over my head every minute of every day. There is always a chance the thread could break. An advisor may turn on me or an enemy spy may attack me. Even I might make an unwise decision that brings my downfall. The privilege of power brings dangers."

## Appendix E-1

### Character Stories cont'd. . .

#### *Damon and Pythias*

Dionysius, the king of Syracuse, heard rumors that a young man named Pythias was making speeches and telling people to question whether he, or any king, should have so much power. He called Pythias before him. The young man arrived with his best friend, Damon, by his side.

“You dare to stand before the king without bowing?” barked Dionysius when he saw the two men before him.

“I believe that all people are equal,” Pythias boldly stated. “No man should have absolute power over another.”

“Who do you think you are, to speak such philosophy and spread it among people?” Dionysius raged.

“I speak the truth,” Pythias answered bravely. “There can be nothing wrong with that.”

Dionysius was outraged. “You risk punishment, even death, by speaking like that.”

“My philosophy teaches me patience. I have no fear of punishment, or even death.”

“We shall see what your philosophy provides you in prison,” roared Dionysius. He commanded his soldiers to seize Pythias and lock him in caverns of Syracuse until he promised never to contradict the king again.

Pythias stood strong and tall. “I cannot make that promise, and so I will accept that punishment,” he said. “But may I first go home and tell my family and put my household in order?”

“Do you think I’m stupid?” shouted the king. “If I let you go, you will never return!”

Then up stepped Damon. “Put me in the cell until he returns.”

“I will agree to this plan,” said the king, “but if Pythias does not return in three days, Damon will be executed.”

“I trust my friend,” said Damon.

So Pythias traveled to his home, and Damon sat in the deep, dark cell alone. Two days came and went. On the morning of the third, Dionysius ordered Damon brought before him.

“Your friend has not returned,” he bellowed. “You know what that means? It means your death!”

“I trust my friend,” Damon repeated. “Something has delayed him. He will come back. I am sure of it.”

At sundown, the soldiers led Damon to the place where he would be put to death. Dionysius watched with a sneer on his face. “What do you do you say of your friend now?” he asked.

“I trust my friend,” Damon replied.

Just then Pythias rushed in, his clothing torn and his face bruised and dirty. “Thank the gods you are safe,” he said to Damon. “My ship was wrecked in a storm. Thieves attacked on the road. But I did not give up, and I finally made it here. Now I am ready to take my punishment.”

Seeing such friendship, Dionysius learned an important lesson. He revoked Damon’s death sentence, freed Pythias, and asked the two men to teach him how to be such a good friend, too.

#### *Androcles and the Lion*

Androcles was a Roman slave who escaped his master and ran away. He was delighted with his freedom but uncertain how he could make it on his own. As night fell, he found a cave carved naturally out of a hillside. He crept into the cool darkness, lay down, and fell asleep.

Suddenly, he woke, hearing the loud lion nearby. It was no dream- it was a real lion, looking straight into the cave. Androcles shrank back, fearful for his life, watching the lion’s every move.

Then he noticed that the lion was suffering. It was roaring in pain. The great beast limped into the cave and flopped down. It lifted its right front paw and licked it.

Androcles took a step toward the lion. The big cat gave him a sad look, as if asking for help. Androcles crouched next to the lion. He saw a thorn stuck in the middle of his paw. Gently, he pulled the thorn out. The lion looked him in the eye and purred.

That was the beginning of a warm friendship between Androcles and the lion. They lived together in the cave and slept side by side, keeping each other warm.

But one day, Roman soldiers discovered Androcles. The law of Rome said that runaway slaves must be punished, so Androcles was captured and shut into a prison cell in the city of Rome.

For ten days, Androcles sat alone in prison, fed nothing but water and stale crusts of bread. Then a soldier announced that he was to meet his death in the Colosseum.

Androcles knew what that meant. Runaway slaves were often made to fight vicious lions before crowds of Roman citizens. He knew as he walked the path from the prison to the Colosseum, that he would soon die.

The crowd cheered as Androcles stepped into the arena. They cheered even more loudly as the lion appeared on the other side. Androcles walked into the ring and bravely faced his death.

Then he and the lion recognized each other. To the amazement of the crowd, instead of attacking, the lion began licking the slave’s face- and the slave began stroking the lion!

The crowd cheered even more. “Free the slave! Free the lion!” they were yelling, and the Emperor agreed. Androcles and the lion lived a long and happy life together in the city of Rome.

## Appendix E-2

### Character Stories cont'd. . .

#### Horatius at the Bridge

Lucius Tarquinius, the last of the Roman kings, was so cruel that the people called him Tarquin the Tyrant. Finally, they banded together and sent him out of Rome. Forced out of power, Tarquin visited Lars Porsena, king of the Etruscans, who lived to the north of Rome. Tarquin convinced Lars Porsena to assemble a huge army, much larger and more powerful than the Roman army, and attack Rome.

There was only one way of entering the city of Rome, over a small wooden bridge across the Tiber River. A soldier named Horatius guarded that bridge. When he saw Etruscans preparing to attack his city, he came up with a plan.

He and two others, would cross the bridge and fight off the Etruscans as they came down the narrow path toward the bridge. As they fought, Horatius suggested, the Romans could tear apart the bridge, making it impossible for the Etruscans to cross and storm the city.

“Horatius,” quoth the Consul,  
As thou sayest, so let it be.”  
And straight against the great array  
Forth went the dauntless Three.  
For Romans in Rome’s quarrel  
Spared neither land nor gold,  
Nor son nor wife, nor limb nor life,  
In the brave days of old.

While the three soldiers held the Etruscans back, others chopped away at the wooden bridge. Just before the bridge fell into the river, Horatius commanded his two helpers to cross to the Roman side. He remained, fighting off the Etruscans until he could do so no longer. Then, praying to the Tiber River to take good care of him, Horatius dove into the water.

Every Roman soldier held his breath, afraid he had seen the last of brave Horatius.

Then the crest of his helmet surfaced above the river, and all cheered. The current was high, the river was fast, and Horatius, wearing heavy armor, had to struggle to survive.

And now he feels the bottom;  
Now on dry earth he stands;  
Now round him throng the Fathers  
To press his gory hands;  
And now, with shouts and clapping,  
And noise of weeping loud,  
He enters through the River-Gate,  
Borne by the joyous crowd.

Thanks to Horatius at the bridge, Tarquin and the Etruscans could not enter Rome. For many generations after, men and women told the story of how Horatius saved the city of Rome in the brave days of old.

#### Jason and the Golden Fleece

One day long ago a centaur sat on the bank of a river, speaking to a handsome young man. “You are now twenty years old,” said the centaur, who had raised this man from childbirth. “The time has come for you to reclaim the kingdom that your step-uncle, Pelias, stole from your father. Go, and may the gods be with you.”

Wearing a leopard’s skin and sandals tied with golden strings, Jason set out for the kingdom of his step-uncle. He waded across a river and one of his sandals came loose. When Jason arrived with only one sandal, it worried Pelias. A wise man long ago predicted that he would lose his kingdom to a man with one shoe.

Pelias kept his worry secret, though. He said that Jason should rule the country. “First there is something that you must do,” said Pelias. “Bring me the golden fleece, and I will make you king.”

Pelias believed that he had given Jason an impossible assignment. Many years before, Hermes, the messenger of the gods, had saved a boy from drowning by sending a large golden ram to carry him across the sea. In thanks, the boy had sacrificed the ram to the gods and nailed its golden fleece high upon an oak tree.

Jason gathered the bravest heroes of the land and set sail in quest of the golden fleece. He named his ship *Argo* and his crew the Argonauts. At every island they passed, they met with danger and adventure. They sailed safely through a narrow strait where two huge rocks move back and forth in the water and crushed everything in between. They finally arrived at the island where the golden fleece was hung.

When the island’s king heard what Jason and the Argonauts were after, he said, “I will give you the fleece once you prove your powers. In my fields, you will find two brass bulls. Hitch those bulls to a plow and use them to sow the teeth of a dragon in my fields.”

This king, like Pelias before him, felt as though he had given Jason an impossible assignment. He knew that the brass bulls were wild and strong and difficult to handle. He also knew that when dragon’s teeth are planted, iron men spring up from the earth, ready to attack.

The king’s beautiful daughter, Medea, had already fallen in love with Jason. She was willing to do anything- even use her magic spells- to help him. “Here is some magic ointment,” she said to Jason. “Rub it on your body, your shield, and your sword. Then nothing can harm you. And remember: When you have sowed the dragon’s teeth, throw a great stone among the warriors. Then they will destroy each other.”

Strengthened by Medea’s magic, Jason wrestled the bulls to the ground, yoked them to a plow, and drove them through the field. The plow cut a deep furrow in the soil. Into that furrow, Jason sowed the dragon’s teeth. When the army of men sprang up from the earth, he threw a stone among them. The men turned on each other, and when the battle was over, Jason was the only man left alive.

The king was furious. “The golden fleece hangs high on a tree, guarded by a giant dragon,” he said. “Go and get it for yourself.”

Again, the king believed he had given Jason an impossible task, but again Medea helped Jason. They approached a fearful dragon, coiled at the foot of a tree. Medea began to sing. At the sound of her voice, the dragon’s eyes grew heavy. Slowly, the creature lowered its head and fell asleep.

“Hurry,” Medea whispered. Jason reached up and took hold of the precious treasure. As he and Medea fled, they heard a horrible roar as the dragon awoke and found its treasure stolen.

The *Argo* awaited them. With a wild leap, Jason and Medea were on board. The Argonauts rowed the ship swiftly, leaving the monster spitting fire behind them.

Jason’s step-uncle had never expected to see him again, but the young hero sailed back victorious. Through bravery and magic, he had won the golden fleece.

## Appendix E-3

### Character Stories cont'd. . .

#### *Cupid and Psyche*

Once there was a king with three daughters. The youngest, named Psyche, was the most beautiful of all- so beautiful in, fact, that people began to say she was even more beautiful than Venus/Aphrodite, the goddess of beauty.

When Venus heard these claims, she was filled with jealousy. She went to her son, Cupid and said, "Shoot the girl with one of your arrows and make her fall in love with the ugliest man on earth."

Obediently, Cupid took his bow and arrow and flew down to earth. Just as he was taking aim to shoot Psyche, his finger slipped. He pricked his finger with his own arrow and fell in love with Psyche. Cupid sent a message to Psyche's family, saying that the gods wished her to climb a mountain and marry the husband that they had chosen for her- a terrible monster. Psyche bravely climbed the mountain, feeling a warm wind surround her. Suddenly, she found herself in a magnificent palace. She saw no one, but heard friendly voices promising her every desire. She fell asleep, surrounded by sweet music. While she slept, Cupid visited her. She knew her husband only in her dreams. He stayed all night but left before morning's light.

One night, Psyche asked her husband why he only came in darkness. "Why should you wish to see me?" he answered. "I love you, and all I ask is that you love me." Still, Psyche grew more curious. Who was her husband? What did he look like? Why did he hide? Was he indeed a terrible monster?

One night she stayed awake. She waited until she felt him lying by her side, then she lit a lamp. What she saw was no monster, but the lovely face of Cupid himself. Her hand trembled with delight, and a drop of hot oil fell from the lamp onto Cupid's shoulder and awoke him.

"I asked only for your trust," he said sadly. "When trust is gone, love must depart." And away flew Cupid, Home to Venus, who scolded him for falling in love with a mere woman.

The moment Cupid flew away, the magnificent palace vanished. Night and day, Psyche wandered, searching for her lost love. At last she went to the temple of Venus herself. "You dare come seeking a husband, you ugly girl?" Venus cried. She showed Psyche a huge pile of grain- wheat, millet, barley, and lentils. "Separate this grain by morning." Venus laughed, then disappeared.

Psyche knew the task was impossible. Then, looking through her tears, she notices a seed moving, then another, and then many more. An army of ants had come to her aid, each carrying a seed and dividing the seeds into separate piles.

Venus was furious to find the work done. "Your next task will not be so easy," she said. Take this box to the underworld and ask the queen of that realm, Proserpina, to send me a little of her beauty."

The underworld? No mortal could ever return. Suddenly, a voice spoke to her. "Take a coin to the boatman who will carry you across the river to the underworld. Take a cake to calm the mean three-headed dog who guards the underworld. And this above all: once Proserpina has placed her beauty in a box, do not open it.

Following the mysterious voice, Psyche journeyed safely to the underworld, and Proserpina sent a box of beauty back with her to Venus.

But Psyche couldn't help but wonder what was inside the box. She lifted the lid and peeked inside. A deep sleep came over her and she fell senseless to the ground.

Meanwhile, Cupid's love for Psyche had grown stronger than ever. Finding her lying on the ground, he took the sleep from her body. "See what curiosity gets you!" Cupid said smiling as she woke.

While Psyche delivered the box to Venus, Cupid begged Jupiter/Jupiter, the king of gods, to bless their marriage. Jupiter invited Psyche to drink ambrosia of the gods, and she became immortal. In the marriage of Cupid and Psyche, Love and Soul (which is what the word Psyche means today) were united at last and forever.

## Appendix F

### Tabloid Magazine Article Review

	Criteria				Points
	1	2	3	4	
<b>Organization</b>	Sequence of information is difficult to follow.	Reader has difficulty following work because reader jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot recall main idea.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
<b>Grammar and Spelling</b>	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings and/or grammatical errors.	_____
<b>Neatness</b>	Work is illegible and sloppy.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
<b>Creativity</b>	Work is boring and shows no creativity.	Work shows some creativity but for the most part, the reader has a hard time staying away!	Work shows good creativity and is interesting.	Work is extremely creative and makes the reader want to keep reading.	_____
				<b>Total-----&gt;</b>	_____

Teacher Comments:

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Adapted from: Teach-nology.com- The Web Portal For Educators! ([www.teach-nology.com](http://www.teach-nology.com))

## Appendix G

### Interview Questions

Mark all responses that the student gives without being asked with a "UA" for Unaided. Mark all correct responses the gives after being asked with an "A" for aided. Mark all incorrect responses with a checkmark. Finally, mark all non-responses with a "?".

#### Jason:

Jason, rumor has it that you wanted to take over your step-uncle's kingdom. Why don't you tell me about what you had to do in order to kick him out of power?

- \_\_\_\_\_ Jason was sent to his step-uncle's kingdom to take it back.
- \_\_\_\_\_ Jason swan through a river and lost one of his sandals.
- \_\_\_\_\_ Jason arrived at his step-uncle's kingdom and he was told to bring the Golden Fleece to him.
- \_\_\_\_\_ Jason went to the island and the king told him to find two brass bulls and sow the teeth of the dragon that lives in his field.
- \_\_\_\_\_ Medea fell in love and helped him accomplish the task.
- \_\_\_\_\_ Jason wrestled the bulls to the ground and sowed the dragon's teeth in the soil.
- \_\_\_\_\_ Men sprang up from the ground and started to fight each other because he threw a stone among them.
- \_\_\_\_\_ Jason went to steal the Golden Fleece from the dragon. Medea sang a song that put the giant dragon to sleep. Then Jason stole the fleece and ran away.
- \_\_\_\_\_ Jason and Medea went back to his step-uncle's kingdom.

#### Perseus:

- Perseus, why would you want to cut off Medusa's head?
- \_\_\_\_\_ Perseus was told to go and retrieve the head of Medusa by the king.
  - \_\_\_\_\_ He stole the eye that three sisters shared and a tooth. To get it back, they told him how to kill Medusa.
  - \_\_\_\_\_ He used his shield to look at Medusa while she was sleeping and cut off her head.
  - \_\_\_\_\_ On the way back, he turned the Titan Atlas to stone, turned a sea monster to stone and rescued Andromeda.
  - \_\_\_\_\_ When he returned to the kingdom, people laugh at him and beat him. The head fell out and everybody that was laughing at him turned to stone.

## Appendix G-1

### Interview Questions

#### Cupid

Cupid, your mom, Venus, wanted you to make Psyche, Fall in love with the ugliest man on Earth, but she didn't, what happened?

#### Psyche

I hear you had a crush on Cupid, the god of love. But I also heard that it was a rocky beginning. What happened?

- \_\_\_\_\_ Venus was jealous of Psyche because she was so beautiful.
- \_\_\_\_\_ Cupid went to shoot Psyche with an arrow to make Psyche fall in love with an ugly creature but Cupid accidentally shot himself.
- \_\_\_\_\_ Cupid sent a message to the people telling Psyche to climb a mountain and marry someone the gods chose for her.
- \_\_\_\_\_ Cupid only came to Psyche in her sleep.
- \_\_\_\_\_ Psyche tricked Cupid by not falling asleep so that she could see him.
- \_\_\_\_\_ Cupid said that since he couldn't trust Psyche, his love must leave.
- \_\_\_\_\_ Cupid still loved Psyche and helped her complete the tasks that Venus wanted her to do.
- \_\_\_\_\_ When Psyche opened the box that had the Queen of the Underworld's beauty inside it, she fell asleep.
- \_\_\_\_\_ Cupid woke Psyche up and begged Jupiter to allow Cupid to marry her.

#### Damolces

Damolces, so how did you get to be king for a day and was it all you thought it would be?

- \_\_\_\_\_ Damolces thought that it would be great to be king.
- \_\_\_\_\_ The king allowed him to take his place for a day and see just how great it would be.
- \_\_\_\_\_ Damolces had a lot of fun having parties and banquets.
- \_\_\_\_\_ Then he noticed that there was a sword hanging over his head.
- \_\_\_\_\_ Damolces could not have any more fun because he was afraid.
- \_\_\_\_\_ The real king came back and asked him if he understood how it was not so great to be king because he never knew if someone would come by and do harm to him.

## Appendix G-2

### Interview Questions

#### Pythias

I heard a rumor that you were talking trash about King Dionysius and got yourself into a little bit of trouble. What is your side of the story?

#### Damon

So you and Pythias are pretty good friends. Why don't you tell me about the time when Pythias made the king mad and threatened to kill him or you?

- \_\_\_\_\_ Pythias asked if anyone should have the kind of power that a king has.
- \_\_\_\_\_ Dionysius warned him that he could be killed for saying such things.
- \_\_\_\_\_ Pythias was not afraid and did not back down from the king.
- \_\_\_\_\_ The king sentenced Pythias to die.
- \_\_\_\_\_ Pythias asked if he could go home first and make sure everything was okay before he died.
- \_\_\_\_\_ To make sure that he would come back, Damon stayed behind for three days until Pythias comes back. If he did not come back, Damon would die instead.
- \_\_\_\_\_ Three days passed and all Damon would say was, "I trust my friend."
- \_\_\_\_\_ Just before Damon was killed, Pythias came running telling stories about how hard it was to get back.
- \_\_\_\_\_ The king was moved by their friendship that he let them live and asked them to teach him how to be such a good friend.

#### Androcles

Androcles, you must be pretty brave to help out a lion. What happened after you pulled that thorn out of his paw?

- \_\_\_\_\_ Androcles was captured because he was a runaway slave.
- \_\_\_\_\_ He was made to fight a lion the an arena full of people.
- \_\_\_\_\_ When he entered the arena, people cheered but they cheered, but cheered even louder when the lion entered.
- \_\_\_\_\_ He realized that the lion was the same one with whom he helped and became friends.
- \_\_\_\_\_ When the people saw that they were friends, they cheered.

## Appendix G-3

### Interview Questions

#### Horatius

People say you are brave because you defended a bridge against an entire army. What in the world happened?

- \_\_\_\_\_ The king was kicked out of his kingdom because he was too cruel.
- \_\_\_\_\_ The king convinced another king to bring his army and attack Rome.
- \_\_\_\_\_ When the army came, Horatius and two other soldiers were fighting the army and guarding the bridge into Rome.
- \_\_\_\_\_ Other soldiers were tearing apart the bridge so the army couldn't storm Rome.
- \_\_\_\_\_ Just before the bridge fell apart, the two soldiers ran across while Horatius stayed there to fight.
- \_\_\_\_\_ When he couldn't fight anymore, he jumped into the river.
- \_\_\_\_\_ The Romans held their breath, and then they finally saw his helmet.
- \_\_\_\_\_ People told stories about how bravely Horatius fought.