

2013

# Mythology is a Reflection of Culture [7th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Mythology is a Reflection of Culture

Grade Level: 7

Subject/Topic Area(s): Humanities

Designed By: Tina Harper

Time Frame: 20 Days

School District: Independent School Association of the Southwest

School: Trinity Valley School

School Address and Phone: 7500 Dutch Branch Road, Fort Worth, Texas 76133  
817-321-0100

### **Brief Summary of Unit** (Including curricular context and unit goals):

Helping students understand the connection between culture and mythology is the central focus of this unit. Humanities is a course where the ideas, skills, and content of both history and English weave together to form the curriculum. In this unit the content focuses on Greek mythology and the Native Tribes of Texas.

The skills students will develop and transfer include: note taking skills, finding the main ideas in both history and literature to define aspects of culture, the writing process, the format of an effective story/myth using plot structure, the behaviors needed to function as an effective group. Also included in the unit is the process needed to create an effective essay to include a thesis, body paragraphs containing evidence to prove a thesis, and a concluding paragraph with an explanation as to how the ideas discussed in the essay are significant beyond the content discussed/argued.

The unit will culminate with students writing a myth that follows the structures of an effective story/myth

## Stage 1 – Desired Results

<b>Transfer</b>		
<p><b>Social Studies TEKS:</b>            (1) History. The student understands traditional historical points of reference in Texas history.            (8) Geography. The student uses geographic tools to collect, analyze, and interpret data.            (9) Geography. The student understands the location and characteristics of places and regions of Texas.            (10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries.            (22) Social studies skills. The student communicates in written, oral, and visual forms.</p> <p><b>ELA TEKS:</b>            (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.            (3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.            (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.            (7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of</p>	<p>Students will independently use their learning to...</p> <ul style="list-style-type: none"> <li>• <i>Create a myth to reflect their knowledge of Texas geography and culture</i></li> <li>• <i>Use a process to create a piece of writing, specifically focused on an audience</i></li> <li>• <i>Create a myth that follows the structure and purpose of mythology as a genre</i></li> <li>• <i>Create writing with an organized plot structure</i></li> </ul>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Understandings</b> Students will understand that....</p> <ol style="list-style-type: none"> <li>1. Environment influences culture.</li> <li>2. Myths serve to influence and reflect societies throughout history:               <ol style="list-style-type: none"> <li>a. Myths grant <b>stability</b> to a culture. They foster a shared set of perspectives, values, and history.</li> <li>b. Myths present guidelines for the living. The attitudes of the deities create a <b>moral tone</b> within society.</li> <li>c. Myths <b>justify a culture's activities</b>. They establish rituals, laws, and social norms.</li> <li>d. Myths give <b>meaning to life</b>. Painful experiences become more bearable when it is believed that the struggles have meaning.</li> <li>e. Myths <b>explain the unexplainable</b>. They unravel the mysteries of life, the natural world, and life after death.</li> <li>f. Myths <b>offer role models</b>. Adults and children can relate to the themes found within the stories and "look-up" to the archetypal characters who must overcome the odds.</li> </ol> </li> <li>3. Writers use structure and process to tell an effective story.</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. How does environment influence culture?</li> <li>2. Why do humans create myths?</li> <li>3. What elements of culture persist despite change or progress in society?</li> <li>4. How do myths reflect and influence culture and history?</li> <li>5. What gives credence to a myth or legend?</li> <li>6. What makes an effective myth/story?</li> </ol> </td> </tr> </table>	<p><b>Understandings</b> Students will understand that....</p> <ol style="list-style-type: none"> <li>1. Environment influences culture.</li> <li>2. Myths serve to influence and reflect societies throughout history:               <ol style="list-style-type: none"> <li>a. Myths grant <b>stability</b> to a culture. They foster a shared set of perspectives, values, and history.</li> <li>b. Myths present guidelines for the living. The attitudes of the deities create a <b>moral tone</b> within society.</li> <li>c. Myths <b>justify a culture's activities</b>. They establish rituals, laws, and social norms.</li> <li>d. Myths give <b>meaning to life</b>. Painful experiences become more bearable when it is believed that the struggles have meaning.</li> <li>e. Myths <b>explain the unexplainable</b>. They unravel the mysteries of life, the natural world, and life after death.</li> <li>f. Myths <b>offer role models</b>. Adults and children can relate to the themes found within the stories and "look-up" to the archetypal characters who must overcome the odds.</li> </ol> </li> <li>3. Writers use structure and process to tell an effective story.</li> </ol>
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<b>Acquisition</b>		

<p>it.</p> <p>(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.</p> <p>(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p> <p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p>(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p> <p>(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p> <p>(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing.</p> <p>(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</p> <p>(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p> <p>(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Texas geography: the 4 regions of Texas</li> <li>• Elements of mythology</li> <li>• Purpose of mythology</li> <li>• The culture of Native Texan Cultures: Karankwas, Wichitas, Caddos, Coahuiltecans, Kiowa, Cherokee, Jumanos, Comanche, Apache</li> <li>• Geography of Native Texans (listed above)</li> <li>• Greek myths and structure</li> <li>• Native Texan myths and structure</li> <li>• The writing process: pre-write, drafting, revising, teacher conference, editing, and publishing (final draft)</li> </ul>	<p><b>Skills</b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify geographic locations of Native Texans</li> <li>• Identify the 4 regions of Texas</li> <li>• Compare the 4 regions of Texas</li> <li>• Identify cultures and geographic locations of Native Texans</li> <li>• Identify the purposes of mythology</li> <li>• Analyze myths to identify the purposes of mythology</li> <li>• Analyze myths to identify the structures of myths</li> <li>• Compare/contrast Greek mythology and mythology of Native Texans</li> <li>• Student will apply the writing process to create an original myth</li> <li>• Students will apply the purposes of mythology to their own creation of an original myth</li> <li>• Work effectively in groups to enhance their own learning and the learning of classmates</li> <li>• Apply effective questioning, listening, and response while in class discussion through Socratic Seminar and Literature Circles</li> <li>• Communicate learning through writing effective answers to questions posed</li> <li>• Make an argument to prove an answer to and essential question</li> </ul>
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## Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	See Texas Myths Rubric	<p><b>Performance Task(s)</b> Students will demonstrate meaning-making and transfer by...</p> <p>Throughout this unit we have studied the Natives of Texas and how the geography of Texas influenced the development of culture for these populations. We have also discussed the significance of mythology in the literature and in the development of all societies. It is now your job to write a myth set in Texas to reflect our culture today. Make sure to follow the rubric below to ensure an effective piece of work. (See rubric and supplemental material at the end of unit)</p>
M M M M		<p><b>Other Evidence (e.g., formative)</b></p> <ul style="list-style-type: none"> <li>• Myth Analysis</li> <li>• Myth Comparison</li> <li>• Natives of Texas Quiz</li> <li>• Mythology Quiz</li> </ul>
T	See Essay Test Rubric	<ul style="list-style-type: none"> <li>• <u>Essay Test</u>: What gives credence to a myth or legend? Use your knowledge of Greek Mythology, Native Texan Mythology, and events in Texas History to prove your thesis.</li> </ul>
T		<ul style="list-style-type: none"> <li>• Greek and Native Texan Mythology Socratic Seminar</li> </ul>

## Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment
Acquisition Meaning Transfer	<p style="text-align: center;">How will you check students' prior knowledge, skill levels, and potential misconceptions? <b>(50 minute class)</b></p> <ol style="list-style-type: none"> <li>1. Introduce Essential Questions- As students walk into the room have them write the unit questions in their Humanities notebook along with the first 3-5 words that come to mind when they view each question.</li> <li>2. Divide class into 4 groups; give each group one of the unit questions. Have each group come up their best group answer to the questions assigned and share with the class. Post these responses on the wall.</li> <li>3. Regions of Texas In-class Story Exercise: Pass out map of the regions of Texas. Read the story discussing a trip across all of the regions of Texas. As they listen, students mark where they think the teacher is based on her story with stickers labeled for each trip location. Have students turn in these maps to get a sense of their understanding of Texas Geography.</li> <li>4. <u>Homework</u>: Flipped Classroom- Watch Regions of Texas Video posted on Edmodo and answer the accompanying questions.</li> </ol>
A,M	

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A

A, M

**Day 1 (100 minute block):**

1. Discuss previous night's homework
2. Pass back regions of Texas map with stickers marking students' hypotheses of teacher's travel. Have students discuss the proper placement of stickers in groups. Post map of trip on the LCD projector and allow students to check their answers.
3. Pass out a new map of Texas Regions for students to label with significant geographic features. Emphasize the need for students to keep this map throughout the unit to label with later symbols to reflect the locations of Native Texas tribes.
4. Class discussion: What is a myth? Why do we continue to share myths throughout history?

Formative Assessment  
Highlighted in Green  
Throughout Unit

Homework: Watch "Introduction to Greek Mythology Video" on Edmodo and answer the accompanying questions.

- a) Write the definition of a myth in your own words.
- b) According to the video, what historical values do myths provide?
- c) Explain a myth that exists today in your own life that achieves one of the five purposes of myths.
- d) Can you think of common Texas myths or legends? List at least two.

**Day 2(100 minutes): Why Do Humans Create Myths?**

M,T

1. Grammar and history review:
  - a. Breaks students into groups of 4
  - b. Pass out sentence strips containing portions of sentences that describe the different regions of Texas.
  - c. Each sentence will be color-coded by region (tell students all the same colored strips go together) and contain a main idea about the region the teacher wants students to remember.
  - d. Each group member should have one sentence to arrange in proper order to create a complete sentence.
  - e. INDEPENDENTLY each group member must decide:
    - i. Which region his/her sentence is describing
    - ii. The basic pattern of structure for the sentence
    - iii. Label the sentence parts
    - iv. Students may use their map of the regions of Texas to help them
  - f. Check work with group, the groups must reach consensus and then post the four sentences on the white board.
  - g. Discuss answers as a class
  - h. Students will highlight these sentences in their "Regions of Texas Notes" passed out in class on Day 3.
2. Greek Mythology: Why do we study Greek Mythology Today?
  - a. Review last night's homework:
    - i. In partners, students are assigned either questions 1 or 2 from last night's homework
    - ii. Each group must synthesize the best of both of their answers into one they feel confident sharing with the class.
    - iii. Have each pair write their answer on the white board (all partners assigned question #1 on white board at front of the room; all pairs assigned question #2 on white board at the back of the room)
    - iv. Give each student a clipboard and have him/her walk around erasing and adding information to the original answer written as homework.
    - v. Discuss key words as a class from each answer; underline these words in a different color on the white boards.
    - vi. Hint for students: THESE QUESTIONS MAY SHOW UP ON A QUIZ DAY 6 OF UNIT©

A, M

A  A, M, T	<p>b. Greek Mythology Notes:</p> <ol style="list-style-type: none"> <li>i. Plot Structure of a Myth</li> <li>ii. History behind Greek Mythology</li> <li>iii. The 5 Purposes of a Myth</li> <li>iv. The Greek Mythology Family Tree</li> <li>v. How to Read a Myth for Analysis</li> </ol>	Progress Monitoring (e.g., formative data)
M, T	<p><b>Homework:</b> Read “PROMETHEUS GIVES FIRE TO MAN”; answer comprehension questions and mark text to reflect analysis techniques learned in class today (your “Myth Purpose” chart should help you here ☺); STUDY FOR MYTHOLOGY QUIZ</p> <p><b>Day 3: Let’s Begin Connecting Greek Mythology to Native Texans’ Mythology (100 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Take out last night’s homework. At the bottom, answer this question independently: <b>What purpose(s) of mythology does this myth address? Have students turn in homework.</b></li> </ol>	Formative Assessment Highlighted in Green Throughout Unit
A, M	<ol style="list-style-type: none"> <li>2. Class Discussion: What might be a common theme from “Prometheus Gives Fire to Man” and Native Texan mythology? How so? Teacher will continue to ask follow up questions to help students unpackage what might be common cultural values across history for varying societies. End with essential questions: <b>What elements of culture persist despite change or progress in society? How do myths reflect and influence culture and history? Have students write their final answer to these questions in their humanities notebook.</b></li> </ol>	
A, M, T	<ol style="list-style-type: none"> <li>3. Pass out Regions of Texas/Natives of Texas Notes and “When Bear Lost Fire” myth. <ol style="list-style-type: none"> <li>a. Read myth aloud, asking students to mark text to practice myth analysis while we read together</li> <li><b>b. Discuss similarities and differences between Prometheus myth and “When Bear Lost Fire”</b></li> <li>c. Ask students which region of Texas they predict this native tribe is from. Why? What evidence from the myth gives you this impression?</li> <li>d. Fill in notes for The Coastal Plains and North Central Plains Regions</li> <li>e. Fill in notes for the Western Gulf and Southeastern Gulf Natives of Texas</li> </ol> </li> </ol>	
A, M, T	<ol style="list-style-type: none"> <li>4. Homework: Assign each group of four 3 of the six native Texan myths to match the tribes studies in class. Each group must read each myth assigned, fill in the “Myth Purpose” chart for their assigned myths, and come prepared to teach the class about the myths they studied. In teaching the class they must address the following questions: <ol style="list-style-type: none"> <li>a. Describe the key plot elements of your myths</li> <li>b. How does the myth reflect the Native Groups’ cultures</li> <li>c. What evidence is there in your myths that environment affected the culture of these tribes?</li> <li>d. What was effective about these myths? What makes them effective for a reader? In what ways?</li> </ol> </li> </ol>	
A, M, T	<p>STUDY FOR MYTHOLOGY QUIZ</p> <p><b>Day 4 (50 minutes):</b></p> <ol style="list-style-type: none"> <li>1. Each group teaches the class about their myths while the class takes notes on their chart and in their humanities notebook.</li> <li>2. Self-reflection in humanities notebook: How do you feel about the quality of your groups’ lesson presented to the class? What did you do well? What would you change to make learning easier for your classmates? How would you rate your groups’ ability to hold the attention of your class while still teaching the important information they need for this portion of the unit?</li> </ol> <p><b>Exit Ticket:</b> How did the environment of the Native tribes we have studied impact the way they developed as a culture?</p> <p>STUDY FOR MYTHOLOGY QUIZ</p>	

<p>A</p> <p>M</p> <p>A, M</p>	<p><b>Day 5 (100 minutes):</b></p> <ol style="list-style-type: none"> <li>Review lessons from yesterday, making sure all students have the necessary information about the essential ideas behind each myth and how these myths reflect the connection between culture and environment.</li> <li>Allow students to ask a few questions before the quiz</li> <li><b>Quiz: Greek Mythology with a bit of Native Texas mythology thrown in the mix ☺</b></li> <li><b>Homework: Read “How Evil Came to the World” and “The Horses of the Sun.” Fill in “Myth Purposes” Chart and Reading Guide for these two myths.</b></li> </ol>	<p>Progress Monitoring (e.g., formative data) <b>Formative Assessment Highlighted in Green Throughout Unit</b></p>
<p>M, T</p> <p>A</p> <p>M, T</p> <p>A</p> <p>A, M</p>	<p><b>Day 6 (100 minutes): What Makes an Effective Story/Myth?</b></p> <ol style="list-style-type: none"> <li>Grammar and Mythology Review (See Day 2 grammar review for a detailed description for this activity):       <ol style="list-style-type: none"> <li>Pass out sentence strips with key themes from myths students have read so far, key native tribes, and key ideas in understanding mythology.</li> <li>Have students create the sentences in the order they believe is most effective.</li> <li>Have students label each sentence part and identify which pattern it follows.</li> <li>Have students identify which category/myth/native tribe the sentence belongs to.</li> <li><b>Have each group switch their strips with a partnering group to check their work.(slightly different from Day 2 here)</b></li> <li>Discuss possible answers as a class.</li> </ol> </li> <li>Pueblo and Plains Cultures:       <ol style="list-style-type: none"> <li>We have no known myths in writing connected to the Pueblo Natives of Texas, the Karankawas, or the Coahuiltecas. Why do you think this might be? <b>What gives credence to a myth or legend?</b></li> <li>Read “Deer Medicine” together as a class. Have students create a plot graph for this story. Why is this particular myth one of the most popular? <b>e. Create plot graph for “Deer Medicine”</b></li> </ol> </li> <li>Class Discussion and Mini-Lesson: What Makes an Effective Myth:       <ol style="list-style-type: none"> <li>Plot and Organization</li> <li>Creativity</li> <li>Character Development</li> <li>Word Choice</li> <li>Use myths we have read as a class to help students pull these ideas out through questioning.</li> </ol> </li> <li><b>Homework:</b> Watch Lecture from Mrs. Harper and Mrs. Sharpe on the Pueblo and Great Plains Cultures on Edmodo. <b>Fill in notes and the assigned document (includes natives of Texas placed on map of 4 regions of Texas).</b></li> </ol> <p>NATIVES OF TEXAS QUIZ DAY 9</p>	
<p>M, T</p> <p>A</p>	<p><b>Day 7 (100 minutes): How Does Environment Influence Culture?</b></p> <ol style="list-style-type: none"> <li><b>Grammar and Natives of Texas Review (See Day 2 grammar review for a detailed description for this activity) using sentences that focus on key ideas and understandings of homework from Day 6.</b></li> <li>Second Harvest Activity       <ol style="list-style-type: none"> <li>Bake brownies with candy corns in them.</li> <li>Tell students they are welcome to eat all of the candy and brownie they want, but the group that can pull out the most candy corn from their brownies will win.</li> <li>Encourage them to eat the brownies as they scavenge for candy corn.</li> <li>Find out who the winner is.</li> <li>Explain that the brownie was meant to represent the waste of a Native and the corn to represent the undigested food that natives would save to eat as a 2<sup>nd</sup> harvest in lean times.</li> </ol> </li> </ol>	

A	<p>3. Crazy Cultural Practices of Native Texans Pictures PowerPoint: Are they really that strange?</p> <ol style="list-style-type: none"> <li>Karankawa- eating of strong warriors</li> <li>Coahuiltecans 2<sup>nd</sup> Harvest</li> <li>Tattoos and Piercings of several tribes</li> <li>Rituals for hunting and coming of age</li> <li>Medicine/Religion</li> </ol>	<p>Progress Monitoring (e.g., formative data)</p> <p><b>Formative Assessment Highlighted in Green Throughout Unit</b></p>
A, M, T	<p>4. Read an edited version (you can decide appropriateness for your own students based on age) of the “Nacarima” aloud as a class. In humanities journal student answer the following questions:</p> <ol style="list-style-type: none"> <li>What are the strangest parts of this culture?</li> <li>Where do you think they live?</li> <li>Are there any practices that persist in our society today?</li> <li>Explain that this is a description of American culture by an anthropology professor from The University of Michigan.</li> <li>Who decides what cultural practices are odd/wrong and which practices are “normal”?</li> <li>How does mythology perpetuate these ideas?</li> </ol>	
A, M, T	<p>5. <u>Homework</u>: Read the two Apache myths from your chart. Fill in the “Myth Purpose” assigned myths, and come prepared to address the following questions:</p> <ol style="list-style-type: none"> <li>Describe the key plot elements of both myths</li> <li>How does the myth reflect the Apache culture?</li> <li>What evidence is there in these myths that environment affected the culture of these tribes?</li> <li>What was effective about these myths? What makes them effective for a reader? In what ways?</li> </ol>	
	<p>STUDY FOR NATIVES QUIZ ON DAY 9 ☺</p>	
A, M	<p><b>Day 8 (50 minutes): Why do humans create myths?</b></p> <ol style="list-style-type: none"> <li>Review Day 7 Homework</li> <li>Read Comanche Myths on Chart and Follow Same Steps from Day 7 Homework:</li> </ol>	
M, T	<ol style="list-style-type: none"> <li>Describe the key plot elements of both myths</li> <li>How does the myth reflect the Apache culture?</li> <li>What evidence is there in these myths that environment affected the culture of these tribes?</li> <li>What was effective about these myths? What makes them effective for a reader? In what ways?</li> </ol>	
A, M, T	<p>3. Journal Entry: Now that we have read all of these Native myths, why do humans create myths? Do the 5 purposes we have learned cover all of the reasons? Why? Why not?</p> <p>4. Homework: Study for NATIVES OF TEXAS QUIZ TOMORROW ☺</p>	
A, M, T	<p><b>Day 9-11 (100 minutes): What Gives Credence to a Myth?</b></p> <ol style="list-style-type: none"> <li>Natives of Texas Quiz</li> <li>Greek Myths Literature Circles (Days 9-11):</li> </ol>	
A, M, T	<ol style="list-style-type: none"> <li>Assign students literature circle groups based on heterogeneous grouping</li> <li>In each group there are 4 roles: <ol style="list-style-type: none"> <li>Summarizer- creates the plot graph; summarizes major points of the myth. Explains the main character in detail.</li> <li>Meaning Maker- explains the purposes present in the myth using evidence from the myth</li> <li>Connector- connects ideas, issue, purposes of mythology between Native myths and specific myth read by the group</li> <li>Evaluator- answers the question, what makes this myth effective? Does it still persist on culture today? Why? Finds examples in today’s culture that allude to this myth.</li> </ol> </li> </ol>	

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- c. Assign each group 4 Greek myths to study. Each member will fill each role once throughout the Literature Circle process.
  - 3. Students spend the remainder of day 9-11 allowing students to work in Lit. Circles, completing their assigned tasks.
  - 4. Each group must create answers along with a visual representation of each myth assigned to be graded as a quiz grade.
  - 5. Groups will be working at their own pace with teacher conferences during Lit. Circle meetings.
- Day 12-15: What Gives Credence to a Myth or Legend?**
- 1. Have each group present one of their myths to the class with the goal of answering the question, What gives credence to a myth or legend?
  - 2. Begin preparing for first in-class essay test of the year:
    - a. Introduce Essay Test Question
    - b. Introduce rubric and outline format
    - c. Have students create a thesis for their answer to the test question and have each person write his/her thesis on the white board.
    - d. Discuss effectiveness of each thesis and whether or not it meets the criteria for an effective thesis. Allow students to change thesis to meet criteria.
  - 3. Spend the remainder of day 12-14 outlining for essay
  - 4. Day 15 in-class essay test.
- Day 16-20: Performance Assessment**
- 1. Introduce Texas Myth Assignment:
    - a. Discuss rubric
    - b. Allow student to decide whether they would like to work independently or with a partner (partners must be approved by teacher)
    - c. See Process rubric for timeline for assignments:
      - i. Generating Ideas
      - ii. RD#1
      - iii. Peer Revision
      - iv. RD#2
      - v. Teacher Conference
      - vi. RD#3
      - vii. Self-revision and Edit
      - viii. Final Draft
      - ix. Presentation of Myth to Classmates
      - x. Presentation of Myth to Lower School Students

Progress Monitoring  
(e.g., formative data)

**Formative Assessment  
Highlighted in Green  
Throughout Unit**

HELPFUL LINKS FOR TEACHING MATERIALS RELATED TO THIS UNIT:  
**Greek Myths:**  
[http://www.pbs.org/mythsandheroes/tguide\\_jason.html](http://www.pbs.org/mythsandheroes/tguide_jason.html)  
[http://www.jefftp.org/middleschool/CoreTeams/LA/greek\\_mythology.htm](http://www.jefftp.org/middleschool/CoreTeams/LA/greek_mythology.htm)

**Natives of Texas Myths:**  
<http://www.texasindians.com>

## Texas Myth:

**Throughout this unit we have studied the Natives of Texas and how the geography of Texas influenced the development of culture for these populations. We have also discussed the significance of mythology in the literature and in the development of all societies. It is now your job to write a myth set in Texas to reflect our culture today. Make sure to follow the rubric below to ensure an effective piece of work**

Criteria	POINTS
<b>Mythology/Effective Plot Structure</b>	<b>60</b>
<ul style="list-style-type: none"> <li>✓ Setting: (10 points)               <ul style="list-style-type: none"> <li>○ Reflects issues of Texas geography (the conflict may center around an issue that is specific to the region)</li> <li>○ Must be set in a specific region of Texas which is made clear with rich details to reveal setting (the reader should be able to guess the region without being told)</li> </ul> </li> <li>✓ Characters: (10 points)               <ul style="list-style-type: none"> <li>○ Hero</li> <li>○ Characters make choices that have significant consequences</li> <li>○ Character must be taken on a journey that reflects a key purpose of a myth</li> <li>○ At least one character incorporates the use of magic/super powers</li> </ul> </li> <li>✓ Plot/Theme (20 points)               <ul style="list-style-type: none"> <li>○ Beginning of the story introduces major characters, setting and the central conflict/problem</li> <li>○ Conflict/Problem includes the occurrence of natural events: The divine characters often have a large quest! They must use natural events to achieve their goals.</li> <li>○ Rising Action - This is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax).</li> <li>○ Clear, identifiable climax to the problem/conflict</li> <li>○ Falling action - The events and complications begin to resolve themselves. The reader knows what has happened next and if the conflict was resolved or not (events between climax and denouement).</li> <li>○ The resolution is clear to the reader and reflects an outcome of the gods' actions that impact mortals.</li> </ul> </li> </ul>	
<b>Content</b>	<b>20</b>
<ul style="list-style-type: none"> <li>✓ Content reflects a common issue or theme of Texas culture</li> <li>✓ Plot reflects at least one of the 5 purposes of mythology</li> <li>✓ Content reflects clear understanding of Texas geography</li> </ul>	
<b>Grammar and Mechanics / Format</b>	<b>10</b>
<ul style="list-style-type: none"> <li>✓ Overall attention to grammar and mechanics adds clarity</li> <li>✓ Complete, correctly written sentences</li> <li>✓ Proper MLA format</li> </ul>	
<b>Quality Sentence Structures</b>	<b>10</b>
<ul style="list-style-type: none"> <li>✓ Five sentences exhibit variety, demonstrating an understanding of the 5 basic patterns of sentence structure</li> <li>✓ Includes one sentence that was combined in the revision process</li> <li>✓ Includes one sentence that imitates a sentence structure they chose as a model for quality sentences</li> </ul>	
<b>TOTAL</b>	<b>___ / 100</b>

## Process Grade:

Criteria	POINTS
<b>Pre-write</b>	<b>20</b>
<ul style="list-style-type: none"> <li>✓ Completed Idea Creation Handout on Time (5 points)</li> <li>✓ Completed Mythology Plot Graph on Time (15 points)</li> </ul>	
<b>Drafts</b>	<b>15</b>
<ul style="list-style-type: none"> <li>✓ Rough Draft #1 Completed on Time (5 points)</li> <li>✓ Peer Revision Handout Completed with Thoughtful and Thorough Feedback (5 points)</li> <li>✓ RD#2 Completed on Time and Signed up for Teacher Conference (5 points)</li> </ul>	
<b>Revision and Editing</b>	<b>15</b>
<ul style="list-style-type: none"> <li>✓ RD#3 with Self Revision and Editing Marks Completed on Time</li> </ul>	
<b>Final Product</b>	<b>30</b>
<ul style="list-style-type: none"> <li>✓ Final Draft Turned in on Time (10 points)</li> <li>✓ Prepared Read-Aloud to Hold the Attention of Your Audience (10 points)</li> <li>✓ Writing Process Reflection Turned in on Time (10 points)</li> </ul>	
<b>Contribution</b>	<b>20</b>
<ul style="list-style-type: none"> <li>✓ Shared the work load evenly with partner (10 points)</li> <li>✓ Completed assigned portions of assignment on time (2 points)</li> <li>✓ Remained on task throughout the time allotted for completion of the assignment (4 points)</li> <li>✓ Listened well to partner (2 points)</li> <li>✓ Offered ideas to improve the assignment on a regular basis (2 points)</li> </ul>	
<b>TOTAL</b>	<b>___ / 100</b>

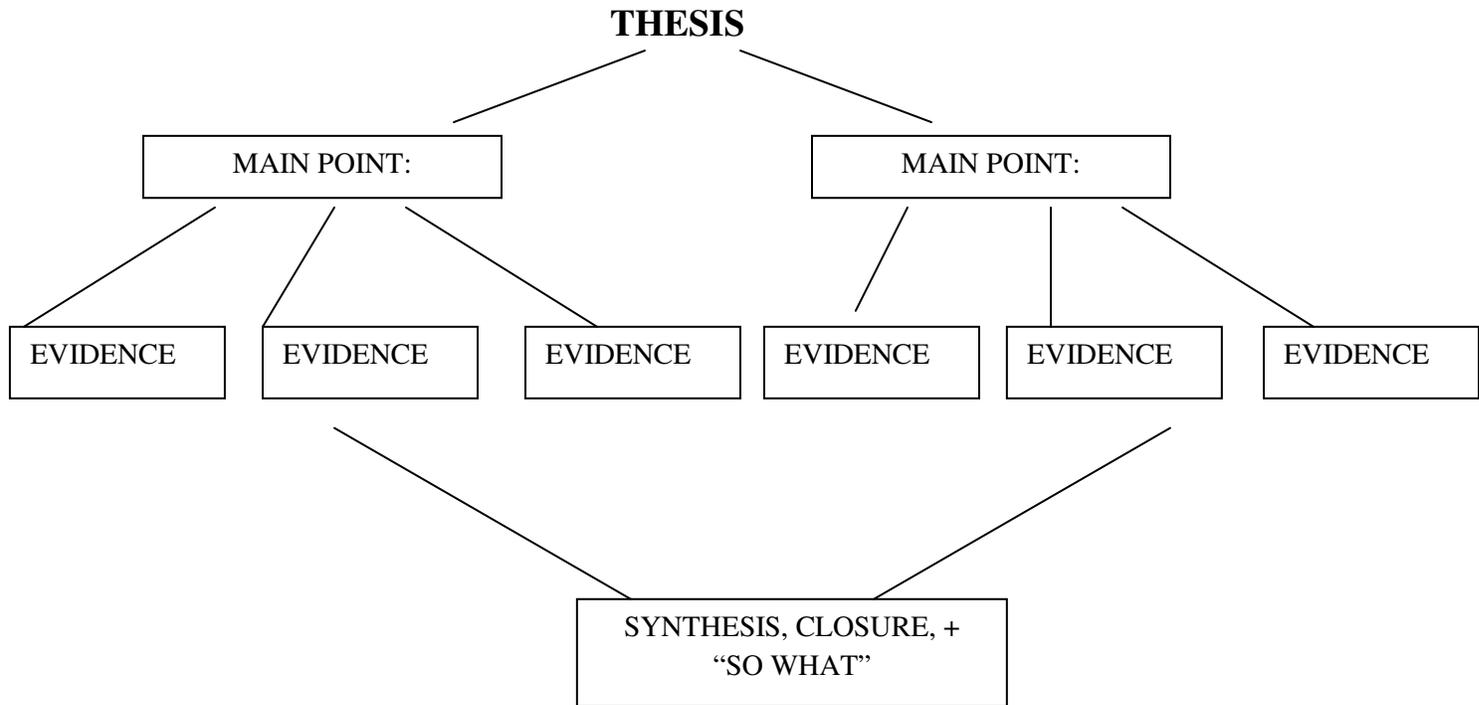




## In Class Essay Rubric (History Focus)

ELEMENT	Points Possible
<b>Thesis</b>	<b>16</b>
<ul style="list-style-type: none"> <li>○ Thesis Answers all Parts of the Question (3 points)</li> <li>○ Thesis takes a compelling position on the topic (2 points)</li> <li>○ Thesis gives clear direction for the rest of the answer (<b><u>the reader knows what the author plans to prove</u></b>) (2 Points Per Question)</li> <li>○ Thesis encompasses the entirety of your answer (1 point)</li> </ul>	
<b>Organization and Main Points</b>	<b>60</b>
<ul style="list-style-type: none"> <li>✓ Intriguing introduction to provide a bridge for your reader to the thesis (2 points)</li> <li>✓ Organized structure enhances the reading experience (20 points) <ul style="list-style-type: none"> <li>○ Well developed <b><u>main points directly related to proving the thesis.</u></b></li> <li>○ <b><u>3 pieces of evidence for each main point;</u></b> each piece of evidence includes the who, what, when, where, why, and how of the event</li> <li>○ <b><u>Evidence reflects understanding of cause and effect, change over time, and/or context</u></b></li> <li>○ <b><u>Supporting examples are concrete and detailed.</u></b> The author <b><u>explains how the evidence proves the main point and therefore the thesis.</u></b></li> </ul> </li> <li>✓ Transitions skillfully connect one idea to the next. (4 points)</li> <li>✓ Ending is a well-integrated part of the whole piece and brings closure/ Provides a “So What” (4 points)</li> </ul>	
<b>Word Choice</b>	<b>12</b>
<ul style="list-style-type: none"> <li>✓ The writer’s choice of words adds clarity and meaning to the ideas expressed: <ul style="list-style-type: none"> <li>○ Avoids/Rarely Uses Outlawed Words: So, very, good, bad, fun, nice, neat, a lot, passive verbs, really, many, things, something, anything (See BANNED WORDS LIST).</li> <li>○ Exhibits clear understanding of vocabulary; uses the <b><u>precise word</u></b> to convey meaning. This includes the proper use of historical vocabulary used in the unit studied.</li> <li>○ Language reflects an academic piece of writing. No “I” or “you” or “we”</li> </ul> </li> </ul>	
<b>Grammar and Mechanics</b>	<b>12</b>
<ul style="list-style-type: none"> <li>✓ Complete, correctly written sentences,</li> <li>✓ Proper citation according to MLA format</li> </ul> <p><u>Example:</u>  “‘First of all,’ he said, ‘if you can learn a simple trick, Scout, you’ll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view’” (Lee 39).  (textbook author’s name if referencing a textbook, notes from class or specific article read)</p> <ul style="list-style-type: none"> <li>✓ Overall attention to grammar and mechanics adds clarity</li> </ul>	
<b>TOTAL</b>	<b>__ / 100</b>

## Visual Representation of Structure:



## EXTENDED RESPONSE FORMAT:

- I. **Introductory/Opening Paragraph: Create a bridge between where you reader is at this moment in time (discuss current issues and connect them to the thesis and text). THESIS SENTENCE**
- II. **Main Points (2-3)**
  - a. **Main point 1:**
    - i. **Topic sentence**
    - ii. **Evidence (introduce the ev., give the ev., explain how the evidence proves your main point and your thesis)**
    - iii. **Evidence (introduce the ev., give the ev., explain how the evidence proves your main point and your thesis)**
    - iv. **Evidence (introduce the ev., give the ev., explain how the evidence proves your main point and your thesis)**
    - v. **Transition (note: thre should be transitions throughout your paper connecting each idea and evidence to each other)**
  - b. **Main point 2:**
    - i. **Topic sentence**
    - ii. **Evidence (introduce the ev., give the ev., explain how the evidence proves your main point and your thesis)**
    - iii. **Evidence (introduce the ev., give the ev., explain how the evidence proves your main point and your thesis)**
    - iv. **Evidence (introduce the ev., give the ev., explain how the evidence proves your main point and your thesis)**
    - v. **Transition**
- III. **Conclusion**



## Greek Myths Comprehension Checks:

### *PROMETHEUS GIVES FIRE TO MAN*

1. The name "Prometheus" means \_\_\_\_\_.
2. He was the greatest of the race of \_\_\_\_\_.
3. To please his ruler, Uranus, Prometheus made men out of \_\_\_\_\_.
5. Prometheus taught men how to make weapons out of \_\_\_\_\_ and \_\_\_\_\_.
6. He taught them how to tame \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
7. Against the will of Zeus, Prometheus stole fire from Olympus. He carried off the spark in a stalk of \_\_\_\_\_.
8. Prometheus pointed out to Zeus that man needed fire because the earth was getting \_\_\_\_\_.
9. Zeus would not listen; he ordered Hephaestus, the \_\_\_\_\_ god at his forge in Mount \_\_\_\_\_ in Sicily, to make chains for Prometheus.
10. Prometheus went to see his brother, \_\_\_\_\_, and left with him for safekeeping a sealed \_\_\_\_\_.
11. Two servants of Zeus, Kratos, whose name mean " \_\_\_\_\_ " and Bia, whose name means " \_\_\_\_\_ ", led Prometheus away to the \_\_\_\_\_ Mountains.
12. Prometheus, bound, knew that it wasn't just Zeus who was responsible for his sufferings. It was \_\_\_\_\_.

### *PANDORA or HOW EVIL CAME INTO THE WORLD*

1. What is the law of Olympus, with regard to gifts of the gods?  
\_\_\_\_\_  
\_\_\_\_\_
2. In making the first woman, Hephaestus used opposite things, such as \_\_\_\_\_ and \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. The goddess Athena gave Pandora lovely \_\_\_\_\_ and taught her household skills like \_\_\_\_\_ and \_\_\_\_\_.
4. The goddess Aphrodite gave her the gifts of \_\_\_\_\_ and \_\_\_\_\_, but put all kinds of \_\_\_\_\_ in her mind.
5. Because all the gods gave her something, she was called Pandora, which means \_\_\_\_\_.
6. Epimetheus was so happy with Pandora that he forgot about the \_\_\_\_\_ his brother had left in his charge.
7. Epimetheus, whose name means \_\_\_\_\_, could never foretell the consequences of his actions.
8. Pandora was not a bad girl; she just had too much \_\_\_\_\_.

9. What happened when Pandora opened the box?

\_\_\_\_\_

\_\_\_\_\_

10. The one good thing that was left, a promise for the future, was \_\_\_\_\_.

### ***PHAETHON or THE HORSES OF THE SUN***

1. According to some versions, before Apollo took over the sun, it was under the charge of \_\_\_\_\_.

2. The name Phaethon means "\_\_\_\_\_".

3. Phaëthon's wish was to drive the \_\_\_\_\_.

4. Eos was goddess of the \_\_\_\_\_.

5. One of the monsters of the heavens was called the Bull, or \_\_\_\_\_.

6. Another was called Cancer, or the \_\_\_\_\_.

7. Another was called Leo, the \_\_\_\_\_.

8. The one with the poisonous bite was \_\_\_\_\_.

9. Helios's advice was to "keep to the \_\_\_\_\_ and follow the track."

10. On Phaëthon's wild ride, it seemed as though all Creation might sink into \_\_\_\_\_ again.

11. Jove finally put an end to the ride by striking Phaethon with a \_\_\_\_\_.

12. His sisters, the Heliades, who came to mourn him, turned into \_\_\_\_\_, their tears shining like drops of \_\_\_\_\_.

### ***DEMETER AND PERSEPHONE or HOW THE SEASONS CAME***

1. Hades visited the upper earth sometimes, but did not like it because the \_\_\_\_\_ hurt his \_\_\_\_\_ and the odor of the \_\_\_\_\_ made him \_\_\_\_\_.

2. While Hades was riding in his chariot through the island of \_\_\_\_\_, the archer-god, \_\_\_\_\_, wounded him lightly with an arrow of love.

3. In a love fever, Hades kidnapped \_\_\_\_\_, daughter of Demeter, goddess of the \_\_\_\_\_. He took her down to the \_\_\_\_\_.

4. Demeter, the grieving mother, wandered the earth and came to the town of \_\_\_\_\_.

5. After saving the life of a small boy, son of the master of the land, \_\_\_\_\_, Demeter revealed herself and told the people to build her a \_\_\_\_\_.

6. Meanwhile, crops would not grow; it was feared \_\_\_\_\_ would destroy mankind.

7. Zeus sent three messengers: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
8. Hades agreed to let Persephone go, but she would have to come back because she had eaten \_\_\_\_\_.
9. Finally, a compromise was reached: it was agreed that Persephone should spend part of the year with \_\_\_\_\_ and the other part with \_\_\_\_\_.
10. The earth bloomed again; Demeter gave the son of Celeus \_\_\_\_\_ - \_\_\_\_\_ to plant.

### ***ICARUS AND DAEDALUS***

1. Daedalus was the greatest \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. King \_\_\_\_\_ of Crete hired Daedalus to build the winding \_\_\_\_\_.
3. Daedalus helped \_\_\_\_\_ of Athens and the king's daughter, \_\_\_\_\_, escape.
4. When Theseus killed the Minotaur, he followed a trail of \_\_\_\_\_ to find his way out of the maze.
5. Locked in a tower, Daedalus began to study the flights of \_\_\_\_\_.
6. When he started to make wings, he used these materials for his purpose:  
\_\_\_\_\_  
\_\_\_\_\_, and \_\_\_\_\_.
7. When they first escaped, Daedalus and Icarus hid out in remote parts of \_\_\_\_\_.
8. Icarus disobeyed his father. The \_\_\_\_\_ melted the wax, and the \_\_\_\_\_ fell from his wings.
9. The place he fell into the water is still called the \_\_\_\_\_ Sea.
10. Daedalus flew on to Delos and built a temple to \_\_\_\_\_, who helps inventors.

### ***KING MIDAS AND THE GOLDEN TOUCH***

1. The old teacher was \_\_\_\_\_.
2. He wandered off into a land called \_\_\_\_\_, whose king was Midas.
3. Midas wished that everything he touched would turn to \_\_\_\_\_.
4. He first began to have doubts when he touched his \_\_\_\_\_ and it turned to gold.
5. At dinner, Midas was frustrated because all the \_\_\_\_\_ he touched turned to gold.
6. He was horrified when the same thing happened to his \_\_\_\_\_, named \_\_\_\_\_.
7. He cried out for the gods to come save him, but Bacchus was away in the vineyards, listening to the pipes of \_\_\_\_\_.
8. Bacchus was too \_\_\_\_\_ - \_\_\_\_\_ to punish Midas further.

9. Bacchus finally came and told Midas to go to the \_\_\_\_\_ River and \_\_\_\_\_.

10. When Marigold was restored to humanity, she led her father out to the woods to admire the beautiful white \_\_\_\_\_.

### ***NARCISSUS AND ECHO***

1. Echo was the favorite nymph of the goddess \_\_\_\_\_.

2. Echo was unfairly punished by \_\_\_\_\_.

3. Echo could only speak the \_\_\_\_\_ word, never the \_\_\_\_\_.

4. Someone who "falls in love with himself" is called \_\_\_\_\_.

5. The repetition of a sound is an \_\_\_\_\_.

6. Echo wasted away until only her voice, hidden in \_\_\_\_\_, remained.

7. The goddess of righteous anger is \_\_\_\_\_.

8. The punishment of Narcissus was that he was never to be free of \_\_\_\_\_.

9. On his way to the Underworld, Narcissus leaned over Charon's boat to see his reflection in the River \_\_\_\_\_.

10. Where his body had lain, a beautiful new \_\_\_\_\_ was growing.

### ***PERSEUS AND MEDUSA***

1. Acrisius of Argos had a daughter, \_\_\_\_\_.

2. Zeus came to her in a shower of \_\_\_\_\_.

3. Acrisius had mother and child put into a \_\_\_\_\_ and set adrift. They floated to the little island of Seriphus.

4. A good fisherman rescued them. His brother, Polydectes, was the wicked \_\_\_\_\_ of the island.

5. To find and kill the Gorgon, Perseus needed all the help he could get. Athena gave him her \_\_\_\_\_, Pluto his \_\_\_\_\_, and Hermes his winged \_\_\_\_\_.

9

6. With Hermes as guide, the hero flew to the black-earth country of Cimmerians, present-day \_\_\_\_\_ (southern Russia). Here they found the \_\_\_\_\_.

7. Next they flew to the happy land of Hyperboreans, who never suffered from cold because they lived at the back of the \_\_\_\_\_.

8. Outside the Gorgon's cave, to avoid looking directly at medusa, Perseus used his \_\_\_\_\_ as a mirror.

9. He was lucky to be wearing a \_\_\_\_\_ helmet.

10. From the blood of Medusa sprang the winged horse, \_\_\_\_\_.

### ***PERSEUS AND ANDROMEDA***

1. In North Africa Perseus found the old Titan, \_\_\_\_\_, still holding up the sky and getting tired of it. Perseus helped him out by showing him the head of medusa and turning him to \_\_\_\_\_.
2. Traveling east, he came to a stretch of seacoast along the country of \_\_\_\_\_. Here he found the maiden, \_\_\_\_\_, daughter of King \_\_\_\_\_ and Queen \_\_\_\_\_.
3. The queen had offended the \_\_\_\_\_, daughters of the sea god.
4. Perseus killed the sea dragon by working under its \_\_\_\_\_ with his curved blade.
5. After marrying the princess, Perseus returned to Seriphus to hand \_\_\_\_\_'s head to Polydectes.
6. Perseus punished King Polydectes by turning him and his soldiers to \_\_\_\_\_.
7. Perseus still wanted to reconcile with King Acrisius of \_\_\_\_\_.
8. But the prophecy of the Delphic oracle had to be fulfilled. Without intending to, Perseus killed his evil grandfather with a heavy bronze \_\_\_\_\_ at an athletic contest in Larissa.
9. Perseus gave the Gorgon's head to \_\_\_\_\_. An image of it was carved into Zeus's shield, which is called the \_\_\_\_\_.
10. Andromeda, Cassiopeia, Cepheus, and Perseus eventually became \_\_\_\_\_ in the heavens.

### ***THESEUS AND THE MINOTAUR***

1. Growing up, Theseus, wanted to be like his cousin, \_\_\_\_\_.
2. He was upset when he found out his father was not the god \_\_\_\_\_, but King Aegeus of Athens.
3. Every year on his birthday, Theseus was told by his mother to try \_\_\_\_\_.
4. When he turned eighteen, it finally moved and under it Theseus found a hollow space containing a \_\_\_\_\_ and a pair of \_\_\_\_\_, which belonged to his father.
5. On the way to meet his father, Theseus had to defeat \_\_\_\_\_, the Stretcher, by attacking him with a club.
6. \_\_\_\_\_ and \_\_\_\_\_ where both afraid of Theseus coming to Athens to take the throne, so they planned to get rid of him using poisoned \_\_\_\_\_.
7. When Aegeus found out that \_\_\_\_\_, he dumped out Theseus' goblet and welcomed him tearfully.
8. Heralds arrived from \_\_\_\_\_ demanding the yearly sacrifice of seven \_\_\_\_\_ and seven \_\_\_\_\_.
9. Theseus went as a sacrifice for the \_\_\_\_\_ (half man, half bull), which lived in the \_\_\_\_\_.

10. \_\_\_\_\_, the princess of Crete, fell in love with Theseus and gave him a \_\_\_\_\_ and a \_\_\_\_\_ in order to kill the Minotaur and find his way out of the maze.

### ***THE TWELVE LABORS OF HERCULES: PART 1***

1. As punishment for killing his family, Hercules went to \_\_\_\_\_, the King of Mycenae, and offered to be his slave.
2. The First Labor was killing the Nemean \_\_\_\_\_.
3. How did Hercules conquer this beast?  
\_\_\_\_\_
4. The Second Labor concerned the Lernaean \_\_\_\_\_, a snake with nine \_\_\_\_\_.
5. With his nephew, \_\_\_\_\_, Hercules took on this beast. When the heads kept coming back, he got the bright idea of, \_\_\_\_\_, or sealing the stumps of the necks with fire.
6. The heroes also killed the Hydra's ally, the huge \_\_\_\_\_.
7. The Third Labor was the pursuit of the Arcadian \_\_\_\_\_.
8. This animal was sacred to \_\_\_\_\_.
9. In the Fourth labor, Hercules took on the Erymanthian \_\_\_\_\_. While searching for it he had an encounter with the \_\_\_\_\_.
10. Hercules killed the Erymanthian beast by  
\_\_\_\_\_  
\_\_\_\_\_

### ***THE TWELVE LABORS OF HERCULES: PART 2***

1. The Fifth Labor involved cleaning the \_\_\_\_\_.
2. To do this Hercules caused two \_\_\_\_\_ to run downhill.
3. Augeas went back on his promise to give Hercules \_\_\_\_\_ of the cows.
4. Later, Hercules took his revenge on Augeas by seizing riches from Elis. With this he started the famous \_\_\_\_\_.
5. The Sixth labor was a battle with the Stymphalian \_\_\_\_\_.
6. This time Hercules didn't really have to fight; he just scared them off with a big \_\_\_\_\_.
7. The Seventh labor was to deliver the bull from \_\_\_\_\_ to King Eurystheus.
8. The bull's owner, King \_\_\_\_\_ of Crete, was anxious to be rid of it.
9. The Eighth labor was to capture the \_\_\_\_\_ of \_\_\_\_\_.
10. How did Hercules get the horses to calm down?  
\_\_\_\_\_

### THE TWELVE LABORS OF HERCULES: PART 3

1. The Ninth Labor was to bring back the beautiful \_\_\_\_\_ of Hippolyta, Queen of the \_\_\_\_\_.
2. The other Amazons thought Hippolyta was being taken \_\_\_\_\_, so they attacked the Greeks.
3. This involved a battle between \_\_\_\_\_ and \_\_\_\_\_.
4. The Tenth Labor was to bring back the \_\_\_\_\_ of the monster Geryon.
5. On his way to battle Geryon, the three-bodied monster, Hercules built two gigantic pillars. For a long time these were called the \_\_\_\_\_ of \_\_\_\_\_; today the area is called the Straits of \_\_\_\_\_.
6. The Eleventh Labor was to fetch the \_\_\_\_\_ of the Hesperides.
7. In his search, Hercules found \_\_\_\_\_ and released him from his rock.
8. He even persuaded \_\_\_\_\_ to receive Prometheus at Olympus.
9. Hercules got \_\_\_\_\_ to fetch the \_\_\_\_\_ for him while he held up the \_\_\_\_\_.
10. The Twelfth Labor, and the last, was a journey to Hades to bring up Cerberus, the three-headed \_\_\_\_\_.

### Natives of Texas Notes

#### How did human come to Texas?

Long, long ago, during the last Ice Age, humans lived in tribes and hunted large animals for food. In order to hunt, these people were **nomadic**, always moving to follow their prey.

Eventually, they had to follow the mastodons and mammoths across a great expanse of ice, the **Bering Strait**. The land bridge that existed over the Bering Strait during the Ice Ages is known now as the **Bering Land Bridge**. Some scientists believe that so much water was stored as ice that the sea level dropped, exposing more land. Other scientists believe that during the ice age this strait was frozen over. This would have allowed humans and animals to cross.

The hunters traveled across this land bridge from the eastern most point of the **Asian** continent to the western most point of the **American** continent (**Alaska**). Eventually, (10, 000 years ago) some tribes traveled all the way down to Texas.

Two thousand years later, the weather began to change. It became warmer and drier on earth, giving tribes a chance to choose varied lifestyles. Of course, there were still nomads living in the Great Plains region of Texas, but they hunted smaller animals or buffalo.

Some tribes moved to south and east Texas where they found fertile soil. These tribes decided to stay in one place, becoming **sedentary**. They became farmers and gatherers, supplementing their diet with game they could hunt in one area.

#### Native Texan Cultures

There are 4 main cultures from Texas:

- The Pueblo- lived in the Mountains and Basins
- The Plains- lived in the Great Plains
- The Western Gulf- Lived in the Coastal Plains
- The Southeastern- Lived in the Coastal Plains and the North Central Plains

## The Western Gulf Cultures

The Karankawas are the only band from this culture that we will study for the western gulf.

1. Semi-sedentary- lived in on a portion of land for a season and then moved when the weather or resources made other areas more desirable.
  - a. Lived by the coast in the winter
  - b. Lived in the forests in the summer
1. 6ft Tall; excellent fighters
2. Food
  - a. Winter- fish, oysters, sea plants
  - b. Summer-Berries, deer, bear
3. Housing- wikiups (sort of like a straw tent)
4. Lived in bands- small number of individuals with a common culture (smaller than a tribe with a less sophisticated government)
5. Canoes made of dugout timber
  - a. very important to their culture
  - b. used for travel of entire family
6. Religious Practices
7. Shaman for healing sick- used herbs
  - a. Cannibalism- would eat the great warriors of opposing cultures to gain their spirits
8. Lived between Corpus Christi and Galveston
9. Had disappeared by the 1820s due to European disease or attack

## The Southeastern Cultures

The Caddos (Tribe)

1. Lived in North Central Plains and Coastal Plains, near Oklahoma
2. Most Complex Social/Government Structure in Texas
  - a. Confederacies- groups of a same culture united together for a common purpose
  - b. Farmers and Sedentary
  - c. Shelter- Dome shaped, straw huts (permanent)
  - d. Matrilineal- power in government came from the mothers bloodline
3. Dwindled in number due to European disease and inability to fight as well as other native cultures
4. Traders- had a system of trade along the east coast of the United States and in Texas
5. Hairstyle- mohawk for men
6. Considered a true TRIBE
7. Rituals:
  - a. Female womanhood- all the woman of the village would separate a young girl and teach her all the skills needed to be a member of adult society. After 8 days the Caddo would have a big celebration with dancing and singing through the night. (Today we have Bat mitzvahs, quincineras, debutante)
  - b. When a young couple was married, the entire village would help them build their house
8. Food- pumpkin, squash, melons, beans, hunted in the area around their homes to supplement diet

The Wichitas

1. Lived in the Fort Worth area

2. Moved to present day Kansas in the 1600s
3. Villages and culture resembled the Caddo
4. Women held positions of leadership and shared work with the men
5. Traded with the French, fought with the Spanish (traded with them too at times)

### **The Coahuiltecans (Band)**

1. Began as a very successful band with a shared language. Wore clothing, hunters and gathers usually staying in the same location.
2. Lived in the Coastal Plains near present day Austin, San Antonio, Houston
3. In the 1700's:
  - a. The weather in the area changed, becoming warmer and the rivers they lived along dried up.
  - b. Plains natives took the best of their land
  - c. Culture disintegrated due to lack of resources
4. Forced to be nomadic; very little clothing; lechuguilla sandals
5. Food: they ate whatever they could, even worms, lizards, rotted wood
6. Moved onto the missions and were integrated into Spanish culture. They no longer exist.
7. Wikiups

### **Cherokee (tribe)**

1. Part of the Iroquois tribe
2. Moved to Texas 1820s
3. Lived on what used to be Caddo land (N Coastal Plains; North Central Plains)
4. Adopted European ways:
  - a. Wore Eur. Clothing with a twist
  - b. Lived in log cabins
  - c. Spoke English and Cherokee
  - d. Chief Bowles- chief of Texas Tribe
  - e. Created Cherokee written language
  - f. Published newspaper in Cherokee and English
5. Fought and killed to keep land at 83 when Mirabeau Lamar instructed the Texas Rangers to take the Cherokee land for Texas settlement
6. Forced onto Reservations
7. Now in Oklahoma

## **The Plains Culture**

### **The Comanche**

1. Fierce Fighters
2. Nomads
3. Great Horsemen; buried with their horses
4. Great Plains and Mountains and Basins
5. May be related to the Aztecs
6. Comancheria- Comanche territory (HUGE)
7. Would steal and then trade back at trade camps (people, horses, stuff)
8. Led by a group council and a chief with limited power
9. Food: Buffalo, antelope, elk, bear, fruits
10. Allies- Kiowa
11. Enemies- everyone else ☺

### **Apache**

1. Name means enemy in Zuni; called themselves “the people”
2. Semi sedentary
3. Strong warriors
4. Intelligent about the land
5. Food: buffalo, corn, squash, beans
6. Tipis/ wikiups
7. Lived in the Great Plains and Mountains and Basins

**Kiowa:**

1. Fierce fighters
2. Hunted buffalo/Nomadic
3. Lived on Comanche land in the Mtns. and Basins and the Great Plains
4. Excellent story tellers
5. Annual Sundance in June- 8 days of dancing; no food
6. Excellent horsemen
7. Men expected to be warriors

**Pueblo Culture:**

Live in southwestern United States

In Texas, in the Mountains and Basins

Known for Adobe homes- made of sundried earth and straw

**The Jumanos**

1. Peaceful Traders
2. Tattoos to signify their position as peaceful traders throughout the state
3. Traded from the Mountains and Basins all the way to the Coastal Plains
4. Traded agricultural products (corn, squash, beans) for animal skins and meat
5. Traded Turquoise, bows, paint, feathers too
6. Sedentary (large adobe homes)
7. Men shaved head on one side, long on the other with feather
8. Used irrigation along the Rio Grande
9. During drought became hunter gatherers
10. Enemies- the Apache
11. Rode Horses

## Mythology Unit: Purposes of Myths

Myth Title	Main Characters	Purpose	Conflict/Prob. (For Native Myths include issues related to Region of Texas)
“When Bear Lost Fire” (Alabama Coushatta: Similar in culture to Caddo and Cherokee)			
“Coyote and the Origin of Death” (Caddo)			
“Corn Mill Coyote” (Caddo)			

“The Brothers Who Became Stars” (Wichita)			
“Coyote Challenges Never Grow Larger” (Wichita)			
“Origin of Disease and Medicine” (Cherokee)			
“Cherokee Rose” (Cherokee)			
“Creation” (Apache)			

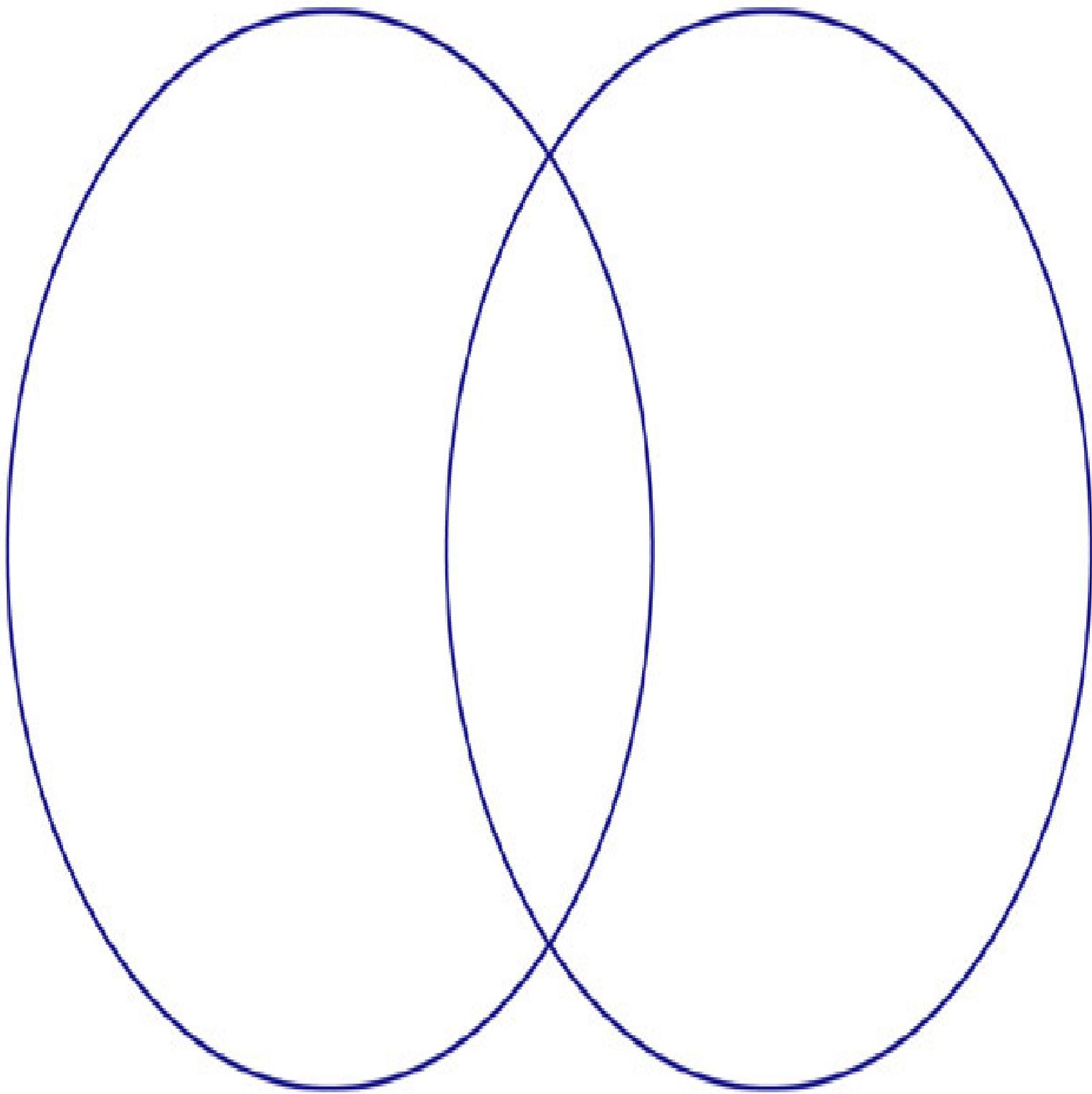
“Wind and Thunder Quarrel” (Apache)			
“How the Buffalo Were Released” (Comanche)			
“When the Storm Rides” (Comanche)			
“Deer Medicine” (Comanche)			
“Prometheus Gives Fire”			

“How Evil Came to the World”			
“The Horses of the Sun”			
“How the Seasons Came”			
“ICARUS AND DAEDALUS”			
“King Midas and the Golden Touch”			
“Narcissus and			

Echo”			
“Perseus and Medusa”			
“Perseus and Andromeda”			
“Theseus and Minotaur”			
“12 Labors of Hercules”			

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**Mythology Comparisons: Greek and Native Texan**



Excerpts from **Body Ritual Among the Nacirema**

by Horace Miner

University of Michigan

Originally published in the journal *American Anthropologist* (1956, #58, pages 503-7)

While much of the people's time is devoted to economic pursuits, a large part of the fruits of these labors and a considerable portion of the day are spent in ritual activity. The focus of this activity is the human body, the appearance and health of which loom as a dominant concern in the ethos of the people. While such a concern is certainly not unusual, its ceremonial aspects and associated philosophy are unique.

The fundamental belief underlying the whole system appears to be that the human body is ugly and that its natural tendency is to debility and disease. Incarcerated in such a body, man's only hope is to avert these characteristics through the use of the powerful influences of ritual and ceremony. Every household has one or more shrines devoted to this purpose. The more powerful individuals in the society have several shrines in their houses and, in fact, the opulence of a house is often referred to in terms of the number of such ritual centers it possesses. Most houses are of wattle and daub construction, but the shrine rooms of the more wealthy are walled with stone. Poorer families imitate the rich by applying pottery plaques to their shrine walls.

While each family has at least one such shrine, the rituals associated with it are not family ceremonies but are private and secret. The rites are normally only discussed with children, and then only during the period when they are being initiated into these mysteries. I was able, however, to establish sufficient rapport with the natives to examine these shrines and to have the rituals described to me.

The focal point of the shrine is a box or chest which is built into the wall. In this chest are kept the many charms and magical potions without which no native believes he could live. These preparations are secured from a variety of specialized practitioners. The most powerful of these are the medicine men, whose assistance must be rewarded with substantial gifts. However, the medicine men do not provide the curative potions for their clients, but decide what the ingredients should be and then write them down in an ancient and secret language. This writing is understood only by the medicine men and by the herbalists who, for another gift, provide the required charm.

Beneath the charm-box is a small font. Each day every member of the family, in succession, enters the shrine room, bows his head before the charm-box, mingles different sorts of holy water in the font, and proceeds with a brief rite of ablution. The holy waters are secured from the Water Temple of the community, where the priests conduct elaborate ceremonies to make the liquid ritually pure.

In the hierarchy of magical practitioners, and below the medicine men in prestige, are specialists whose designation is best translated "holy-mouth-men." The Nacirema have an almost pathological horror of and fascination with the mouth, the condition of which is believed to have a supernatural influence on all social relationships. Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them. They also believe that a strong relationship exists between oral and moral characteristics. For example, there is a ritual ablution of the mouth for children which is supposed to improve their moral fiber.

The daily body ritual performed by everyone includes a mouth-rite. Despite the fact that these people are so punctilious about care of the mouth, this rite involves a practice which strikes the uninitiated stranger as revolting. It was reported to me that the ritual consists of inserting a small bundle of hog hairs into the mouth, along with certain magical powders, and then moving the bundle in a highly formalized series of gestures.

Most of the population shows definite masochistic tendencies. It was to these that Professor Linton referred in discussing a distinctive part of the daily body ritual which is performed only by men. This part of the rite involves scraping and lacerating the surface of the face with a sharp instrument. Special women's rites are performed only four times during each lunar month, but what they lack in frequency is made up in barbarity. As part of this ceremony, women bake their heads in small ovens for about an hour.