Mythopoly: Where in the World Is Odysseus?

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This unit integrates language (writing, literature, vocabulary) and art through the study of Greek mythology and ancient art forms. Students will make a game based on mythology and its influence on art. THIS LESSON REQUIRES INTERNET ACCESSIBILITY.

Instructional Plan Title: Mythopoly (Where in the World Is Odysseus?)

Keywords: mythology, lesson, lesson plan, language arts, AMICO, gods, high school, interdisciplinary, game, fine arts, Greek art, Roman art

Lesson Summary: This lesson integrates language (writing, literature, vocabulary) and art through the study of Greek mythology and ancient art forms. Students will make a game based on mythology and its influence on art. THIS LESSON REQUIRES INTERNET ACCESSIBILITY.

Curriculum Area: Language Arts/Fine Arts

Grade Level: 9 - 12

Appropriate Group Size: Whole Class (Independent or Groups of 4 - 6)

Time Expected to Complete Instructional Plan: 9 days--for culminating unit project

Instructional Objectives:

Students will:

1. study and understand the concepts and ideologies of mythology by reading and discussing *Mythology* by Edith Hamilton and *The Odyssey* by Homer. **NOTE**—The reading of the aforementioned texts is NOT included in this unit. Students will be finished with the reading of both selections prior to starting this unit. This is a great culminating project for mythology.
2. exhibit content knowledge through discussion, written word, and fine art application.
3. apply concepts to contemporary situations.
4. understand the influence of mythology as a worldwide inspiration for art.
5. identify a variety of artistic mediums (etching, painting, sculpture, photography, lithography)
6. evaluate a work of art and discuss the influence, significance, and history as it pertains to mythology.
7. participate in classroom discussion about history of mythology and the oral tradition of storytelling.
8. find images from various databases and save them to the network.
9. create a game (board, playing pieces, and content) using saved images to enhance the study and understanding of mythology and how it applies to popular culture.

Indiana State Proficiencies:

Standard #1

Curriculum Area: Language Arts (9 – 12)
State Reference Number: 1.4
Descriptive Text: Initiate and participate in conversations and discussions about reading, writing, and oral language.

Standard #2

Curriculum Area: Language Arts (9 – 12)
State Reference Number: 2.2
Descriptive Text: Make and defend judgements about quality and content, including information generated through technology.

Standard #3

Curriculum Area: Language Arts (9 – 12)
State Reference Number: 2.3
Descriptive Text: Make connections to prior reading.

Standard #4

Curriculum Area: Language Arts (9 – 12)
State Reference Number: 2.6
Descriptive Text: Make comparisons and predictions.

Standard #5

Curriculum Area: Language Arts (9 – 12)
State Reference Number: 2.7
Descriptive Text: Use headings, pictures, captions, and textual cues.

Standard #6

Curriculum Area: Language Arts (9 – 12)
State Reference Number: 3.3
Descriptive Text: Read to build vocabulary.

Standard #7

Curriculum Area: Language Arts (9 – 12)
State Reference Number: 6.2
Descriptive Text: Understand how language is used to influence.

Standard #8

Curriculum Area: Language Arts (9 – 12)
State Reference Number: 6.4
Descriptive Text: Understand implied meanings.

Standard #9

> Curriculum Area: Language Arts (9 – 12)
> State Reference Number: 7.1
> Descriptive Text: Work collaboratively to generate ideas and solve problems.

Standard #10

> Curriculum Area: Language Arts (9 – 12)
> State Reference Number: 8.1
> Descriptive Text: Read and respond to recognize works and authors from a variety of periods and cultures.

Standard #11

> Curriculum Area: Language Arts (9 – 12)
> State Reference Number: 8.2
> Descriptive Text: Understand how literature, history, and culture are interconnected.

Standard #12

> Curriculum Area: Language Arts (9 – 12)
> State Reference Number: 8.3
> Descriptive Text: Relate literature to other arts forms and disciplines.

Standard #13

> Curriculum Area: Language Arts (9 – 12)
> State Reference Number: 8.4
> Descriptive Text: Develop criteria for judging the quality of works.

Standard #14

> Curriculum Area: Language Arts (9 – 12)
> State Reference Number: 8.5
> Descriptive Text: Use literature to think critically about themselves and their roles in society.

Standard #15

> Curriculum Area: Visual Arts (9 – 12)
> State Reference Number: 1
> Descriptive Text: Understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

Standard #16

> Curriculum Area: Visual Arts (9 – 12)
> State Reference Number: 3
> Descriptive Text: Describe, analyze and interpret works of art and artifacts.

Standard #17

>Curriculum Area: Visual Arts (9 – 12)
>State Reference Number: 7
>Descriptive Text: Observe, select and utilize a range of subject matter, symbols and ideas in their work.

Standard #18

>Curriculum Area: Visual Arts (9 – 12)
>State Reference Number: 8
>Descriptive Text: Understand and apply elements and principles of design effectively in their work.

Standard #19

>Curriculum Area: Visual Arts (9 – 12)
>State Reference Number: 13
>Descriptive Text: Identify and make connections between their knowledge and skill in art and all other subject areas including humanities, sciences, and technology.

Standard #20

>Curriculum Area: Visual Arts (9 – 12)
>State Reference Number: 14
>Descriptive Text: Understand the integrative nature of art forms including dance, theatre, music, visual art and media arts.

Materials and Resources:

Texts:

1. *Mythology* by Edith Hamilton
2. *The Odyssey* by Homer

Internet Image Databases:

1. Corbis—http://www.corbisimages.com
2. ArtEdNet—http://www.artsednet.com
3. Artchive—http://www.artchive.com
4. Grove Dictionary of Art—http://www.groveart.com
5. Perseus Project—http://www.perseus.tufts.edu
6. National Gallery of Art—http://www.nga.org

Specific Image Documentation – Corbis Images
SAMPLES
Corbis Images:

- A Carnelian Ring Depicting Aphrodite
- Achilles Dressing Wounds/Patroclus;Plate

- Archaic Greek Red-Figure Krater With Scene of the Return to Mount Olympus
- Centaur Instructing Achilles In Archery
- Classical Greek Sculpture Head of Aphrodite
- Detail of the East Frieze of the Parthenon
- Engraving Of Ulysses
- Engraving/Zeus Changes Son To Thunderbol
- Fresco Painting of Diana From Stabiae
- Hellenistic Sculpture Head of Homer
- Athena by Botticelli
- Bacchus by Giovanni Della Robbia
- Cupid by Donatello
- Dance of Apollo and the Muses by Baldassare Peruzzi
- Juno by Bartolomeo Ammannati
- Landscape With Mercury and Battus by Cornelis van Poelenburg
- Minerva by Giovanni Battista Crespi
- Medea and the Daughter of Pelias
- Prometheus Brings Fire FromThe Heavens
- Return Of Ullsses To His Home In Ithica
- Roman Statue Ares
- Sculpture/The Abduction Of Helen
- Statue of Hera
- The Acropolis, Athens

Grove Dictionary of Art Online:

Search Keywords: Ancient Greece
View external image links.

Art Supplies and Tools:

1. wallpaper (various solids, mini prints, and faux finishes)
2. foam core or cardboard (foam core gives a much better finish)
3. glue
4. scissors
5. access to color laser printer or color copier
6. air dry clay and clay carving tools
7. cutting board (or have boards pre-cut)

Preparation:

1. Plan unit.
2. Collect appropriate materials.
3. Make samples of game board, box, playing pieces, etc.
4. Present examples of possible project solutions.
5. Inform students of objectives, outcomes, and goals.
6. Implement lesson.

Student Instruction:

After students have completed a literary study of mythology and *The Odyssey*, they are ready to

begin this culminating unit.

UNIT GOAL: Students will create their own board game based on the study of mythology, the influence of mythology as an inspiration for art through history (ancient Greece to contemporary), and research of image databases.

Day One

1. Inform students of project—ART component and LANGUAGE component (requirements, expectations, responsibilities).
   GAME REQUIREMENTS:
   a. game board (ART)
   b. deck of cards (ART/LANGUAGE)
   c. playing pieces (ART)
   d. dice (ART)
   e. instruction booklet (LANGUAGE)
2. Put students in small groups—four students to a group is best.
3. Instruct students on the LANGUAGE component of the game.
   a. students collectively write synopsis of FIVE myths including a minimum of EIGHT steps to each synopsis. These will be incorporated into the game as steps to advance on the playing board.

      NOTE—We have included an example.

      Myth - Cupid and Psyche
      1. Cupid falls in love with Psyche against his mother's wishes. Bad boy—skip a turn.
      2. Cupid anonymously marries Psyche! What a stud. Draw a card.
      3. Psyche's sisters come to visit—HIDE! Retreat one space.
      4. Psyche spills hot wax on Cupid while trying to see his identity. Go to back one square to purge your guilt.
      5. Cupid flees to Venus. Could it be…? Steal a card.
      6. Psyche has to sort the seeds. What a task. Lose one turn.
      7. Birds and mice save Psyche! Mother Nature smiles on you. Move forward two spaces.
      8. Psyche fulfills all of the tasks assigned by Venus. Draw a card.
      9. Psyche moves to Olympus! Roll again.
   b. Allow students to brainstorm game ideas and write them on paper.
   c. Encourage students to determine the most creative and innovative ideas from previous brainstorming and narrow to two possibilities.
   d. Instruct students to list as many elements for each game before finalization.
4. Show sample game.
5. Instruct ART component of the game.
   a. Find works of art from Corbis Images or Grove Dictionary of Art Online from the following categories:
      MEDIA:
      1. painting (show example)
      2. etching (show example)
      3. sculpture (show example)
      4. ceramics (show example)
      5. lithograph (show example)

6. drawings (show example)
   b. Find works from a variety of time periods beginning with ancient Greece/Rome leading up to the present day.
   c. Instruct students in proper documentation procedures (title, creator, owner, dimensions, URL) and copyright laws.
   d. Show students materials for art project (foam core, wallpaper, tools, clay, images). Provide a variety of wallpaper colors for covers.
   e. Consult inspiration at http://www.images.corbis.com/members/j/June_Ward/215837cade9d/homepage.html
   f. Demonstrate construction of game board. Consult directions at http://www.geocities.com/artchick/IMLS/example1.html
   g. Demonstrate construction of playing pieces.
   h. Demonstrate construction of playing cards.
   i. Distribute foam core or allow students to cut board to designated size.
   j. Invite students to select wallpaper and other necessary tools.
   k. Allow students to begin working on project.

Day Two

1. Assist students with cutting and wallpaper application.
2. Allow students to work independently.
3. Provide assistance and feedback as students work on game board.

Day Three

1. Demonstrate an effective search of image databases on internet.
2. Instruct students in proper searching techniques. Identify key words (general –specific) for proper search.
   EXAMPLE
      Mythology, gods, Greek gods, Olympus, Zeus
3. Inform students of consequences of improper searches.
4. Demonstrate saving and printing techniques.
5. Allow students to search for images appropriate to their project.

Day Four

1. Allow students to search image databases (see listed databases in Materials/Resources).
2. Assist students with problems and questions.
3. Type game steps (myth synopsis) in word processing for assembly on day five.
4. Direct students to stay on task.

Day Five

1. Assemble the playing area of game board using images and steps.
2. Challenge students to incorporate creative steps and innovative game techniques.
3. Allow students to work on assembly.

Day Six/Seven

1. Allow students to work on assembly.

2. Watch time line to make sure that students will meet the deadline.

Day Seven/Eight

1. Present games to the class.
2. Allow students to play the games in a round robin structure.
3. Provide 15—20 minutes per game in the round robin structure.
4. Give students game evaluation sheets for peer evaluation (see attached form).
5. Allow time for feedback and discussion.

Student Assessment:

1. Daily Participation (start up, on task, cooperation, clean up, use of time)
2. Rubric for Game (creation and implementation).

Student:	Possible	Points	Grade	Comments:
Content		**50**		
(accuracy and significance)				
myth 1	10			
myth 2	10			
myth 3	10			
myth 4	10			
myth 5	10			
Writing		**45**		
grammar	15			
mechanics	15			
style	15			
Selection of Art Works		**50**		
(appropriateness and summary)				
etching	10			
lithograph	10			
sculpture	10			
painting	10			
photography	10			
Craftsmanship		**25**		
(neatness, presentation, cut and paste)				
total	170	170		

Instructional Plan Extension/Expansion

1. History/Social Studies could adapt this lesson plan to any unit (i.e. Civil War, WWII, Oregon Trail, etc.)
2. Foreign Language could adapt this lesson to a study of various art forms from the culture throughout

history.
3. Geography could expand this to study the changing land forms as well as political boundaries.
4. Science could adapt this lesson to a study of photosynthesis or other chemical processes.
5. Business could adapt this lesson to study marketing and develop a game to sell, distribute, and invest (either literally or virtually).
6. English could apply this same project to any literary piece.

Teacher Notes:

1. When instructing the ART component on Day One, it is easier to have examples of art works prepared ahead of time. We printed out full sheet color images, mounted them on black paper and laminated them so the images could be passed around the room during the instruction. Documentation was listed on the back.
2. Use a light projector when demonstrating the search on databases. This will allow students to see the search easily.
3. When doing the sample search, allow students to give you words to search. Use this to demonstrate the importance of SPECIFIC key word searches versus general.
4. VERY IMPORTANT—make a model game to show your students. First of all, it is fun. If you aren't very "artsy" consult your art teacher. He/she will have lots of ideas. Second, if students SEE the project then they can visualize their own projects. It will generate discussion and they will see that you MODEL the assignment.
5. Bring in examples of common games (Chutes and Ladders, Candyland, Monopoly, Life, Clue, etc). This will allow students to view options and game ideas. Encourage students to simplify! "LESS IS MORE" Mies van der Rohe
6. Encourage students to think of the WHOLE project. Keep colors, fonts, shapes consistent. This is ART WISE. At the end, the student will see the results.
7. MOST IMPORTANTLY—have fun. Students always learn when they have fun. It is a necessary catalyst for motivation.
8. Questions or comments? We'd love to hear from you.
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"EVERY CHILD IS AN ARTIST,
THE PROBLEM IS REMAINING AN ARTIST WHEN THEY GROW UP."
--PICASSO