

Date/Time: January 14, 2015

School/District/Grade/Subject: 7th Grade World History (The people of ancient Greece through storytelling.)

Lesson Purpose: To review information discussed the previous day regarding the people of ancient Greece, the stories told and the adventures to be had. This lesson discusses the various myths and legends from Ancient Greece and draws parallels between the scientific discoveries made and the stories that were created.

Three time periods will be reviewed and three stories will be told:

1. Early Greek Civilization: *King Minos of Crete*
2. The Dark Age of Greece: *Trojan Horse*

Lesson Objective:

Grouping/Arrangements: Students will be in either the math learning support classroom or the reading support classroom. Three students will be sitting on one side of the room and three students will be sitting on the other side of the room.

The teacher will set up the classroom so that the furniture represents the individual islands and the floor represents the water separating the islands. This will allow the students to truly visualize why separate islands or city-states formed, etc.

Materials:

1. *Warm Up: What is a legend? What is a myth? Do they mean the same things or different things? Write your answer below on the half-sheet of paper (attached below)*

Brief Overview of Greek Storytelling: *The teacher will discuss the warm-up question with the students. Together, they will fill out a chart and discuss the different elements of what it means something to be a “legend” or a “myth.”*

Each group of three will be given 6 “legends or myths” to sort into two separate categories. After sorting, the teacher and the students will discuss which ones seem to be myths and which ones seem to be legends.

Ancient Greece: Activity One Debunking the Myth: Was the story of King Minos and the Minoan Civilization MYTH OR TRUTH. (10 minutes)

- **Storytelling:** Introduction of the Minoan civilization through a dramatic story or legend. A legend is a story that is semi-true. It has elements of realism but also some imaginary elements.
- **The teacher will tell an abbreviated story of King Minos and the Labyrinth. She will act out this story with small props.** Students will vote as to whether they think the story was real or not real? What elements seemed imaginary? What elements seemed believable? A list will be formulated on the white board.
- **A small video will be displayed about the archeological discoveries of King Minos and the Labyrinth. The elements that were true and the elements that were not entirely true will be discussed. (2 minutes)**

Ancient Greece: Activity Two: Debunking the Myth: The Dark Ages of Greece (Teacher will turn off the lights to discuss the fall of the Mycenaean empire and the introduction in the Dark Ages. A flashlight will be used to make it more episodic for the students during the explanation of the Trojan War.) (5 minutes)

- Students will decide whether or not they think the Trojan War actually happened. A list of realistic elements and imaginary elements will be composed on the white board.
- The teacher will read an excerpt from the Trojan War to the students. Then, the students will be split up into two groups. Half of the class will read an account about the fact that Troy is not real (the perceptions of this story a long time ago) and half the class will read an account convincing the reader that it did indeed occur. Troy is real.

FOR TROJAN WAR:

AGAINST TROJAN WAR:

An informal debate will be held and evidence will be written on a piece of chart paper.

- **END:** students will write a letter to Homer (a supportive paragraph) that explain why they do or do not believe in his apparent writing of the Trojan War. This is a persuasive piece. They are allowed to have their own opinions, but they must use at least two facts from the articles.
- **EXIT TICKET:** What is one difference between a myth and a legend?

Individualized Adaptations:

- ***Beginning prompts used to help students take notes***
- ***A larger copy of the notes displayed on an easel to provide easy access for students who have difficulties seeing/ organizing their information***
- ***A power point was provided with a lot of visuals to help explain what was going on in the lesson. This was particularly helpful for the two students diagnosed with Autism in the classroom.***
- ***Constant prompting, rephrasing and verbal questions was used throughout the lesson to help engage the students. Activation of prior knowledge was also utilized to help the students connect today's information with the previous days' information.***
- ***Pre-organized slips of paper were used to complete the sorting-activity.***
- ***A warm-up to facilitate discussion was included. The teacher restated the warm-up question three times to provoke-thought. An exit-ticket was also provided, which allowed students to reflect upon the information they had learned in class. The exit-ticket was opinion-based, but still connected to the "myth vs. legend" theme.***

Reflection: In general, I definitely planned too much for this particular lesson. However, I have found that it is always best to have too much information. As I gain more experience, I think I will get a better sense of what I can actually fit (realistically) into one period. I thought the warm-up and the exit ticket were helpful in gauging how much the students knew previously and how much they had learned throughout the class period. If I were to conduct a lesson such as this one again, I may try to find an engaging way to include my students such as pulling names out of a hat or throwing a soft cushy ball. This way, my students would remain focused and also somewhat active. In addition, I think I would provide more wait time when asking specific questions. Sometimes, I become so anxious to move on to a different topic, that I forget to allow students the time they need to answer the question given to them.



M A C E D O N I A T H R A C E

Byzantium

Pella

Therma

Thasos

C H A L C I D I C E

M T O L Y M P U S

C H E R S O N E S E

P H R Y G I A

Allium

M Y S I A

E P I R U S

Corcyra

T H E S S A L Y

Larissa

Pergamum

Lesbos

L Y D I A

Leucas
Ithaca

Delphi

Chalcis

Chios

Sardis

A C H A I A

Thebes

Athens

Samos

Ephesus

Olympia

Corinth

Argos

Salamis

C A R I A

P E L O P O N N E S U S

Miletus

Sparta

Halicarnassus

Melos

Naxos

R H O D E S

Cythera

Cydonia

C n o s s u s

C R E T E

Ancient
G R E E C E

0 100

Miles

Roiss

WARM-UP

Name: _____

What is a legend? What is a myth? Do they mean the same thing or different things? Write your answer below!

Exploring Myths and Legends

<i>Legends</i>	<i>Myths</i>
The story happened during an historical _____	No historical events or _____ _____
Facts are distorted or exaggerated. Some _____ is involved.	Explain how the world was _____.

Characters include actual _____ or people who did actual things.	Characters were usually _____ such as _____ and _____.
_____ were used to help explain a story.	_____ was used to describe the natural events occurring in the story.

Greek Bards:

Myth Debunked: King Minos and Crete

Legend or Myth? _____

Evidence #1 The labyrinth

Evidence #2 The Minotaur

King Minos of Crete was a powerful man, feared by the rulers of the lands around him. When he demanded goods or men for his great armies, they felt they had to agree. But his demands on Athens became too much for them to bear.

King Minos had a great palace built for himself. Inside this palace, Minos had built a giant maze, a Labyrinth, and, at the center of the maze, he kept a terrifying creature, - the Minotaur. It was half man half bull.

As for Athens, Minos demanded that every year the King send him seven young men and seven young women.

"Why do we send these young people to Crete every year?" Theseus asked his father, the King of Athens. "And why is it that none of them ever return?"

"Because if we did not send them, Minos would wage war on us and it is a war that we would not win," said King Aegeus. "And they do not return because they do not go to Crete as slaves. They go as food for the Minotaur."

"Father, this is terrible," shouted Theseus, "we cannot let this go on. We cannot sacrifice any more of our young citizens to this tyrant. When it is time to send the next tribute, I will go as one of them and I vow that it is the last time the Minotaur will be fed with the flesh of any of our people."

Try as he might, his father could not persuade him to change his mind. Aegeus reminded him that every year, other young men had sworn to slay this terrible beast and they had never been seen again.

"Then I wish you good luck, my son," cried his father, "I shall keep watch for you every day. If you are successful, take down these black sails and replace them with white ones. That way I will know you are coming home safe to me."

Finally, Theseus arrived. Theseus stepped forward.

"I will go first. I am Theseus, Prince of Athens and I do not fear what is within the walls of your maze."

"Those are brave words for one so young and so feeble. But the Minotaur will soon have you between its horns. Guards, open the labyrinth and send him in."

Standing behind the king, listening, was his daughter, Ariadne. From the moment she set eyes on Theseus, Ariadne fell in love with him. As she listened to her father goading and taunting the young prince, she decided that she would help him. As he entered the labyrinth and the guards walked away, she

called softly to him.

"Theseus, take this," she whispered. "Even if you kill the Minotaur, you will never find your way out again."

She threw him a great ball of string and he tied one end of it to the entrance. He smiled at her, turned and began to make his way into the maze, the string playing out behind him as he went.

Theseus walked carefully through the dark, foul-smelling passages of the labyrinth, expecting at any moment to come face-to-face with the creature. He did not have long to wait. Turning a corner, with his hands held out in front of him feeling his way, he suddenly touched what felt like a huge bony horn.

In an instant his world turned upside-down, quite literally. He was picked up between the Minotaur's horns and tossed high into the air. When he landed on the hard cold stone, he felt the animal's huge hooves come down on his chest. Every last breath seemed to be knocked out of him and he struggled to stay alive in the darkness.

He grabbed the animal's huge horns, and kept on twisting the great head from side to side. As the animal grew weak, Theseus gave one almighty tug on the head, turning it almost right around. The creature's neck snapped, it gurgled its last breath and fell to the floor with an enormous thud.

The Trojan War: REAL

Carl Blegen of the University of Cincinnati worked on the site originally found by Heinrich Schliemann. However was the Troy they found the "real Troy?" Many scholars think that instead of a single war, the Trojan War was a series of wars that occurred during this time period. There is much evidence that suggests Troy was real. It is now what is part of present day Turkey.

A Mycenaean cemetery was found in South Troy. This suggests that the Mycenaean's may have attacked Troy and then buried the dead. There is also evidence that Troy would have been worth fighting for. The archeologists have found that Troy controlled much of the trade and the city was very large and wealthy. It would have been something that other cities would have wanted to take over.

There is evidence to suggest that someone may have tried to attack Troy many times due to the different repairs made to the fortress. There were also skeletons and debris found to suggest a war between peoples. There is also evidence that these attacks occurred around the same time that Homer wrote the Iliad. The original writing by Homer is dated and matches closely with the evidence found. Archeologists are convinced that what Homer wrote was somewhat true. The city of Troy did exist and the Trojan War probably caused the downfall of the Mycenaeans.

The Trojan War: NOT REAL

It is said that a guy named Homer who was a blind poet wrote the Trojan War. However, many individuals are convinced that "Homer" was really a collection of poets who all worked on the same story for many years. Nothing is known about Homer or when exactly he wrote the tale of the Trojan War. Sir Arthur Evans claimed he found Troy just because he saw Minoan pottery. However, this pottery could have been from the Hittites.

The story of the Trojan War was originally passed down orally. This means that the facts were not written down and probably changed over the years. Many argue that it is impossible for Homer to have even written this story because the Greek alphabet had only just been developed when he wrote of the war.

The Trojan War is considered to be a myth by many librarians. This means that it is not true and contains Greek Gods and Goddesses that are also part of the imagination. They were told as fables or forms of entertainment. It is highly unlikely that an event such as this one occurred.

EXIT TICKET: What is one difference between a myth and a legend?