

# HOMER'S APPRENTICES



## Objective:

Students will learn the basics of Greek Mythology and write their own version of a myth.

## Content Area TEKS:

§110.52.b.1.B Creative Writing:  
demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing

## Theatre TEKS:

§117.315.c.2.F Theatre I:  
create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms

## Recommended Grade Level:

9th Grade

## Bloom's Taxonomy Levels:

Knowledge, Understanding, Application

## Multiple Intelligences:

Verbal/Linguistic, Interpersonal, Intrapersonal

## Time Required:

50 Minutes

## Materials:

- Rick Riordan video for before class:  
<http://bit.ly/metricriordan>
- Greek Mythology Handout:  
<https://bit.ly/homersapprentice>
- Greek Mythology slides for Info Share:  
<http://bit.ly/gmgslides>
- Prometheus Video:  
<https://bit.ly/tedprome>

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## Focus Activity: (5 minutes)

1. Before this class period, ask students to watch a video of Rick Riordan (author of the *Percy Jackson and the Olympians* series) to introduce them to the topic. (Video link in materials list)
2. Question for the class: What was the most interesting part of the video you watched before class? Discuss.

## Input/Information Share: (5 minutes)

1. This section includes the information on Greek Mythology to present to your students: (*see handout in the materials section for a physical copy of the information to be given to the students, as well as a powerpoint you can use to present this information*)
2. Greek Mythology is the collection of myths that ancient Greeks told to explain the world around them. Myths also were a large part of a type of religion and ritual practices of the Greeks.
  - a. Definition of myth: a traditional story, especially one concerning the early history of a people or explaining some natural or social phenomenon, and typically involving supernatural beings or events
  - b. Examples of some of the most well known Greek Myths are: Hercules/Herakles, Achilles and the Trojan War (*The Iliad*), Jason and the Argonauts (Golden Fleece), Perseus (Medusa), Tantalus (greed/tantalizing)
3. Greeks also had a pantheon of primordials, titans and olympians who controlled different parts of the world and life on Earth.
  - a. 12 Olympians (Zeus, Poseidon, Hera, Demeter, Athena, Artemis, Apollo, Hermes, Dionysus, Aphrodite, Ares, Hephaestus)
  - b. Hades and Hestia are part of the 6 children of Kronos and Rhea, but are not a part of the 12 Olympians
4. Many myths and heroes are influenced by the gods, and heroes are often told to be demigod children of the many gods and goddesses of the pantheon. Some myths were about the gods themselves, and their interactions with each other and mortals.

## Modeling/Examples: (7 minutes)

1. Have the students watch the TED Ed video (you can find this in the materials list) on the myth of Prometheus (4.5 minutes).
2. Discuss the different aspects of this myth, both about what it meant to ancient greeks, and what it has come to mean in the current day. As you go through the myth, make sure to identify the structure and introduce how their myths in the next activity will mirror the structure of this example.



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3. **Elements to make sure the students see/understand:** *Creation detail:* Creation of man and animal; *Creation detail:* Creation of fire; *Influence of a god:* Punishment from the gods (Zeus); *Identifiable moral:* Fighting for the improvement of all.

## **Guided Practice/Group Activity/Check for Understanding: (13 minutes)**

1. Divide the students into groups of 3-4 and instruct them to write their own short versions of a myth in the style of a script for a Greek Chorus.
  - a. For example: *Chorus A:* Once upon a time there was a hero named Achilles. *Chorus B:* He was famous throughout the land for defeating many terrible monsters. *Chorus C:* ...  
*Chorus A:* ...
2. The myths should be at least one written page long. The myths should include:
  - a. At least one creation of an element/animal/land structure
    - i. i.e. rivers, lakes, forests, lion, deer, fish, mountain, trench, hills, etc.
  - b. At least one Greek deity's influence
    - i. 12 Olympians or minor gods/goddesses, titans (Poseidon, Athena, Nemesis, Eros, Kronos, Atlas, etc.)
3. Students within the groups may be assigned roles in order to improve productivity. You may come up with roles on your own, or you might use roles such as: Scribe, Timekeeper, Presenter, Editor, etc. The roles are meant to be a tool to keep students on task, however they are not necessary to the overall activity.

## **Independent Practice/Assessment: (7 minutes)**

1. Have the groups present their myth to the rest of the class, if more time for writing is needed, do not present during this class, and just collect the myths by the end of class.

## **Closure: (3 minutes)**

1. Collect all the group-written myths.
2. Discuss with students the myths associated with *The Oresteia* - Tantalus, the Trojan War.
3. Ask students what their favorite Greek myth is. Alternatively, ask students what their favorite myth is in general, from any of the world cultures.

## **Differentiated Instruction/Accommodations**

If a student is not comfortable working in a group, they may work alone to write a myth. The *Information Share Handout* can be given to students so that they can have all the information given and not have to worry about writing it down or missing information that may help them in their creation of a myth.