

## **Mythology Time Machine – lesson plan**

**Overview:** You have shot back in time to ancient mythological Greece. Everything around you is different than anything you have known before. So now you have the opportunity to completely re-invent yourself. Who do you become? Students pick a character out of Greek Mythology, research it, learn, and present to others.

**Objectives:** Students will

- (1) learn to identify characters in Greek Mythology
- (2) unlock the hidden mythological code in *Erec Rex: The Dragon's Eye*
- (3) create a creative composition
- (4) explore the differences between mythological characters

**Materials:**

- (1) The book, *Erec Rex: The Dragon's Eye*

**Teaching Plan:**

**New Identity:** Each student will choose a character from Greek Mythology to “become.” Several students may pick the same character, if desired. Students may choose from the following list (or may choose from a classroom book or online research.)

**Zeus**

**Hera**

**Poseidon**

**Hades**

**Hermes**

**Athena**

**Artemis**

**Hestia**

**Demeter**

**Heracles (Hercules)**

**Persephone**

**Pan**

**Eros**

**Hephaestus**

**Apollo**

**Ares**

**Dionysus**

**Aphrodite**

**Athena**

The students will research their characters. Then they will write on a sheet lists of their character's likes, dislikes, and personal traits.

Following this, they will write a summary of the “story” of their mythological character, such as how they were born, and important events in their lives.

**Reading:** Students should read *Erec Rex: The Dragon's Eye*, Chapter Four, page 39, in class.

**After reading, discuss:**

-Do the Royal Triplets of the Kingdoms of the Keepers remind you of anybody in Mythology? (Answer: King Piter is taken from **Jupiter**, Queen Posey is taken from **Poseidon**, and King Pluto from **Pluto** – the three ruling gods in Roman Mythology. Piter rules Alypium (**Olympia**), Posey rules Ashona (**the seas**), and Pluto Aorth, which is underground (**the underworld**.) (These hidden facts usually surprise students.)

**Reading:** Students should read *Erec Rex: The Dragon's Eye*, Chapter Twenty-Four, pages 357-8, in class.

**After reading, discuss:**

-Who might Erec stem from in Mythology? (Answer: Hercules. Erec = **Heracule**. At the end of Book One, Erec finds out, like Hercules, that he has 12 quests (**12 labors**) to complete.) Erec is strong and brave. How else is he like Hercules?

**Reading:** Students should read *Erec Rex: The Dragon's Eye*, Chapter Five, pages 23-4, in class.

**After reading, discuss:**

-What types of foods do kids eat in Alypium? Are any taken from Greek Mythology? (Nectar, Ambrosia = the foods of the gods.)

**The Mythology Time Machine:**

-Students should get in groups of 2. Each student in the group will “be” the character from Mythology they have chosen and researched.

-Each group will choose an argument, or problem, that their two characters are having with each other. The argument may be made up, but should be based on their research of the characters. For example, the characters Hera and Aphrodite might argue about who ate Hera's special apples from her orchard, or whose husband is better. Maybe they are jealous of each other. Be creative!

-The students will write a persuasive argument as to why each of them are right.

-At the end, the students will stand up in pairs, introduce themselves as their characters, describe their characters' traits, and read their persuasive argument.

**Assessment:**

Students are evaluated on the content and presentation of their persuasive argument, both read aloud and handed in for a grade. They will also be graded on their research projects on their chosen mythological characters.

**Extensions:**

Kaza Kingsley hid mythology in her story. Why didn't she spell it all out for the reader? Write a short story that hides something from mythology. See if your friends or teacher can spot what is hidden, then write a paragraph explaining it.

You have researched a character from Greek Mythology. What do you picture that character to look like? Make a collage of images you find for that character from the internet, then draw your own interpretation of him or her.

Many of the characters in Greek Mythology became star constellations. Is your character a constellation in the night sky? If so, draw out what it looks like, and tell when it can be seen. If not, find another constellation taken from Mythology.

What if the argument between your two characters had to be made without words? After your persuasive argument, try a mimed, silent argument. Is it hard to do? Would anybody understand you if they had not heard you first?.

**Suggested Reading:**

**D'Aulaires Book of Greek Myths**, by Inгри D'Aulaire, Edgar Parin D'Aulaire

**D'Aulaires' Book of Norse Myths**, by Inгри D'Aulaire, Edgar Parin D'Aulaire

**D'Aulaires' Book of Trolls**, by Inгри D'Aulaire, Edgar Parin D'Aulaire

**Classic Myths to Read Aloud:** The Great Stories of Greek and Roman Mythology, Specially Arranged for Children Five and Up by an Educational Expert, by William Russel

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