

# CLIL COURSE MATERIALS

## CLASSICAL MYTHOLOGY: THE OLYMPIAN GODS

### Lesson plans and mindmaps

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Lesson plan Unit 1

<b>Topic:</b> Myth and Mythology.	<b>KEY SKILLS:</b> Students will able... <ul style="list-style-type: none"> <li>• To explain what a myth is and how myths work as metaphorical and moral explanation.</li> <li>• To apply the new knowledge to their personal experiences.</li> </ul>		
<b>Subject:</b> Classical Mythology. The Olympian Gods	<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Students will able... <ul style="list-style-type: none"> <li>• to approach ancient cultures in an adequate way.</li> <li>• to interpret and understand the situations she/he will encounter in everyday contexts and beyond using classical mythology.</li> <li>• to use the communicative resources specific to this subject (descriptions, comparisons, oppositions).</li> </ul>		
<b>Level:</b> 3 ESO	<b>Methodological skills:</b> Students will be able...		
<b>Timing:</b> 6 sessions	<ul style="list-style-type: none"> <li>• To access and communicate information using different supports including ICT tools to learn.</li> <li>• to <u>scan and skim texts looking for relevant information.</u></li> </ul> <b>Personal skills:</b> Students will be able... <ul style="list-style-type: none"> <li>• To create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.</li> </ul>		
<b>Aims:</b> To understand and explain what a myth is and its metaphorical character.			
<b>TEACHING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>COMUNICACION</b>	<b>CULTURE/CITIZENSHIP</b>
<b>A.CONTENT</b>  <ul style="list-style-type: none"> <li>• Myth as explanation and “moral education”.</li> <li>• Myth opposite to philosophy/science.</li> <li>• Myth as symbol and metaphor</li> <li>• Influence of classical models (iconography) on our society.</li> </ul>	<b>A.CONTENT</b>  Students will be able: <ul style="list-style-type: none"> <li>• To give a definition of myth and mythology.</li> <li>• To differentiate between mythological and scientific discourses.</li> <li>• To appreciate the classical tradition.</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Language of learning</b> At this stage no specific vocabulary needed. Past tenses (revision).</li> <li>■ <b>Language for learning</b> - Definitions: Some specific vocabulary. Terms and categories; defining phrases (adjectives, relative clauses...) - Comparison: Some specific vocabulary. Similarities and differences; oppositions (<i>while</i>).</li> <li>- Descriptions: Some specific vocabulary. Poses and actions. Space expressions.</li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>• To understand that there are different ways to explain the world.</li> <li>• To understand that there are ideologies underlying language and images.</li> <li>• To understand the influence of ancient Greeks and Romans on our essentially visual Western society (iconography).</li> <li>• To apply the new acquired knowledge to their own personal experiences.</li> </ul>
<b>B.COGNITION</b>  <ul style="list-style-type: none"> <li>• Terms and definitions.</li> <li>• Mechanisms of the mythological discourse.</li> <li>• Recognition and differentiation of patterns.</li> <li>• Analysis of current situations from a “mythological” point of view.</li> <li>• Evaluation and creation of cultural products (ads, publicity).</li> </ul>	<b>B.COGNITION</b>  Students will be able: <ul style="list-style-type: none"> <li>• to understand some mechanisms of the mythological discourse in contrast to the scientific discourse.</li> <li>• To apply new knowledge to recognise models/patterns.</li> <li>• To analyse, evaluate and synthesize cultural products (advertisements, publicity).</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Language through learning</b> - Language that comes out when completing tasks.</li> </ul>	
<b>ASSESSMENT CRITERIA:</b> Students should be able to apply the new acquired knowledge to new situations.			

Lesson plan Unit 2

<b>Topic:</b> Sources for Classical Mythology	<p><b>KEY SKILLS:</b> Students will able...</p> <ul style="list-style-type: none"> <li>• to identify the most significant Greek and Roman authors and some of their works.</li> <li>• to appreciate their importance in Western civilisation.</li> <li>• to consider and respect literary and artistic productions.</li> </ul>
<b>Subject:</b> Classical Mythology. The Olympian Gods	<p><b>TRANSFERABLE SKILLS:</b></p> <p><b>Communicative skills:</b> Students will able...</p> <ul style="list-style-type: none"> <li>• to approach ancient cultures in a comprehensive way.</li> <li>• to understand, perceive and value critically different cultural and artistic forms of expression.</li> <li>• to use the communicative resources specific to this subject.</li> <li>• To apply her/his basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value.</li> </ul> <p><u>Methodological skills: Students will be able...</u></p> <ul style="list-style-type: none"> <li>• To access and communicate information using different supports including ICT tools to learn.</li> <li>• To <u>scan and skim texts looking for relevant information.</u></li> <li>• To transform information into knowledge in order to organize, relate, analyse, synthesise, make inferences and deductions at different levels of complexity.</li> </ul> <p><u>Personal skills: Students will be able...</u></p> <ul style="list-style-type: none"> <li>• To interpret and use the body of knowledge about facts and processes to predict consequences.</li> </ul>
<b>Level:</b> 3 ESO	
<b>Timing:</b> 4 sessions	

**Aims:** To introduce ancient Greek and Roman literature and art as preservers of myths.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMUNICACION	CULTURE/CITIZENSHIP
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<p>■ <b>Language of learning</b></p> <ul style="list-style-type: none"> <li>- Main authors' names, literary terms (epic/didactic poetry; playwright, drama, play); art terms, vases' names, shapes, parts.</li> <li>- Vocabulary related to representation (represent, depict, show...)</li> <li>- BC/AD</li> </ul> <p>■ <b>Language for learning</b></p> <ul style="list-style-type: none"> <li>- Descriptions.</li> <li>- Captions.</li> <li>- Expression of possibility and uncertainty.</li> <li>- Impersonal phrases (<i>it is said; it is believed</i>)</li> </ul> <p>■ <b>Language through learning</b></p> <ul style="list-style-type: none"> <li>- Language that comes out when completing tasks.</li> </ul>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To understand some etymologies: music, museum, crater, calyx, odyssey, drama...</li> <li>• To understand the influence of ancient Greeks and Romans on Western literature and art.</li> </ul>
<ul style="list-style-type: none"> <li>• Main sources for Classical Mythology:</li> <li>- Literary sources: Homer, Hesiod, Aeschylus, Sophocles, Euripides, Virgil, Ovid</li> <li>- Artistic sources:</li> </ul> <p>Painting on ceramics, Murals, Sculpture, Mosaic</p>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• to understand the importance of literature (writing) and art (images) in the transmission of classical mythology.</li> <li>• to re-create the myth of the nine Muses as metaphor of (oral) poetry.</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>• Main authors' names, works and facts.</li> <li>• Ancient Greek pottery: vases' names, shapes, use.</li> <li>• Some mechanisms of ancient literature: orality vs. writing; music.</li> <li>• Problems about the transmission of ancient literature and art.</li> </ul>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• to remember the names of the most significant classical authors and to identify some of their works and life facts.</li> <li>• to classify different artistic manifestations (esp. pottery).</li> <li>• to analyse the role of memory in early forms of literature (orality).</li> </ul>		

**ASSESSMENT CRITERIA:** Students should remember the main facts about ancient authors; recognise different forms of art; be aware of the importance of memory in ancient forms of literature and of writing and art in the preservation of myths.

<b>Topic:</b> The origin of the world and the gods (Hesiod's <i>Theogony</i> )	<p><b>KEY SKILLS:</b> Students will able...</p> <ul style="list-style-type: none"> <li>• to order the main events from Chaos to Zeus.</li> <li>• to draw the family tree of the Olympian gods.</li> <li>• to understand the gods' main characteristics in opposition to humans.</li> </ul>
<b>Subject:</b> Classical Mythology. The Olympian Gods	<p><b>TRANSFERABLE SKILLS:</b></p> <p><b>Communicative skills:</b> Students will able...</p> <ul style="list-style-type: none"> <li>• to approach ancient cultures in an adequate way.</li> <li>• to understand, perceive and value critically different cultural and artistic forms of expression.</li> <li>• to use the communicative resources specific to this subject.</li> <li>• To apply her/his basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value.</li> </ul> <p><b>Methodological skills:</b> <u>Students will be able...</u></p> <ul style="list-style-type: none"> <li>• To access and communicate information using different supports including ICT tools to learn.</li> <li>• To <u>scan and skim texts looking for relevant information</u>.</li> <li>• <u>To</u> transform information into knowledge in order to organize, relate, analyse, synthesise, make inferences and deductions at different levels of complexity.</li> </ul> <p><b>Personal skills:</b> <u>Students will be able...</u></p> <ul style="list-style-type: none"> <li>• To interpret and use the body of knowledge about facts and processes to predict consequences.</li> </ul>
<b>Level:</b> 3 ESO	
<b>Timing:</b> 4 sessions	

**Aims:** To introduce ancient Greek cosmogony and the family of Olympian gods and their characteristics.

TEACHING OBJECTIVES	LEARNING OUTCOMES	COMUNICATION	CULTURE/CITIZENSHIP
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<p>■ <b>Language of learning</b></p> <ul style="list-style-type: none"> <li>- Gods' names; relationship/family terms;</li> </ul> <p>■ <b>Language for learning</b></p> <ul style="list-style-type: none"> <li>- Expression of generation and time;</li> <li>- Cause and effect;</li> <li>- Contrast;</li> <li>- Sequence of events.</li> </ul> <p>■ <b>Language through learning</b></p> <ul style="list-style-type: none"> <li>- Language that comes out when completing tasks.</li> </ul>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• To understand some etymologies: chaos, chaotic, titanic, titanium, geo-, uranium, eroticism, erotic, aphrodisiac...</li> <li>• To understand the influence of ancient Greeks and Romans on Western art: the birth of Venus, Saturn devouring his children... as topics in art history.</li> </ul>
<ul style="list-style-type: none"> <li>• The cosmogony according to Hesiod's <i>Theogony</i>.</li> <li>• The family of the Olympian gods.</li> <li>• Gods' characteristics (compared to humans): anthropomorphism; behaviour; reason for their immortality...</li> </ul>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• to read and understand a summary of the origin of the world according Hesiod.</li> <li>• to organise the events chronologically and to complete a family tree.</li> <li>• to find out the similarities and differences between gods and mortals from original sources.</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>• Main gods' names and relationships from Chaos to Zeus' divine children.</li> <li>• Chain of events from Chaos to Zeus and family tree.</li> <li>• Family model; behaviour patterns; sexism.</li> <li>• What gods looked like and how they behaved and why?</li> </ul>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>• to remember the names of the most important Greek gods and to draw the family tree.</li> <li>• to order chronologically the main events from Chaos to Zeus.</li> <li>• to recognise some episodes in artistic representations.</li> <li>• to analyse, evaluate and synthesise the main characteristics of the Greek gods and their relationship with humans.</li> </ul>		

**ASSESSMENT CRITERIA:** Students should be able to order correctly the chain of events from Chaos to Zeus; to complete correctly gods' family tree; to identify some episodes in works of art and to evaluate the relationship between gods and mortals.





