

Lesson Plan

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Lesson Name

Hollywood or History- Greek Literature
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Grade Level

7th, 8th, 9th grade.

Subject(s)

English
Language Arts

Topic

Greek Gods and their portrayal in film and text (special focus on Zeus).

Unit Name

Analyzing the Greek God, Zeus.

Estimated Time Needed for Unit

About 50 minutes.

Common Core Standards Description

<i>Standard Number</i>	<i>Detailed description of each standard you are discussing.</i>
CCSS.ELA-LITERACY.RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as means of understanding how authors of fiction use or alter history.
CCSS.ELA-LITERACY.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCSS.ELA-LITERACY.RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
CCSS.ELA-LITERACY.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from the outside of the United States, drawing on a wide reading of world literature.

Lesson Objectives

At the end of the lesson, students should be able to:

- Analyze three different sources (primary, secondary, and movie) regarding the same topic and differentiate between the three.
- Understand and be able to discuss the difference in character portrayals between a variety of sources, and be able to discuss why portrayals are different.
- Analyze different text and video sources to determine central ideas and focus of text.
- Give their opinion on if movies or other secondary sources are accurate portrayals and could be used in place of informational text, including evidence.

Handouts/Materials/ Textbook Pages/Web Links

- Hollywood or History? handout (see attached).
- Secondary source (suggested) excerpt from *Greek and Roman Mythology: Zeus* by Nancy Loewen (pp. 36-38, see attached).
- Excerpt from *Percy Jackson's Greek Gods* by Rick Riordan (pp. 159-161, see attached).
- Movie Clip Hercules (1997): "Hercules- Ending"
<https://www.youtube.com/watch?v=Mg5Ofb7b4Hs>
- Movie Clip Hercules (1997): "Hades Intro to the movie Hercules"
<https://www.youtube.com/watch?v=thuFj74xJeM>
- Movie Clip Hercules (1997): "Disney's Hercules Gods On Olympus"
<https://www.youtube.com/watch?v=swpN-h5tkPc>

Guiding Questions

- How is the character in question portrayed in each of the three sources? Is it the same portrayal, or is it different?
- If the portrayal is different, how does this effect the character's storyline?
- How does the portrayal affect the character's personality?
- Can you say that movies and other texts are a reliable source for information on a topic? Why or why not?
- How do these sources shape how we understand this topic?

Important Vocabulary

List all of the important people, places, and events and vocabulary that students will need to know at the conclusion of the lesson.

- Mount Olympus: The dwelling of Olympian Gods.
- Zeus: The God of the sky and rules of the Olympian Gods.
- Zeus's Flooding: A point in which Zeus flooded the entire Earth to punish mankind.

Assessment Strategies

Formative Assessment: Large and small group discussions, worksheets, claim line.
Summative Assessment: "Comparison of Sources" questions.

Required Background Knowledge for Students

Students should have a basic understanding of Greek Gods and Greek Mythology. Students should also have a basic understanding of different sources and how some stories have various interpretations.

Teaching Strategies

5min	Small group discussion.	15min	Analysis of both sources.	5min	Conclusion/Summary
	Movie clips from <i>Hercules</i>		Comparison of Sources: Worksheet		
5min		15-20 min			
<i>All teaching strategies used in the lesson plan.</i>					

Sparking Strategy/Warm-Up

In small groups, ask students to discuss what the difference is between a piece of text and a corresponding movie, what might change, and give any examples they know.

Lesson Procedures

Outline:

1. Starting with a small group discussion, ask the students to talk about texts they know have been converted into movies. Have them discuss specific characters, and if anything about their character changed between the two sources.
2. Give a short lecture on Greek Gods and Goddesses already reviewed in class, making sure to put special focus on Gods presented in the materials. In this case, Zeus. Tell students that using the Greek Mythology figures they have been learning about, they are going to learn how to determine the accuracy of different sources.
3. Tell students that Hollywood, as well as other sources, have tried to adapt texts or mythology stories into a movie *Hercules*, but oftentimes the presentation of characters can be skewed. Introduce the Comparison of Sources organizer, and how they will utilize it throughout analyzing the clips and sources.
4. Display three consecutive clips of the movie *Hercules*, asking the students to take note of Zeus's personality traits and actions.
5. Have the students analyze their first source, *Greek and Roman Mythology: Zeus* by Nancy Loewen (see attached) and the second source *Percy Jackson's Greek Gods* by Rick Riordan (see attached). They will proceed to write in the labeled sections of their graphic organizer how Zeus is portrayed in those texts.
6. Using a claim line, students will share their thoughts. Across the board, draw a line from one side to the other. On the left hand side, write 100% Accurate meaning students who stand here believe that the movie is an accurate source for learning about this mythological god. On the right hand side, write 100% Inaccurate meaning students who stand here believe that the movie is an inaccurate source for learning about this mythological god. Students may stand wherever on the line they think they would be.
7. As time permits, have your students discuss why they stood where they stood. Ask them to discuss if they think video clips or fictional texts are a good source of information, and if they should replace original texts.
8. (OPTIONAL ADDITION) Have a discussion about the views and beliefs of the Greek culture, and how these Gods and/or Goddesses are different than what we see here in the United States. How can we benefit from learning about these old Greek Myths?

Differentiation

Think about your students' skill levels, intelligences, and learning styles.

Engagement: Allowing students to work on their own and in a large group format so they can brainstorm ideas and formulate ideas together engages the students.

Expression: Visual, auditory, and kinesthetic learners will all benefit from this activity. Visual learners will have the benefit of the text in front of them, as well as the movie clips. Auditory learners will benefit from the movie clips as well as small group discussions. Kinesthetic learners will benefit with the use of a worksheet to categorize their thoughts.

Extension: Students may work at their own pace throughout analyzing the sources if necessary. Group discussions will help expand understanding. Additional sources may be utilized for higher level students.

Summarizing Strategies/Synthesizing Activity

What strategies are you going to use to allow students to summarize what they learned in the lesson?

Summarizing Strategies incorporated:

- Comparison of Sources worksheet
- Group discussions

References/Citations (as needed)

Loewen, N. (1999). *Greek and Roman Mythology: Zeus* (pp. 36-38). Mankato, MN: Capstone Books.
Riordan, R. (2014). *Percy Jackson's Greek Gods* (pp. 159-161). New York, NY: Disney Hyperion Books.
Roberts, S.L. (2014). Effectively using social studies textbooks in historical inquiry. *Social Studies Research and Practice*, 9(1), 119-128. Avail:<http://www.socstrpr.org/wp-content/uploads/2014/04/MS-06541-Roberts.pdf>
Roberts, S.L., Elfer, C.J., & Fahey, B. (2014). *Hollywood or history: Little Round Top*. Lesson plan developed for the Ivey Center for the Cultural Approach to History, Columbus State University. Avail:
https://culturalapproach.columbusstate.edu/wp-content/uploads/sites/8/2014/08/Lesson_Plan_-_Hollywood_or_History_-_Little_Round_Top.pdf ;

- Also see: https://culturalapproach.columbusstate.edu/wp-content/uploads/sites/8/2014/08/History_or_Hollywood_Gettysburg_Graphic.pdf

YouTube. (2011). *Disney's Hercules Gods on Olympus* (From *Hercules*, 1997). Retrieved from <https://www.youtube.com/watch?v=swpN-h5tkPc>

YouTube. (2007). *Hades Intro to the movie Hercules* (From *Hercules*, 1997). Retrieved from <https://www.youtube.com/watch?v=thuFj74xJeM>

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