Unit 3: Greek Heroes

Content Area: **World Languages**
Course(s):
Time Period: **October**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

The "journey" as a pattern of human experience which has been captured in mythology and in popular entertainment. Being able to identify elements of the hero's journey and explain the apparent success or failure of a hero is a useful tool in self-discovery. Archetypal elements in myths point to the universality of the human experience, while the particular elements of quests reflect the values of a specific culture. The elements of a myth are always tied to the core values and experiences of its origin.

Essential Questions

Why study the hero's journey? What are the eight steps of the hero's journey? How is the hero's journey similar in ancient myths and popular culture? What qualities do all heroes possess? How does the hero reflect the human experience? How does a hero and his quest personify the dreams and desires of the society that spawned this hero? How does a reader identify the values important to a society when reading a particular epic or story or watching a film? How is the hero's journey similar to the pattern of our own lives? How is the hero's quest representative of an internal psychological journey as well as an external physical transformation?

Content

This unit will introduce students to the stories of Greek heroes, so that they will be able to identify and create an epic adventure story utilizing all eight components of the hero's journey. The big ideas embedded through this unit are:

The hero's journey isn't just a pattern from myth; it's the pattern of life. The hero's journey is reflected everywhere, from television comedy to great literature to the experiences of our own lives. The success or failure of a hero in his or her quest reflects the culture in which his or her story was created. Even if the characters aren't real, the journeys they take and challenges they face reflect real journeys and challenges a reader can learn from.

Unit 3 Latin Vocabulary:

- fabula- story, myth
- Graecus- Greek
- Ulixes- Odysseus (Greek Hero of the Odyssey)
- Penelope- Wife of Odysseus
- Aeneas- Roman Hero of the Aeneid
- Achates- Comrade of Aeneas

- Achilles- Greek Hero of the Iliad
- Hector- Trojan Prince of the Iliad
- Paris- Trojan Prince of the Iliad
- Ilion- Troy
- Latium- Latin region of Italy
- Italia- Italy
- Roma- Rome
- lupa-wolf
- antiquus- ancient
- humanitas- culture
- ludi- games
- bellum- war
- arma- weapons
- gladius- sword
- scutum- shield
- galea- helmet
- heros- hero
- iter- journey
- populus- people
- homo- human
- somnium- dream
- somnus- sleep
- voluntas- desire
- societas- society
- mores- values
- heroicus- heroic
- epicus- epic
- poeta- poet
- carmen- poem
- cano- sing
- recito- recite
- vita- life
- metamorphosis- change

Skills

Identify common mythic elements in ancient heroic myths and modern adventure films. Explain the significance of the physical and psychological challenges faced by successful and unsuccessful heroes in relation to the lesson each provides. Apply Campbell's idea of archetypes and use it to map out the underlying structures in a hero's journey or “mono-myth.” Employ all elements of the hero's journey when creating an original myth.

Resources

Reaching Olympus: The Greek Myths, Heroes, Beasts, and Monsters by Zachary Hamby

Reaching Olympus, The Greek Myths: Tales of Titans, Gods, and Mortals by Zachary Hamby

Reaching Olympus: The Roman Myths, Including the Aeneid by Zachary Hamby

Interdisciplinary Standards

Reading Standards for Literature: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.910.6, RL.9-10.10, RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.6, RL.1112.10

WL.7.1.NM.A.C	Cultural
WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.A.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners w ho have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.A.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)