

3-Tiered Lessons Unit

Name: Patti LeBlanc

Grade Level: Grade 10/Sophomores

Content Area: English Language Arts

Unit

The Nature of Myths, Legends, and Heroes in Literature and Society

Sub-Topics

Background, Special Vocabulary and Concepts; Myths; Legends; Heroes

Essential Questions for the Unit

1. What are the characteristics of myths, legends, and heroes in literature?
2. What are the origins, background, and history of THE ODYSSEY?
3. What are the unusual origins, background, and history of the Arthurian Legend?
4. How do modern heroes compare to Odysseus and King Arthur and others?
5. How do elements of these myths, legends, and heroes in literature reflect their cultural contexts?
6. What are the universal themes in these stories?
7. What are the lasting influences of myths, legends, and heroes on western culture in terms of art, vocabulary and language, drama, customs and beliefs?

Theme:

Adaptation

Generalizations:

Occurs over time and at various rates

May be perceived as beneficial and/or aiding survival

May be perceived as harmful and/or negative

May involve change, modifications, and/or adjustments

May be predictable

May be planned or unplanned

May influence or be influenced by situations in the cultural or natural environment

Grouping Arrangements:

Heterogeneous classroom setting with about 18 students

Students will be working in one of three groups based on ability levels

Materials:

Materials read for homework and related papers

Assessment:

Rubric presented to students in advance

Management System:

Students will move desks to form 3 different work areas

**Unit: The Nature of Myths, Legends, and Heroes
in Literature and Society**

Topic: The Arthurian Legend

10 3-Tiered Lessons

- 1.1. List the facts we actually do have regarding the *dux bellorum* of the 500's A.D.
 - 1.2. Select those aspects of the information available on the *dux bellorum* that were later exaggerated and incorporated into the character and identity of King Arthur.
 - 1.3. Justify with examples how the creation of the Arthurian Legend is an example of adaptation over time.
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- 2.1. List the countries and the formats in which the Arthurian Legend originated (500-900 A.D.).
 - 2.2. Examine the cultural context of the origins of the Arthurian Legend (500-900 A.D.).
 - 2.3. Select and justify a list of societal values demonstrated in the legend that were likely adaptations of the cultural context 500-900 A.D.
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- 3.1. Outline the most important elements in *THE SWORD AND THE STONE*.
 - 3.2. Diagram the hierarchy of rank and related privilege in the Age of Chivalry that can be inferred from *THE SWORD AND THE STONE*.
 - 3.3. Determine how the adaptation of the hierarchical system of the Middle Ages may have aided in survival at the time.

- 4.1. Tell why Arthur was not immediately made the king once he pulled the sword from the stone.
- 4.2. Analyze the reason that the people eventually clamored for the crowning of Arthur and why the clergy eventually agreed.
- 4.3 Formulate a theory as to why/how adaptation to new leaders is a negative experience for some people.

- 5.1. Research and list tangible examples of the Arthurian Legend present in American Society since 1950.
- 5.2. Explain why the Arthurian Legend has been so popular in the United States since 1950.
- 5.3. Hypothesize the adaptations to the legend that will have to be made in the new millennium as necessitated by changes in the culture in order to insure the popularity and relevancy of the legend for new generations.

- 6.1. Create a time-line listing the major contributions/contributors to the legend (500 AD. to present) in order.
- 6.2. Choose three time periods where major additions were made to the legend and link these additions to elements in the cultures that inspired them.
- 6.3. Using examples from the legend, determine a pattern to the adaptation of cultural elements within the legend.

- 7.1. Describe the heroes in the legend and the qualities and behaviors that made them so.
- 7.2. Critique the villains: who were they, what motivated them, what problems did they cause, and how important were they to the outcome of the legend?
- 7.3. Formulate a list of truths about good and evil based on the adaptations in the legend that incorporate these prevailing themes in society.

- 8.1. List strengths and weaknesses of both Arthur and Odysseus as well the cultural values and beliefs that they each demonstrated.
- 8.2. Compare/Contrast the strengths and weaknesses of both Penelope and Guinevere as well as the cultural values and beliefs that they both demonstrated.
- 8.3. If themes in literature change over time to adapt to changes in the prevailing culture, what can we learn from THE ODYSSEY and the Arthurian Legend regarding the nature of the relationships between men and women?
Prioritize a list of themes and/or messages including those that may be unrealistic or stereotypical.

- 9.1. Outline T. H. White's excerpt and illustrate the 3 most important scenes.
- 9.2. Explain why Arthur is so disappointed before meeting Tom and so hopeful after meeting Tom.
- 9.3. Construct and defend an original metaphor involving Tom and the authors of this legend in terms of adaptation as a means of survival as well as a more general metaphor regarding adaptation and survival.

- 10.1. Chart the attributes of myths in general and give 3 specific examples of famous myths that meet these criteria.
- 10.2. Chart the attributes of legends and give 3 specific examples of famous legends that meet this criteria.
- 10.3. Compare and contrast the qualities of myths, legends, and heroes and then decide if legends and heroes are adaptations of earlier myths over time or not.

LESSON 1.3 RUBRIC

THEME

Adaptation

GENERALIZATION

Adaptation occurs over time and at various rates

OBJECTIVE

In their study of The Arthurian Legend, students will justify with examples the creation of the Arthurian Legend based on the dux bellorum of the 500's in order to demonstrate that the Arthurian Legend is an example of adaptation over time and share their new learning by creating color-coded labels summarizing information to place on a figure of a dux bellorum.

Category	Does Not Meet	Partially Meets	Meets	Exceeds
Content	Shows little understanding of objective: examples are weak or few	Shows limited understanding of objective: examples are incomplete	Examples and discussion show satisfactory depth of understanding	Many examples and discussion show exceptional depth of understanding of origins of legend
Generalization	Shows little understanding of concept of adaptation as it applies to the legend	Shows limited understanding of concept of adaptation as it applies to the Arthurian legend	Examples and discussion show a satisfactory level of understanding of the concept of adaptation as it applies to legend	Strong examples and discussion show an exceptional depth of understanding of the concept of adaptation as it applies to origin and history of the legend over time
Product	Incomplete labels/pres.	Weak poor quality labels /presentation	Satisfactory quality labels/presentation	Insightful /Thorough labels and presentation