

Comparative World Mythologies

Purpose:

Purpose of Myth and the Study of Myth:

- Myths reveal deep, basic human similarities
- Understanding what fundamentally unites us is increasingly important in a world that seems to only focus on what divides us
- By studying myth, we can examine the changing means by which humans explained their existence

Purpose for Students:

1. Examine how myth changes to include the cultures with which it comes into contact
2. Examine how history, geography, world religions, and sociology play a role in myth
3. Examine how myth changes based on the interpreter (Point of View)
4. Understand what scholars think, but analyze for themselves why certain aspects found in myth are common regardless of origin
5. Analyze the extent to which our culture has been shaped by early mythologies
6. Analyze the extent to which our culture creates its own mythology

Course Outline

Units
Theories on the Origin of Religion and Establishing the Need for Study
World Structure
Creation of Man
Pantheon: nature of the gods, personification of natural forces, roles
Explanations of Natural Phenomena
Tales of Morality
Heroic Journeys
Destruction of the World/s
Representations of Myth in Cinema
Final Projects and Presentation

Within Each Unit:

- Every unit will begin with an examination of our four core mythologies (Greco-Roman, Norse, Central American, and Japanese)
- Students will...
 1. Read and discuss the core myths looking for similarities and differences
 2. Choose one of the four to focus on for a study in causation
 3. Choose an outside mythology to compare within that particular unit's focus
 4. Create a product for their course portfolio
 - Options will include: blogs, vlogs, murals, point of view journaling, wordle with explanation, song, poem/rhyme
 - Students will also be able to propose alternative products
- Students must vary their focus myth, outside myth source, and portfolio product from unit to unit

- Outside mythologies may include: Egyptian, Celtic, North American, Indian, Chinese, Regional African mythologies

Final Summative Project

- Students will choose a non-core mythology on which to focus their research
 1. Students must analyze the representation of each of the unit topics
 - World Structure
 - Creation of Man
 - Pantheon
 - Explanations of Natural Phenomena
 - Tales of Morality
 - Heroic Journeys
 - Appearance in Modern Culture
 2. Students will compare their outside mythology to the four core mythologies and draw conclusions regarding similarity and differences
 3. Students will explain these findings, using history, geography, and sociology when applicable
 4. Students will take on the role of mythologist and create a product that demonstrates their findings in a "documentary"
 5. Documentaries will act as a performance assessment and be shown on the day of the final exam for exam credit.

* Research notes, annotated bibliography, script, and outline will be collected for grades

Grading Policy:

Classwork/ Daily Grades: 50%

- any assignment where the majority of the work is done by students individually, in class

Participation & Homework: 30%

- HW: any assignment where the majority of the work is done by students individually, at home
- Participation: any assignment where the majority of the work is done as a class or in groups (ex: warm-up, exit slips, class polls, student break-out groups, debate, etc.)

Unit/Cycle Tests: 20%

- All quizzes and exams will have an opportunity for review prior to testing, review sheets and/or review activities will always be given at least one day in advance
- $(1^{\text{st}} \text{ Cycle} * 40\%) + (2^{\text{nd}} \text{ Cycle} * 40\%) + (\text{Final Exam} * 20\%) = \text{Semester Average}$

Make-up Work: In the case of excused absences, students will have a number of days equal to that of their absence to turn in make-up work without penalty. After the allotted make-up period has passed late penalties will be put in place.

Late Work: Work is due in a student's assigned class period. Turning in work after that assigned period will be considered late. For three days after the assigned due date, an assignment can be submitted for a maximum of 70%. After three days, students may submit work for a maximum of 50% until the last calendar day of the grading cycle.

Re-Take Policy:

- Not to exceed 2 retakes per grading cycle, Final Exams are not eligible
- Maximum retake score is 70, (score of 70 to 100 = 70)
- The highest grade between the original and the retake is counted.
- The student, not the parent, must request the retake in writing using forms located in class.
- Student must request the retake within 24 hours and complete the retake within one week of grade posted
- Retakes are for in-class assessments, such as quizzes and/or tests only
- Student must fill out a retake form and complete the required remediation as listed on the form.
- If there are multiple retakes in the same day, it is the student's responsibility to reschedule with the teacher in advance. No shows counts as a taken retake

Parent Responsibilities:

- **Create and monitor a GradeSpeed account for your child**, you can set alerts for low grades, missing work and absences that will send text messages to your phone if consistent internet connectivity is an issue
- **Together, you and I can create the best learning opportunities for your child!**

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

- Students will be given one copy to sign and return, a PDF will be available on the school website and on the HUB.