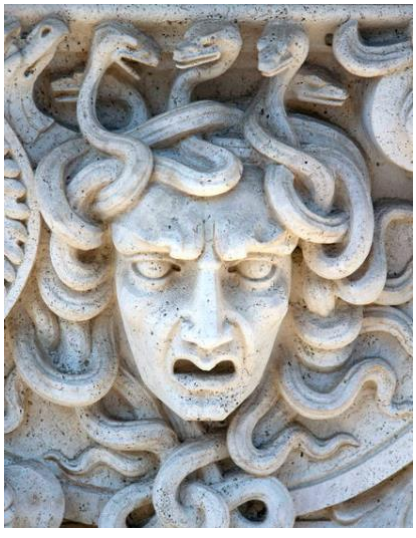
Medusa's Myth



Do you have a positive body image? Body image is how you see yourself when you look in the mirror. It's your mental picture of yourself. The National Eating Disorders Association states that people with negative body images are at greater risk of developing an eating disorder. They estimate that "5-10 million girls and women and 1 million boys and men are struggling with eating disorders including anorexia, bulimia, binge eating disorder, or borderline conditions."

As today's society places a great deal of emphasis on external beauty, more teens are developing anxiety about their bodies. Lessons about self-esteem and inner beauty have been around since ancient times. In one Greek myth, Medusa, a beautiful but vain woman, was turned into an ugly creature by Athena, goddess of wisdom. She turned Medusa's hair into snakes to teach her the lesson that beauty is only skin deep and true beauty comes from inside one's self.

Early man used mythology as a way to explain the universe as well as teach values. These myths started orally and have been passed down from generation to generation. The morals in myths were important to ancient cultures as a way to teach lessons to younger generations. It may seem as though ancient myths don't have a place in today's world, but do they still contain messages that matter? What valuable messages or morals can we learn from ancient myths that are still applicable to today's society?

Knowing what is healthy and having self-esteem can help to build a positive body image. Consider how Hollywood, the Internet, and social media portray beauty. How does it compare with the average teenager? If you could send a message to other teens about body image and self-esteem, what would it be? How could you use the narrative structure of myths to communicate your message? Here's your chance to make a positive impact among your peers and perhaps build your own self-esteem along the way!

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Medusa's Myth *Rubric*

	Novice	Apprentice	Practitioner	Expert
Myth Theme	pertains to body image and/or self esteem	• relevant to students today • pertains to body image and/or self-esteem • includes at least one example of figurative language to portray the theme or lesson	• relevant to students today • pertains to body image/self-esteem • includes at least two different examples of figurative language to portray the theme or lesson • figurative language aligns with the tone of the myth	all of *Practitioner* plus: the myth is completely original rather than a modern retelling of an ancient myth
Myth Elements	includes the following elements of a myth: • teaches a lesson • main character is a hero	includes the following elements of a myth: • teaches a lesson • main character is a hero • hero has supernatural or extraordinary qualities • central conflict is explained	includes the following elements of a myth: • fully developed main character that is a hero • hero has supernatural or extraordinary qualities • central conflict is explained and resolved • teaches a lesson • explains the natural world • told in narrator style (3rd person point of view)	all of *Practitioner* plus: includes a metamorphosis or Gods in disguised forms
Myth Format	• follows writing plan • orients the reader to the modern-day setting • includes dialogue to develop characters • uses transition words to convey sequence • includes conclusion	• follows writing plan • orients the reader to the modern-day setting • includes dialogue and pacing to develop characters and/or events • uses transition words and phrases to convey sequence or signal shifts in setting • includes conclusion	• follows writing plan • orients the reader to the modern-day setting • includes dialogue, pacing, and descriptions to develop characters and events • use transition words, phrases, and clauses to convey sequence and signal shifts in setting • includes conclusion that logically flows from the events • maintains consistent tone and style	all of *Practitioner* plus: uses some iconic symbols and/or uses sentence structure repetition to make a point, as is common in myths
About the Author	• written in 1st person • sites 2 sources used to gather information about eating disorders • names favorite myth	• written in 1st person • sites 2-3 sources used to gather information about eating disorders • includes explanation of how the author integrated information from multiple sources • summarizes favorite myth	• written in 1st person • sites 3 or more sources used to gather information about eating disorders • includes explanation of how the author integrated information from multiple sources • summarizes favorite myth and identifies the theme	all of *Practitioner* plus: includes a headshot

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Teacher Material

<table>
<tr>
<td>How-To Sheets
How to leave a comment on a GoogleDoc
Write an objective summary
Identify point of view</td>
<td colspan="2">Interactive Web Sites
Body Image Quiz
Exploring Ancient Greece
Text Structure Sort
Phrases and Sentences</td>
<td>Learning Centers
Write an objective summary
Determine explicit meaning
Determine implied meaning
Connect story elements to character development
Sort characteristics of supernatural characters</td>
</tr>
<tr>
<td>Homework
Read Greek myths
Identify elements within myths
Find examples of external “beauty” in media and/or advertising</td>
<td colspan="2" rowspan="2">Medusa’s Myth
Scaffold for Learning
(Week 1 Sample)
</td>
<td>Peer Tutoring
Peer editing
Identify theme
Identify point of view</td>
</tr>
<tr>
<td>Group Tasks
Write an objective summary
Compare and contrast what the text says explicitly and what is implied
Trace development of theme
Determine impact of point of view on story</td>
<td>Podcasts/Screencasts
Write an objective summary
Compare and contrast what the text says explicitly and what is implied
Trace development of theme
Compare points of view
Identify elements of a myth</td>
</tr>
<tr>
<td>Benchmark Lessons
What is a myth?
Writing a Summary: Objective v. Subjective
Explicit v. Implied</td>
<td>Small-Group Mini-Lessons
Determine what the text says explicitly
Connect story elements to character development
Identify and compare points of view</td>
<td>Technology Uses
Reading/listening to online texts
Research body image
Research common eating disorders
Adding to group notes</td>
<td>Individual Tasks
Determine what the text says explicitly
Determine what the author implies
Identify theme
Connect story elements to character development
Trace plot of myth</td>
</tr>
</table>

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Teacher Material

Medusa's Myth *Content Facilitation Grid*

Student	Writes an objective summary	States what the text explicitly says	Identifies implications in text	Compares explicit statements with implied meanings	Identifies elements of a narrative	Differentiates elements of a narrative and those of a myth	Identifies supernatural characteristics of heroes in myths	Connects elements of myth to character development	Traces plot of myth	Identifies narrator point of view	Connects narrator point of view to development of plot	Identifies themes of myths	Traces development of themes of myths				

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Medusa's Myth *Content Facilitation Questions*

COMPREHENSION *Ask questions that ensure students understand content and skills needed to solve the problem.*	• What is a myth? • What are the elements of a narrative? • What is theme? • What are examples of figurative language? • What are the qualities of a third person omniscient narrator?
APPLICATION *Ask questions that ensure the ability of students to apply learning to new situations.*	• How is the reader's experience influenced by the point of view of the narrator? • How does your hero demonstrate the qualities of a mythical hero? • How are the elements of a myth different from elements of other narratives? • What is the theme of this myth? How can you support your conclusion with text evidence?
CONNECTION *Ask questions that ensure the ability of students to apply learning to their lives.*	• How is this myth relevant to you? • Where do you see examples of myths today? • How is this ancient myth like a current lesson? How is it different? • What are some examples of figurative language that you hear in everyday life?
SYNTHESIS *Ask questions that encourage students to create new information from existing data.*	• How would your myth be different if it were told from the hero's point of view? From the villain's point of view? • What other lessons could you teach teenagers through myths? • What would you need to do to change the tone of the myth you created?
METACOGNITION *Ask questions which prompt students to think about their own thinking process.*	• What was your favorite myth? Why? • What was the most challenging part of this task for you? • How could you have improved upon your myth? • How could your group have been more productive?

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Student Material

Medusa' s Myth *Transfer Task*

Individuals begin building self-esteem and body image at a very young age. Consider a lesson that you could teach a younger sibling, family member, or student in an early grade. Write another original modern-day myth to target this younger audience. Be sure to include all elements of a myth.

Use the student checklist to guide your efforts.

Student Checklist

As you develop your myth, be sure to:

- ❑ Use a lesson that is relevant to young children
- ❑ Develop a conflict related to self-esteem and/or body image
- ❑ Maintain 3rd person point of view throughout
- ❑ Develop your hero
- ❑ Set your myth in modern day
- ❑ Use narrative techniques to develop characters' and events
- ❑ Organize your events so they develop logically
- ❑ Use a variety of transitional words/phrases and sentence structures
- ❑ Edit myth for punctuation, spelling, and grammar

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Medusa's Myth *Teacher Scoring Tool for Transfer Task*

0=No Evidence 1=Developing 2=Clearly Evident

Indicator	0pt	1pt	2pts
Relevant to young children			
Pertains to body image/self-esteem			
Told in 3rd person point of view			
Develops main character that is a hero			
Has supernatural or extraordinary qualities			
Central conflict is explained and resolved			
Teaches a lesson			
Set in modern day			
Uses narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters			
Produces clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience			
Uses a variety of transition words and phrases to convey sequence and signal shifts from one-time frame or setting to another			
Organizes an event sequence that unfolds naturally and logically			
Uses complex sentences			
Maintains style and tone			
Few errors in spelling, punctuation, and grammar			

Grade Scale

27-30 pts =A 24-26= B 21-23= C 19-20=D 18<= Not Passing

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Medusa's Myth *Teacher Notes Guide*

Unit Overview

Low self-esteem and negative body image are concerns that plague many teens. In this *authentic learning unit*, students examine the issue of body image write original myths to convey a message of the importance of positive self-esteem and inner beauty to their peers. Although students will write myths individually, they will work together to analyze the elements of a myth and development of themes myths. Their original myths will contain themes of inner beauty, kindness, and acceptance.

Enduring Understandings	Essential Questions
• Mythology had a significant impact on historical cultures and continues to influence our lives today. • Mythology is not unique to one culture but is common to nearly all cultures. • Understanding the legends and myths of a particular society helps one understand and relate to that society's culture and history. • Stories that are passed on through the oral tradition illustrate culture while also helping to shape culture. • Having self-confidence and positive self-esteem can help to create a positive body image.	• What connects people from various cultural backgrounds and of different ages? • In what ways do myths illustrate the belief systems and customs of the cultures that create them? • How do effective writers express feeling, mood, and theme with words? • How do effective readers engage with text to make meaningful connections and inferences?

Common Core State Standards Addressed

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.3;
CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.6;
CCSS.ELA-LITERACY.RI.6.1; CCSS.ELA-LITERACY.RI.6.7
CCSS.ELA-LITERACY.W.6.3; CCSS.ELA-LITERACY.W.6.4; CCSS.ELA-LITERACY.W.6.5;
CCSS.ELA-LITERACY.W.6.6
CCSS.ELA-LITERACY.L.6.3; CCSS.ELA-LITERACY.L.6.5

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3;
CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.6;
CCSS.ELA-LITERACY.RI.7.1; CCSS.ELA-LITERACY.RI.7.7
CCSS.ELA-LITERACY.W.7.3; CCSS.ELA-LITERACY.W.7.4; CCSS.ELA-LITERACY.W.7.5;
CCSS.ELA-LITERACY.W.7.6
CCSS.ELA-LITERACY.L.7.3; CCSS.ELA-LITERACY.L.7.5

21st Century Skills Addressed

Core Content and Interdisciplinary Themes
- Subject Area Mastery
- Global Awareness
- Health Literacy

Learning and Innovation
- Creativity and Innovation
- Communication and Collaboration

Information and Media Literacy
- Information Literacy
- Media Literacy

Life and Career
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

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