Subject  Language Arts

Topic  From Myth to Modern Woman: *Pandora’s Box*, Then and Now*

Grades  6, 7, 8

Time  2 45-minute class periods

Overview
Myths reflect common experience and transmit information about our common humanity and our shared past. They are the stories on which all stories are based, the building blocks of literature. Writers past and present retell myths to express contemporary thinking and ideas, or to add new perspective. Exposing students to myths provides a basis for understanding both classic and contemporary literature.

CT Language Arts Content Standards
This lesson meets the following state content standards:

1. Reading and Responding: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.
   1.1. Students use appropriate strategies before, during and after reading in order to construct meaning.
   1.2. Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
   1.3. Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
   1.4. Students communicate with others to create interpretations of written, oral and visual texts.

2. Exploring and Responding to Literature: Students read and respond to classical and contemporary texts from many cultures and literary periods.
   2.1. Students recognize how literary devices and conventions engage the reader.
   2.2. Students explore multiple responses to literature.
   2.3. Students recognize and appreciate that contemporary and classical literature has shaped human thought.
   2.4. Students recognize that reads and authors are influences by individual, social, cultural and historical contexts.

3. Communicating with Others: Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.
   3.1. Students use descriptive, narrative, expository, persuasive and poetic modes.
3.2. Students prepare, publish and/or present work appropriate to audience, purpose and task.

4. Applying English Language Conventions: Students apply the conventions of standard English in oral, written and visual communication.

   4.1. Students use knowledge of their language and culture to improve competency in English.

   4.2. Students speak and write using standard language structures and diction appropriate to audience and task.

   4.3. Students use standard English for composing and revising written text.

**READING: Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.**

   1.1. Vocabulary: Explain and evaluate the effectiveness of persuasive vocabulary authors across all content areas use to influence reader's opinions or actions, e.g., loaded words, exaggeration, emotional words, euphemisms.

   1.4. After Reading (General Understanding): Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts.

   1.5. After Reading (General Understanding): Explain how a story's plots and subplots do/do not contribute to the conflict and resolution.

   1.6. After Reading (General Understanding): Interpret how situations, actions and other characters influence a character's personality and development.

   1.7. After Reading (Developing an Interpretation): Develop literal and inferential questions about texts using explicit and implicit evidence from the texts.

   1.8. After Reading (Developing an Interpretation): Compare and contrast literature written in a variety of genres and explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader.

   1.12. After Reading (Making Reader/Text Connections): Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar personal conflicts, and hypothesize how those characters would handle a similar modern conflict.

   1.13. After Reading (Content and Structure): Critique the way in which an author uses a variety of language structures to create an intended effect, e.g., words or phrases from another language, dialect, simile and metaphor.

   1.16. After Reading (Content and Structure): Evaluate recurring themes in literature that reflect worldwide social and/or economic change, e.g., social change, such as characters that change their attitudes after learning about different cultures.

   1.17. After Reading (Content and Structure): Extend the meaning of a text by expressing an insight implied but not stated, e.g., author's perspective, the nature of conflict, or use text-based information to solve a problem not explicitly identified in the text, e.g., use information in an article about fitness to design an exercise routine.

2. **ORAL LANGUAGE: Students will listen and speak to communicate ideas clearly.**

   2.2. Listening / Speaking: Deliver focused, coherent oral presentations, with and without notes, that clearly convey ideas and use appropriate intonation, enunciation, pace, word choice and grammar.
2.5. Listening / Speaking: Engage in oral telling of stories from a variety of cultures and periods of history that use a range of strategies to make the story engaging to the audience, e.g., using dialogue and suspense; showing narrative action with movement, gestures and expressions.

3. WRITING: Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.

3.17. Writing Process: Draft: decide if multiple drafts are necessary, and continue drafting/revising as appropriate.


3.19. Writing Process: Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.

3.20. Writing Process: Publish/Present: uses different technologies to produce, design and publish a finished product, e.g., political cartoons, brochure, stock market or consumer analysis.

3.21. Writing Process: Reflect: critique work independently and in groups, and establish a focus collaboratively, e.g., author's craft, elaboration, fluency.

3.22. Writing Genres, Traits and Crafts (Descriptive): Write a script for a play or television episode, fully developing setting and characters so actors can take on role.

3.23. Writing Genres, Traits and Crafts (Descriptive): Write a piece selecting literary devices to convey a specific meaning, e.g., symbols and analogies.

3.25. Writing Genres, Traits and Crafts (Narrative): Write elaborate dialogue, e.g., script, commercial.

**ISTE NETS*S**

This lesson meets the following technology standards:

3. Information Processing: Students will apply information from a variety of sources and formats using evaluative criteria to interpret, analyze, organize and synthesize both print and non-print material

3.3. Organize, analyze and synthesize information to draw meaningful conclusions and determine an appropriate format for presentation, with minimal assistance

4. Application: Students will use appropriate information and technology to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others.

4.1. Create databases, spreadsheets and a variety of multimedia products to organize, analyze and interpret information

4.2. Use appropriate technology(s) and format(s) to clearly present information gathered from a variety of print and non-print resources

5. Technology Use: Students will operate and use computers and other technologies as tools for productivity, problem-solving and learning across the content areas.

5.1. Operate school hardware and demonstrate the ability to use the school network to access and utilize school software, independently
5.2. Use content-specific technology tools and software
5.3. Demonstrate proficiency in keyboarding
5.4. Demonstrate the ability to independently use personal productivity software and multimedia to create products in a wide range of formats (newsletters, budgets, brochures, imported graphics, web pages, digital movies, etc.)
5.5. Demonstrate the use of technological resources to help plan, coordinate and complete group projects

6. Responsible Use: Students will demonstrate the responsible, legal and ethical use of information resources, computers and other technologies.
6.1. Demonstrate responsible and ethical use and care of print and non-print information resources, computers, other technologies and networks
6.2. Apply established citation standards for giving credit for information or ideas used
6.3. Differentiate among various types of ownership and protection of intellectual property (e.g., copyright, patents) and observe 'fair use' guidelines as they apply to each
6.4. Adhere to the district's acceptable use and copyright policies and understand the relationship to local, state and national legislation

Objectives
Students will:
• learn the myth of Pandora’s Box
• explore the similarities and differences between the Greek story of the first woman and the Biblical story of Eve
• reiterate and explain said stories
• summarize the universal elements of both stories
• work in small groups to brainstorm modern-day symbols of evil and hope
• create modern-day versions of Pandora’s Box
• share their efforts with their peers

Materials
• a copy of one of the myth anthologies listed below, or another version of the myth of Pandora’s Box
• cardboard boxes
• art supplies, including: colored pens or pencils, construction paper, glue, tape, miscellaneous materials
• access to the internet for downloading art/photographs/other files optional

Preparation
1. Instructor should familiarize him/herself with the story that they will be reading.
2. Materials and technology needed should be readily available.

**Procedure**

1. Advise students that they will be hearing a myth that explains the origins of evil. Without naming the characters, read the story of Pandora’s Box. (Excellent versions can be found in anthologies of myths for children: *Greek Myths for Young Children*, Usborne Books, 2000; *D’Aulaires’ Book of Greek Myths*, Delacorte, 1992.)

2. Facilitate a discussion about the characters in the myth. Ask students to make connections between Pandora and other characters in literature. (If no one suggests that the story of Eve is similar, prompt students.) Discuss some of the parallels between Pandora’s Box and the story of Eve eating the apple. At this point, you might introduce a discussion of how myths often blame the ills of the world on women.

3. Arrange students into balanced groups of 3-4. Provide each group with a cardboard box and explain to students that they will be creating modern-day versions of Pandora’s Box. Each group will spend several minutes brainstorming ideas: the finished box must contain five or more objects that represent evil, and two or three things that represent hope. Students may decorate their boxes, but stress that those decorations should be related to the theme of good and evil/myth and modern life. Determining what “object” are placed in the box will require creative thinking about symbol and metaphor: how will students represent “war” or “hatred”? How will they illustrate “peace” or “love”? Each member in the group should explain his or her contribution to the box.

**Assessment**

Students will be assessed on participation in-group discussion, as well as on their group presentation. Did they make meaningful connections between the myth of Pandora and the story of Eve? Between the myth of Pandora and contemporary views of women? Were they able to identify other archetypical “Pandora/Eves”, in canonical or contemporary literature? Did they work cooperatively within their group? How effectively and efficiently did they complete the tasks assigned? The following rubric can be used to assess student participation in the group task:

<table>
<thead>
<tr>
<th>Excellent Collaborator</th>
<th>Good Collaborator</th>
<th>Satisfactory Collaborator</th>
<th>Improving Collaborator</th>
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<tbody>
<tr>
<td>Consistently and actively works toward group goals. Is sensitive to the feelings and learning needs of all group members. Willingly accepts and fulfills individual role within the group.</td>
<td>Works toward group goals without prompting. Accepts and fulfills individual role within the group. Contributes knowledge, opinions, and skills without prompting. Shows sensitivity to the feelings of others. Participates in needed changes, with occasional prompting.</td>
<td>Works toward group goals with occasional prompting. Contributes to the group with occasional prompting. Shows sensitivity to the feelings of others.</td>
<td>Works toward group goals only when prompted. Contributes to the group only when prompted. Needs reminders to be sensitive to the feelings of others. Participates in needed</td>
</tr>
<tr>
<td>Consistently and actively contributes knowledge, opinions, and skills. Values the knowledge, opinion and skills of all group members and encourages their contribution. Helps group identify necessary changes and encourages group action for change.</td>
<td>feelings of others. Willingly participates in needed changes.</td>
<td>prompting.</td>
<td>changes when prompted and encouraged.</td>
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