

## **Module 7**

### **For FLCL 271H (Classical Mythology: Honors Section)**

### **Making a Mythology Source Notebook**

#### **Course**

Classical Mythology: Honors ■ FLCL 271H ■ B semester hours

The honors component of Classical Mythology is intended to give students a deeper understanding of the subject and its relationship to other academic areas such as art, music, and psychology. Each student must complete a project that involves reading one or more pieces of Ancient Greek and/or Roman literature in translation.

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#### **Module 7: Description**

Ever since ancient times, myths have been associated with celestial phenomena. This module encourages students not only to learn about celestial bodies and the Ancient Greek and Roman myths associated with them but also to collect and save information about them. The students use their photocopying skills to reproduce material in books and periodicals. They practice finding, judging, and printing information on the World Wide Web.

Because of the many Ancient Greek and Roman myths that are associated with celestial bodies, toward the end of the semester it is advisable to devote an entire class session to myths of this type. Showing appropriate illustrations with a document camera, LCD projector, and a screen or by means of a *PowerPoint* presentation, the teacher could lead a discussion of each sign of the zodiac (having the students indicate which sign they are always adds interest). Then, minor astronomically connected myths, such as that of the Milky Way, that were not covered during the semester could be introduced—with illustrations, if possible. Finally, if time permits, the teacher could mention characters about whose transformation into constellations the students have studied and ask the students to recall their stories.

For students interested in astronomy and the myths associated with heavenly bodies as well as for students who anticipate teaching about astronomical matters, creating a mythology source notebook (or file) is very helpful since it allows quick access to material and can be updated continually.

As a mythology project, each student makes a source booklet for at least fifteen myths about heavenly bodies. To keep pages in order and to minimize loss of items, a ringed binder is best; however, if there are items that would be damaged by having holes punched in them, a series of file folders could be used instead of a ringed binder. If possible, the notebook should include the following:

1. Illustrations of the constellations, planets, etc.
  - With a written description
  - With a sketch of the mythological figure superimposed
  - Of the heavenly body itself

- Of the body in its celestial environment
2. Myths associated with each heavenly body, including variations and versions not found in ancient sources
    - Passages from primary sources (essential)
    - Passages from dictionaries of mythology
    - Copies of pages from Internet sites
  3. Miscellaneous related material of interest and/or use to the collector, especially a future teacher
    - Writings about astrology (but not from junk sites, e.g., sites offering personal horoscope readings)
    - Writings about the history of astronomy and medicine
    - Pictures of works of art
    - Literary references
    - Teaching materials, such as charts or sky maps
    - List of pertinent websites and their URLs
  4. Handwritten and/or typed notes in any or all sections

Except for the source-of-the-myth section, which must be as complete as possible, the contents of each section would depend on each student's interests and needs. Since much material about astrology is useless or inaccurate or both, the student will need to exercise judgment in selecting material for inclusion in the notebook.

Because the notebook is for personal use and in order to ensure accuracy, it is often preferable to replicate materials by means of a photocopy machine or a printer rather than to make written summaries. Special care must be exercised to note the exact source of all material copied. This will save the time and effort required to relocate a source and will expedite the writing of papers. The teacher should remind the students that reproduction of another's words, except for personal use, constitutes plagiarism.

While gathering material for a mythology source booklet on star myths, the students may wish to visit the following websites:

*The Mythology of the Constellations*  
[www.emufarm.org/~cmbell/myth/myth.html](http://www.emufarm.org/~cmbell/myth/myth.html)

*NASA Homepage* (which features a search engine)  
<http://nasa.gov>

*Mythology* (a link on the NASA homepage)  
<http://windows.arc.nasa.gov/tour/link=/mythology/mythology.html>

*Astrology*  
[www.hps.cam.ac.uk/starry/astrology.html](http://www.hps.cam.ac.uk/starry/astrology.html)

### **Transferability**

This module could be used in an astronomy class or in any class studying material that contains allusions to celestial bodies.

### **Faculty Technology Skill**

- Ability to use document camera, LCD projector, and a screen
- Ability to search the Internet
- Ability to use photocopy machine

### **Student Technology Skill**

- Ability to use photocopy machine
- Ability to access Internet and to print

### **Faculty Equipment**

- Document camera
- LCD projector
- Screen
- Computer with access to the Internet
- Printer
- Photocopy machine

### **Benefits of Technological vs. Traditional Presentation**

Technology has made the reproduction of written passages and of images very easy. Photocopying or printing out materials frequently results in greater accuracy than copying by hand. It also saves time. In reproducing materials, copyright laws **must** be observed.

### **Language Resource Center Usage**

In a session in the language resource center, the students could (1) visit the websites mentioned above; (2) check the school library catalogue for books and periodicals that might contain information about star myths, astronomy, or astrology; and (3) use a general search engine, such as Google, to search for information about particular constellations, planets, etc. The teacher should serve as a troubleshooter since some students will undoubtedly have problems searching or printing.

### **Internet Resources**

*The Mythology of the Constellations*

[www.emufarm.org/~cmbell/myth/myth.html](http://www.emufarm.org/~cmbell/myth/myth.html)

*NASA Homepage* (which features a search engine)

<http://nasa.gov>

*Mythology* (a link on the NASA homepage)

<http://windows.arc.nasa.gov/tour/link=/mythology/mythology.html>

*Astrology*

[www.hps.cam.ac.uk/starry/astrology.html](http://www.hps.cam.ac.uk/starry/astrology.html)