

## Title: Europe through modern myths

### Material to be used:

Images and excerpts from:

- *Books* and *comics*: Harry Potter (<http://www.passuneb.com/elibrary/ebooks/Harry%20Potter%20and%20The%20Sorcerer%E2%80%99s%20Stone.pdf>, Europe Comics (Aster of Pan <http://www.europecomics.com/album/aster-pan-v1/>, Hercules:

Intergalactic Agent), <http://www.europecomics.com/album/1-margot-fridge-girl/>, Marvel Comics (Super Heroes of Europe-Earth-616)

[https://www.youtube.com/watch?v=O-tj\\_FBIZsc&list=WL&index=215&t=6s](https://www.youtube.com/watch?v=O-tj_FBIZsc&list=WL&index=215&t=6s)

<https://www.youtube.com/watch?v=wt9jmOgwU1U&list=WL&index=213>

Vladimir Propp, *Theory and History of Folklore*.

Joseph Campbell, *The hero with the thousand faces*.

- *Movies*: Metropolis (1927), The Man Who Fell to Earth (1976), Star Trek: Deep Space Nine (MAKI)

[https://www.imdb.com/title/tt0017136/?ref=ttls\\_li\\_tt](https://www.imdb.com/title/tt0017136/?ref=ttls_li_tt)

[https://www.imdb.com/title/tt0074851/?ref=ttls\\_li\\_tt](https://www.imdb.com/title/tt0074851/?ref=ttls_li_tt)

[https://www.imdb.com/title/tt0106145/?ref=nv\\_sr\\_srsg\\_0](https://www.imdb.com/title/tt0106145/?ref=nv_sr_srsg_0)

- *Video Games*: Resistance: Fall of men, Syberia, Broken Sword

[https://www.youtube.com/watch?v=\\_101tZJVsf4](https://www.youtube.com/watch?v=_101tZJVsf4)

- *Alternative material*: Legend, Don Rosa Stories, Chaos! Comics (Vandala,) DC Comics (Knight, Lionheart), The Fifth Element (1997), Who and the Daleks (1965)

[https://www.imdb.com/title/tt0119116/?ref=nv\\_sr\\_srsg\\_0](https://www.imdb.com/title/tt0119116/?ref=nv_sr_srsg_0)

[https://www.imdb.com/title/tt0059126/?ref=nv\\_sr\\_srsg\\_0](https://www.imdb.com/title/tt0059126/?ref=nv_sr_srsg_0)

**Class organization:** Students work in groups following the project method. Each group can choose the topic they want to deal with. They can also use their own comics according to each group's preferences.

### Asynchronous work before the first teaching period.

The teacher splits the students into groups using:

[www.randomlists.com/team-generator](http://www.randomlists.com/team-generator). This is an easy way to create groups and cultivate the mentality of working with everyone and not just with their friends. In the e-class (asynchronously), the teacher gives the students a [questionnaire](#) in order to find

which comics/books/ movies/video games students prefer, what elements need a book/comic/movie/video game needs to be popular, what the hero's main feature is, how the hero is presented and the role of technology. Students complete the questionnaire. After the completion, in the classroom, they discuss the results of the questionnaire.

## **1st Teaching Period**

### **1st Activity**

**Time:** 10´

**Type of activity:** discussion

**Class organisation :** whole class

**Actions/Tasks:** students and teacher discuss the results of the questionnaire.

### **2nd Activity**

**Time:** 10´

**Type of activity:** Artful thinking, directed dialogue

**Class organization:** In groups

**Actions / Tasks:** The teacher presents in the interactive board images using padlet application <https://el.padlet.com/knik97/ji1y0ehpvq41lwof> with heroes of books, comics, movies, and video games and asks students to identify them. The teacher asks students to complete the first activity (a and b) from the [worksheet](#). The students are asked to a. recognize which heroes are shown in the images. b. find the similarities and differences between the shown heroes in the uniform and style.

### **3rd Activity**

**Time:** 10´

**Type of activity:** Observation, characteristics recognition

**Class organization:** In groups

**Actions / Tasks:** The students are re-introduced to the same heroes but this time in their fantasy environment (cover page from comic book, book, scene from video game). <https://el.padlet.com/knik97/ji1y0ehpvq41lwof>

Students are asked to identify the characteristics of the heroes based this time on a table in which the pre-set characteristics are recorded (good - evil, magic-technology, modern-traditional). Teacher asks students to complete the second activity in the worksheet. They observe the characteristics in the table and select the specific characteristic of each hero.

### **4th Activity:**

**Time:** 15´

**Type of activity:** Observation, group discussion, pattern recognition.

**Class organization:** In groups

**Actions / Tasks:** Students in the computer lab are asked to identify the repetitive features by studying a specific [wiki](#) and come to conclusions about the patterns used in books, movies, comics, and video games. Students complete the third activity in the worksheet.

### **Asynchronous group work**

Before the 2nd teaching period, in the e-class students are divided into groups and each group has to study the material they have chosen, the 1st group excerpts from Harry Potter's book (first chapter "THE BOY WHO LIVED" ), 2nd and 3rd group study comics (Aster of Pan, Hercules), 4th and 6th group study movies (Metropolis, Star Trek: Deep Space Nine) and 5th group study video game (Resistance) and keep notes in their worksheets.

[Group 1](#), [Group 2](#), [Group 3](#), [Group 4](#), [Group 5](#), [Group 6](#)

## **2nd teaching period**

### **1st Activity**

**Time:** 30´

**Type of activity :** Group discussion, observation, comparison

**Class organization :** In groups

**Actions / Tasks :** In groups in the classroom, students after having studied the specific excerpts in the e-class, complete the first activity in the [worksheet 2](#). Teacher encourages students to use their critical thinking based on the following questions: How do the patterns you recorded in previous activity (with the images) develop in these books, comics, movies and video games? Compare the way the patterns are presented in the images and in the extracts.

### **2nd Activity**

**Time :** 15´

**Type of activity :** Group discussion, comparison

**Class organization :** In groups

**Actions / Tasks :** The students compare modern patterns with traditional ones. They discuss: What is the relationship between modern patterns and traditional ones? (e.g. comparison of Thanagarians with the angels of traditional religiosity and Wonder Woman, Vandala and the modern Hercules with gods, goddesses and heroes of traditional mythology).

There is a variety of traditional elements that are used in the neo mythology, such as the mythology of the sword, 'the other space, 'the sacred tree', 'the sacred gem, 'the water', 'the dragon', the mythological motif of 'the cosmic axis', 'the cosmic egg', 'the magic stones or crystals'; the mythological 'duo of chaos and order', 'conservation and Destruction', 'Earth and Sky'; the character of the personal or abstract god, the trickster god, the divine father and son, the Mother Goddess and the living Earth.

They complete the second activity in the [worksheet 2](#) .

### **Asynchronous work**

Before the 3rd teaching period, students should study in the e-class p. 171 and 181 from the book "Vladimir Propp, Theory and History of Folklore", p. 51 of the book "Joseph Campbell, The hero with the thousand faces" and watch the following videos: <https://www.youtube.com/watch?v=d1Zxt28ff-E> <https://www.youtube.com/watch?v=nf9II80Ub60> and then, they complete an online grid by numbering the steps in the right order (put the steps of a hero' s journey in the right order).

### **3rd teaching period**

#### **1st Activity**

**Time:** 15'

**Class organisation:** group work

**Type of activity:** planning a comic

**Tasks/Actions:** In the classroom, after having studied the material at home, in groups they discuss what they would like their hero to look like. They use a [template](#) and outline the main events of their own story. They are encouraged to use verbs, adjectives, expressions that are commonly found in comics and which they have practised in the language class.

#### **2nd Activity**

**Time:** 30'

**Class Organisation :** group work

**Type of Activity:** Designing a comic

Students are divided into groups in order to change the plot based on their plan and the recorded patterns and create their own story using <https://www.pixton.com/> or <https://www.storyboardthat.com/storyboard-creator>

### **Language Practice**

In between the teaching periods, there is some language practice on the information they have acquired which will prove useful for the creation of students' own comic book.

<https://learningapps.org/display?v=puuckys7320>

<https://h5p.org/node/955467>

[https://h5p.org/node/957062?feed\\_me=nps](https://h5p.org/node/957062?feed_me=nps)

<https://h5p.org/node/957077>

[https://h5p.org/node/963914?feed\\_me=nps](https://h5p.org/node/963914?feed_me=nps)

### **Suggestions for future development and expansion of the scenario**

It would be useful to further explore the features of modern mythology.

Neomythology, in whatever form, as in comics or video game etc. shows gods and supernatural heroes or villains interacting with one another in certain ways and living in the realm of fantasy. Thus, motifs that are found in traditional religions, fairy tales and myths of the past re-occur. For example, neomythology uses a variety of traditional elements such as 'the mythology of the sword', 'the other space', 'the sacred tree', 'the sacred gem', 'the water', 'the dragon'; the mythological motif of 'the cosmic axis', 'the cosmic egg', 'the magic stones or crystals'; the mythological 'duo of chaos and order', 'conservation and destruction', 'Earth and Sky'; the character of the personal or abstract god, the trickster god, the divine father and son, the Mother Goddess and the living Earth.

However, this mythical and religious vocabulary is repositioned in another framework and mutated in terms of its content into a secular one. Fantasy elements of neomythology, such as various beings, situations, ideas, etc., inspired by traditional religions or mythologies, are repeated and cloaked in a modern mantle, following