CROSS CULTURAL WORKSHOP LESSON PLAN

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TITLE: MYTHOLOGIES OF WAR AND PEACE

REFLECTION

In The Pathways Workshop Fall-2021 which offered a richness of sharing of ideas by the teacher/presenters, I felt an opportunity to consider adding to my present Curriculum to Honors Senior English IV with Inclusion, as we finish reading Homer’s “ The Iliad,” a portal of readings to add through time and space of conflicts of other countries that have been a part of this human experience.The cruel fact to be recognized is that killing has been the precondition that life, lives on life, and eats life. This is what Darwin termed, the universal struggle for existence. It has been those nations who have had the mythology of war, who have communicated to us this ethos. Through “ The Iliad,” one of the greatest of war mythologies in the West, pictured a two story world, with earth below and the divine beings on top. In “ The Iliad,” the various gods are supporting both the Greeks and the Trojans.We witness arguments between the Gods. There is Poseidon against the will of Zeus , Athena against Aphrodite, and Zeus at times against Hera. Ironically Homor’s “ Illiad,” was to honor the Greeks, respect and honor is given to the Trojans. Hector, the Trojan prince, is the spiritual hero of “ The Iliad.”

Moving Eastward , to China and Japan I would like to incorporate in continuation the mythology of war and peace for the students exploring Lao-tzu , who through all of nature there is an all-suffusing spiritual dimension, an interaction through all life and es, that they expounded. This can also be seen in “ The Iliad, “ through the River God, who is able to overpower Achilles, because he has killed so many Trojans and engulfed the River with the dead bodies, and has curbed the flow of the river.

The students will have the opportunity to read the eighty-one stanzas of the “ Tao Teh Ching,” or “ Book of the Virtue of the Tao,” and discuss the work as the mythology of peace. The long history of China has had a reign of chaotic centuries of war. From the Period of Warring States ( 453- 221B.C.) large armies have influenced the course of Chinese history and politics. Students will read and respond to Sun Tzu’s “ The Art of War.” The students will look at sections of the “ Bhagavad Gita,” the Indian epic that is one of the greatest of epics that shaped and inspired the practical arts of governance and war.

From these works the students will be able to discern that war has been inevitable and respect and honor is to be given to the combatants whether in the “ Gita, “ or in “ The Iliad.”

The introduction of Chinese Literature and Indian Literature on their mythology of war is a pivotal connection that was inspired by the Cross-Cultural Workshop as it inspired the idea of connecting other countries in the east and their seminal works that are crucial to the history of these countries and their philosophical view on life. In this way time and space becomes the bridge for student learning.

THE CURRICULUM PROJECT AS AN EXPLORATION OF OPPORTUNITY

Homer’s “ The Iliad,” has already been read by the Senior Honors Students during the First Semester. As we begin, the Second Semester on The Literature of China and India will open a portal for the students in exploring selected works so that they will be able to have a cross-cultural exchange to connect to the reading of “ The Iliad.” Although the lens will be through the mythology of war, there will be a movement of exploration to add the teachings of Lao-tzu, whose moral observations were the basis of Taoist philosophical systems, and of a desired and peaceful world. Research will be a component in the development of the epic in the East , the “ Gita,,” which was composed as poetry for public performance. In both “ The Iliad,” and in the Eastern epic there are larger than life heroes. The goal is for students to view the eastern/western epic as an exploration of one’s place in the universe through these epics and as a form of history. The student’s will also read selections from the “ Book of Lord Chang,” and Sun Tzu’s. “ The Art of War.”

DESCRIPTION OF STUDENT ASSIGNMENT AND ASSESSMENT

 Class Readings and Discussion on the Selected Delections

 Formative Weekly Grade 40% on Class Participation which is Socratic

Seminar

Literary Analysis Prompts given to students for reflection on the material read

Exploratory/extended essay on the topic given to the students of 1,500 minimum word count which is 60% of their grade on the material read

RUBRIC...STANDARDS FOR WRITING

* Clear identification of what is boeing compared and contrasted
* Include specific , relevant details
* Follow a clear plan of organization, dealing with the same features of both subjects under discussion
* Use language and details appropriate to the audience and purpose
* Use transitional words and phrases to clarify similarities and differences

STATE STANDARDS

CCSS.ELA-LITERACY. RL.11-12.1

CCSS.ELA-LITERACY.RL.11-12.2

CCSS.ELA-LITERACY.RL.11-12.3

CCSS.ELA-LITERACY.RL.11-12.4

CCSS.ELA-LITERACY.RL.11-12.5

CLASS AND TIME REQUIRED

The Lesson Plan will be presented and executed with three Honors English IV students . Our students meet five days a week and each class period is 50 minutes. The Lesson can have some flexibility on the time taken, but the plan is to have two weeks for the reading, discussion and writing to be completed. In the cou...rse of the two weeks students will be taking the readings home as homework and the writing will begin in class and continue as homework with a due date for the completion of the 1,500 word Exploratory/Extended essay

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REFERENCE NOTES

Selections from the following:

“ Virtue of the Tao,” by Lao-tzu

Laozus Tao and Wu Wei,” translated by Dwight Goddard

“Bhagavad Gita”

“ Book of the Lord Shang,” translated by J.J.L. Duyvendak

Sun Tsu, “ The Art of War,: translated by Samuel B. Griffith

Homer’s “ The Iliad,” translated by Stanley Lombardo