***“THE ANCIENT GODS IN OUR LIVES”***

*How the Mythology influenced our languages*

**1st teaching period**

This project is carried out on digital platforms, using e-learning methods because ofCovid-19 outbreak and the worldwide lockdowns, in line with the direction of national healthcare authorities and the World Health Organization.

Once a week the teachers plan videoconference and giving students the proper input in order to work efficiently.

***1st Activity: Introduction***

Time: 60’

Type of activity: Video projection and use of interactive tools

Class organisation: Discussion in virtual class

Actions/Tasks: The teachers inform the students about the aim of the project and then explain the methods to use during the different steps.

Because of Covid-19 out break and the worldwide lockdowns, in line with the direction of the national healthcare authorities, we plan to have videoconference once a week and accomplish the tasks at home and discuss the results during the videoconference.

***2nd Activity:***

Time: 60’

Type of activity: Video projection and use of interactive tools

Class organisation: Discussion in virtual class

Actions/Tasks: The topic of the project is the mythology and how it affected the modern times.

The first task they have to accomplish is to make researches about the most important Greek, Roman and Norse Gods.

Meanwhile teachers show the students some websites where they can find prompts.

Links:

<https://www.historyforkids.net/ancient-greek-gods.html> for the ancient Greek Gods

<https://www.ancienthistorylists.com/rome-history/top-10-ancient-roman-gods/> for the ancient Roman Gods

<https://thenorsegods.com/norse-gods/> for the ancient Norse Gods

**2nd teaching period**

***1st Activity: Comparison among different deities***

Time: 60’

Type of activity: Video projection and use of interactive tools

Class organisation: Discussion in virtual class

Actions/Tasks: Students talk about the research concerning the deities belonging to Greek, Roman and Germanic World.

They find prompts in the websites suggested by the teachers and made a list of the deities.

Teachers create a word document that students can use in order to add information gathered during their researches.

This document is supposed to help students to find the correspondences among deities (whereas it is possible) and make a contrastive analysis about the religions by the Romans, Greek and Norse people.

The document will be found in the folder (see Basic Comparison of Deities).

**3rd teaching period**

***1st Activity: Map of Mythology***

Time: 60’

Type of activity: Video projection and use of interactive tools

Class organisation: Discussion in virtual class

Actions/Tasks: Teachers explain the students how the mythology has been widespread all over the World.

#### They use this website <https://ultraculture.org/blog/2016/04/19/mythological-creatures-map/> where they can find a map concerning mythological creatures from around the world that shows the diversity of cultures.

Students focus their attention on European mythology and where the ancient Greek, Roman and Norse God were “located”.

Teachers create another word doc where students can add the information gathered after doing their researches.

The document will be found in the folder (see Where are these Gods worshipped).

**4th teaching period**

**1st*Activity: Mythology in words, phrases, expressions and language***

Time: 60’

Type of activity: Video projection and use of interactive tools

Class organisation: Discussion in virtual class

Actions/Tasks: Teachers ask the students how the mythology has influenced the European Languages.

A round table is set and students give their opinion about the topic; afterwards the teachers show them some websites where students find information about the phrases, common saying and words coming from the ancient mythology.

These websites are:

<http://www.thehellenictimes.com/language.html>

<https://reference.yourdictionary.com/resources/roots-english-words-greek-mythology.html>

<https://greekerthanthegreeks.com/2019/04/20-everyday-english-phrases-sayings-and-idioms-with-greek-origins.html>

As homework students have to do researches on their own about the words, sayings and expression coming from the ancient mythology.

**5th teaching period**

***1stActivity: Mythology in phrases, words and common sayings***

Time: 60’

Type of activity: Video projection and use of interactive tools

Class organisation: Discussion in virtual class

Actions/Tasks: Teachers and students discuss about the researches they have done about the common saying and words dating back from ancient mythology and still present in our spoken languages.

The websites used by the students are: <https://reference.yourdictionary.com/resources/roots-english-words-greek-mythology.html>

<https://greekerthanthegreeks.com/2019/04/20-everyday-english-phrases-sayings-and-idioms-with-greek-origins.html>

<http://www.perseus.tufts.edu/Herakles/labors.html>

<https://iancorless.org/2013/03/14/the-twelve-labours-of-hercules/>

<https://greekerthanthegreeks.com/2019/04/20-everyday-english-phrases-sayings-and-idioms-with-greek-origins.html>

<https://www.britannica.com/topic/Pandora-Greek-mythology>

<https://stayhipp.com/internet/memes/trojan-horse-meme/>

<https://www.historyextra.com/period/ancient-greece/why-do-we-say-resting-on-your-laurels-history-meaning/>

During the videoconference students read their researches and teachers help them sum up all the data they gathered and as homework they have to create a draft for a powerpoint as a final product.

**6th teaching period**

***1stActivity: Discussion on ppt***

Time: 60’

Type of activity: Video projection and use of interactive tools

Class organisation: Discussion in virtual class

Actions/Tasks: Students discuss with teachers about the ppts they have done. They focus on cohesion and coherence of the matter.

They also make videos with their smartphones presenting themselves and introducing the project.

These videos will be added to the final product which will be released the following week.

**7th teaching period**

***1stActivity: Final day of the project and conclusion***

Time: 60’

Type of activity: Video projection

Class organisation: Discussion in virtual class

Actions/Tasks: Students make comparison about the videos they have done.

These videos are added to the final power point where they explain the aim of the project and how it has been carried on.

They use the program <https://filmora.wondershare.com/it/> to collect and edit the videos.

Afterwards they comment the results of the tasks they have accomplished and express their satisfaction about what they have learned and achieved during this CLIL project.