

# Red Sneaker Productions:

## MythMasters: *Tales from Greek Mythology*

### Educational Guide, Grades K-12



#### About the Performance

Blow the dust off stories from ancient Greece and bring the power, majesty, and magic of Mount Olympus to life! MythMasters supplements your teachers' units on Greek mythology and explores the stories of Phaeton and Helios, Orpheus and Eurydice, and Echo and Narcissus. Through a skillful blend of mime, comedy, drama, puppetry, masks, music, reverence, irreverence, and lots of audience participation, the gods and goddesses, heroes and villains, monsters and maidens of Greek mythology walk the earth once more.



#### About the Artist

##### Luz Lopez

Luz is a Puertominican... Dominican?... film, theatre, and commercial actress, voice over artist, and writer. Some of her recent credits include: Dream Boston: Wonderland with Huntington Theatre, Don't Eat the Mangos with Apollinaire Theatre, Romeo & Juliet with Apollinaire Theatre, Witness with Arlekin Players Theatre, Sonia Se Fue with Teatro Chelsea, and The Audacity: Women Speak with Sleeping Weazle. She attended Yale University.

##### Rosie Sentman

Rosie is an actor, voice actor, writer, and generic 'theatre artist' with a passion for education and collaborative storytelling. A recent graduate of Brandeis University with degrees in music performance and theatre arts with highest honors, her background in Russian ensemble-based acting training provides a strong foundation for her advocacy work, using techniques from improvisation and devising to promote thoughtful inclusivity of disabled performers such as herself.

#### Program Learning Goals

1. To bring to life some of the most famous Greek myths
2. To explore how myths change and evolve over time
3. To familiarize students with many of the Greek gods and goddesses

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### Essential Questions

1. Why might people like the Ancient Greeks tell or write myths?
2. What kinds of beliefs or natural phenomenon do stories like myths explain?
3. Can you think of any modern myths, or stories that explain why something is the way it is?

### Vocabulary

- **Myth:** A traditional story about historical events that helps to explain a belief or phenomenon
- **Mythology:** 1. The study of myths. 2. A collection of myths, especially belonging to one religion or culture.
- **Polytheism:** A religion centered on belief in many gods and/or goddesses.

### Key Facts and Cultural Context for Students

#### Where and When

These myths come from Greece, a country in southeastern Europe. Greece is made up of thousands of islands in the Aegean and Ionian seas. Can you find it on the map? What do you know about the history, culture, language, and geography of Greece?

Greek myths are thousands of years old! Greek myths likely evolved from stories that were told by the Minoan civilization of Crete, an island in Greece, over 4,000 years ago.



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#### What is a Myth Anyways?

A myth is a traditional story about historical events that helps to explain a belief or why something is the way it is. For example, the myth of Persephone and Hades explains why we have seasons. As you watch the performance, think about the following questions:

1. Why might people like the Ancient Greeks tell or write myths?
2. What kinds of beliefs or natural phenomenon do stories like myths explain?
3. Can you think of any modern myths that explain why something is the way it is?

#### Pre-Show Activity: Comparing Myths, Fairytales, and Legends

Read a myth, a fairy tale, and a legend. What differences do you notice between each type of story? What makes a myth a myth?

Myth: Demeter and Persephone (<https://greece.mrdonn.org/greekgods/demeter.html>)

Fairy Tale: Little Red Riding Hood (<https://www.dltk-teach.com/rhymes/littlered/story.htm>)

Legend: Robin Hood and the Golden Arrow (<https://storiesgrowby.org/story/robin-hood-and-the-golden-arrow-story-legend-stories-for-kids/>)

#### Post-Show Activity: Myth Making

- Think about different beliefs or natural phenomena that a myth might explain. For example, a myth could explain why we have hurricanes, or the origin of the house cat. Try to come up with as many ideas as you can.
- Decide on one belief or natural phenomenon to explain. Try to think outside the box! Maybe you know the scientific reason why the sky is blue, but what other explanation could you invent that would make an exciting story?
- Write a modern-day myth that explains the belief or natural phenomenon you chose.
- Brainstorm how to illustrate your myth, either with pictures or by acting it out. Which characters do you need to represent? How will you show the setting? Which events will you include in your illustrations? What themes were present in the story?
- Bring your myth to life by drawing pictures to accompany the story, creating a comicbook that tells the story, or acting it out in a short play from the myth.



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*Ruins of the Theatre of Dionysus in Athens, Greece*

**Further Resources**

- Blaisdell, Bob. *Favorite Greek Myths*. Dover Publications, 1995.
- Vinge, Joan. *The Random House Book of Mythology*. New York: Random Library, 1998. Williams, Marcia. *Greek Myths for Young Children*. Candlewick Press, 1995
- "Ancient Greek Myths For Kids" <https://www.greekmyths4kids.com>

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## Curricular Connections

### Theatre K-12:

#### Creating

1. Generate and conceptualize artistic ideas and work. (T.Cr.01)
2. Organize and develop artistic ideas and work. (T.Cr.02)
3. Refine and complete artistic work. (T.Cr.03.)

#### Performing

4. Select, analyze and interpret artistic work for presentation. (T.P.04)
5. Develop and refine artistic techniques and work for presentation. (T.P.05)
6. Convey meaning through the presentation of artistic work. (T.P.06)

#### Responding

1. Perceive and analyze artistic work. (T.R.07)
2. Interpret intent and meaning in artistic work. (T.R.08)
9. Apply criteria to evaluate artistic work. (T.R.09)

#### Connecting:

10. Synthesize and relate knowledge and personal experiences to make art. (T.Co.10)
11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. (T.Co.11)

### Theatre Foundations:

#### Responding

7. Perceive and analyze artistic work. (F.T.R.07)
8. Interpret intent and meaning in artistic work. Identify theatrical decisions from a work that connect it to a specific genre or style. (F.T.R.08)
9. Apply criteria to evaluate artistic work. Compare and contrast different rubrics or criteria for evaluating theatrical presentations. (F.T.R.09)

#### Connecting

11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify the connections between historical and cultural contexts and defining stylistic elements of theatrical movements. (F.T.Co.11)

### History/Social Science Kindergarten

Topic 2. Geography: maps and places [PreK.T2]

Topic 3: History: shared traditions [K.T3],

**World Geography and Ancient Civilizations II:** Topic 4. Europe [7.T4]

Ancient and Classical Greece, c. 1200–300 BCE [7.T4b].