Compare and Contrast Mythology from different parts of the world.

The idea that the Earth itself can only exist because it is breathed into being by human consciousness.

Now, what does that mean? It means that a young kid from the Andes who's raised to believe that that mountain is an Apu spirit that will direct his or her destiny will be a profoundly different human being and have a different relationship to that resource or that place than a young kid from Montana raised to believe that a mountain is a pile of rock ready to be mined. Whether it's the abode of a spirit or a pile of ore is irrelevant. What's interesting is the metaphor that defines the relationship between the individual and the natural world. I was raised in the forests of British Columbia to believe those forests existed to be cut. That made me a different human being than my friends amongst the Kwagiulth who believe that those forests were the abode of Huxwhukw and the Crooked Beak of Heaven and the cannibal spirits that dwelled at the north end of the world, spirits they would have to engage during their Hamatsa initiation. (Wade Davis, TED talk)

Goal: To teach your classmates about mythology from around the world in order to develop an appreciation of the diversity in our world.

# What the presentation should include:

1. A map showing where in the world the myths come from.
2. A brief description of the cultures of the peoples who created the myth.
3. Pictures which show the mythical characters.
4. Compare/contrast chart of myths from different parts of the world.
5. Works cited page.

Criterion B: Organizing

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| **Achievement**  **level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * makes **minimal** use of organizational structures though these may not always serve the context and intention * organizes ideas with a **minimal degree of coherence and logic** * makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. |
| 3-4 | The student:   * makes **adequate** use of organizational structures that serve the context and intention * organizes ideas with **some degree of coherence and logic** * makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention. |
| 5-6 | The student:   * makes **competent** use of organizational structures that serve the context and intention * organizes ideas in a **coherent and logical** manner with ideas building on each other * makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention. |
| 7-8 | The student:   * makes **sophisticated** use of organizational structures that serve the context and intention effectively * **effectively** organizes ideas in a **coherent and logical** manner with ideas building on each other in a **sophisticated** way * makes **excellent** use of referencing and formatting tools to create an **effective** presentation style. |

Criterion A: Analysing

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| **Achievement**  **level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * provides **minimal** identification or explanation of the content, context, language, structure, and does not explain the relationships among texts * provides **minimal** identification and explanation of the effects of the creator’s choices on an audience * **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology * interprets **few** similarities and differences in features within and between genres and texts. |
| 3-4 | The student:   * provides **adequate** identification and explanation of the content, context, language, structure, and some explanation of the relationships among texts * provides **adequate** identification and explanation of the effects of the creator’s choices on an audience * justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology * interprets **some** similarities and differences in features within and between genres and texts. |
| 5-6 | The student:   * provides **substantial** identification and explanation of the content, context, language, structure, and explains the relationships among texts * provides **substantial** identification and explanation of the effects of the creator’s choices on an audience * **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology * **competently** interprets similarities and differences in features within and between genres and texts. |
| 7-8 | The student:   * provides **perceptive** identification and explanation of the content, context, language, structure, and explains the relationships among texts **thoroughly** * provides **perceptive** identification and explanation of the effects of the creator’s choices on an audience * gives **detailed justification** of opinions and ideas with **a range** of examples, and thorough explanations; uses **accurate** terminology * **perceptively compares and contrasts** features within and between genres and texts. |