



P A N O R A M A

Teacher's Guide and Answer Key



C A R R I E Z U B E R B U H L E R K E N N E D Y



ABOUT THIS TEACHER'S GUIDE

Mythology is a series of intertwining stories teeming with beautiful creatures and daring rescues, frightening monsters and dastardly deeds. The exciting tales capture the imagination of students of any age, and offer enough passion, jealousy, and tragedy to fuel the story lines for countless modern movies. So first, a hearty congratulations for getting to teach a subject that will appeal to the vast majority of your students.

A word of warning, however: While it may take very little effort to get a class to read some myths and discuss their main ideas, students need to get beyond the soap opera appeal to really benefit from the study. And some in the group will quickly become overwhelmed by the long names and confusing details. To use the metaphor mentioned in *Panorama's* prologue, students may readily enter the labyrinth of mythology—all geared up to slay a monster or two—but many will become frustrated and hopelessly lost.

Panorama was designed to provide the clues necessary to get students through the labyrinth with ease, and this teacher's guide can make the journey even more memorable and enjoyable. Teachers are provided with information to start off each chapter of *Panorama*, including a purpose statement, additional background material, and a list of key points to cover. Chapters 5, 6, and 7 also include summaries of each myth, and these same summaries appear on study cards that are part of *Panorama's* support material.

If any section of *Panorama's* text contains vocabulary words, a chart in this guide features the word, the page on which it appears, and a full definition. Following any vocabulary is a series of comprehension questions and their answers. Finally, a "To Consider" section provides topics for class discussion; information about recent research and world events that relate to mythology; resources for further study; and a wide variety of activities for practice, enrichment, and assessment.

The differentiated instruction promoted in this teacher's guide, especially in the "To Consider" sections, complements *Panorama's* cross-curricular approach to the study of classical mythology. It also allows teachers to discover and validate students' intellectual strengths by approaching the subject using the theory of multiple intelligence.

Moyers: Sometimes we look for great wealth to save us, a great power to save us, for great ideas to save us, when all we need is that piece of string.

Campbell: That's not always easy to find. But it's nice to have someone who can give you a clue. That's the teacher's job, to help you find your Ariadne thread.

From *The Power of Myth*, when interviewer Bill Moyers and comparative mythologist Joseph Campbell discussed Ariadne's role in helping Theseus through the labyrinth.

MYTHOLOGY AND MULTIPLE INTELLIGENCE

Many educational subjects can be taught using a cross-curricular approach, but you would be hard-pressed to find one as richly interconnected as mythology. The material can be mined for its influence on literature, vocabulary, and the arts, and it can easily be incorporated into courses on classical languages, reading, science, and ancient history.

To allow students to benefit from everything a study of mythology has to offer, *Panorama* and its teacher's guide were written and designed using the framework of Howard Gardner's theory of multiple intelligence. Gardner, a professor of Cognition and Education at Harvard's Graduate School of Education, laid out this theory in his 1983 book, *Frames of Mind*. Since then, countless teachers, administrators, and parents around the world have embraced Gardner's assertion that the human brain has eight domains of intelligence that work in unique combinations for each learner. The following paragraphs describe the intelligences and give examples of how the study of mythology offers the opportunity to activate, engage, and celebrate each one of them.

1. Linguistic Intelligence

Having a well-developed linguistic intelligence allows a learner to speak and write clearly and to appreciate the complex process of communicating. Such students enjoy studying vocabulary, analyzing literature, and expressing themselves creatively, and they often have a facility for learning new languages. Classical mythology holds considerable appeal for these students because it is linked so heavily to modern vocabulary, is relevant to the study of classical languages, and can be called nothing less than the origin of Western literature. In addition to the vocabulary and comprehension questions in this teacher's guide, the "To Consider" sections offer numerous suggestions for discussion topics and writing opportunities that will appeal to linguistic learners.

2. Logical Intelligence

Someone with logical intelligence has a facility for using numbers and strong reasoning, organizational, and analytical skills. *Panorama's* structure will appeal to this type of learner because it allows for the comparison of myths from various cultures, the study of myths in a historical context, and a thematic approach to the myths themselves. Logical learners will also benefit from the objective comprehension questions, the connections among shared word etymologies, and activities that ask them to structure, compare, or classify information.

3. Spatial Intelligence

A strong spatial intelligence gives someone the ability to conceive, create, and learn from visual information. The symbols assigned to each myth and major deity in *Panorama* were included specifically for spatial learners, who will be able to relate the common objects to key information: a single feather represents Icarus' perilous flight, for instance, and the deities' descriptions are illustrated with an image of their prominent symbol. Numerous hands-on art projects are also suggested in the "To Consider" sections of this guide and will allow spatial thinkers to explore ideas and demonstrate their understanding of the material.

4. *Kinesthetic Intelligence*

People with a developed kinesthetic intelligence have good fine or gross motor skills and often become athletes, surgeons, performers, artists, or craftsmen. They learn best through hands-on experiences that allow them to interact with new material. Such learners will benefit most from the chance to create art, visit museums, make maps, act out scenes, participate in games, or be given mnemonic devices that involve their bodies. Having them take off one of their shoes when they study the myth of Jason, for example, will help them remember the details of the hero's story.

5. *Musical Intelligence*

This intelligence heightens a person's sensitivity to sound patterns, pitch, rhythm, and melody, and allows them to analyze and often to produce musical works. The prevalence of music in the cultures of ancient Greece and Rome and the reference to music throughout the classical myths—Orpheus' powerful songs, the roles of the Muses, Apollo's famous lyre—will appeal to students with this intelligence. *Panorama's* teacher's guide offers several activities that can tap into this intelligence, such as discussing music as one of the best human "inventions," and an assignment to find modern song lyrics that allude to myths.

6. *Naturalist Intelligence*

Having a naturalist intelligence allows someone to understand and appreciate the natural world, whether it is through plants, animals, or the environment itself. *Panorama* fosters this intelligence by highlighting mythology's scientific relevance, including the etiological explanations for natural phenomena; how people from ancient cultures interacted with their environment; and the countless connections between mythology and the fields of botany, chemistry, and astronomy.

7. *Interpersonal Intelligence*

Someone who excels in this intelligence interacts well with others, recognizing their moods and intentions, negotiating with them, and working effectively in various social situations. *Panorama's* thematic organization of myths will allow students with a strong interpersonal intelligence to appreciate the timeless "human" element of the stories, and many of the activities in this teacher's guide encourage students to review material together, perform scenes as a group, and discuss topics relevant to today's world.

8. *Intrapersonal Intelligence*

A developed intrapersonal intelligence translates into a keen sense of self and of one's own thoughts and motivations. Such introspective learners will benefit most when they can make connections between the material they are studying and their own lives. And multiple intelligence theory aside, every student absolutely deserves to have material presented in meaningful, relevant, and thought-provoking ways. Many of the comprehension questions and "To Consider" options in this teacher's guide encourage students to contemplate the material and relate it to themselves, and provide opportunities for personal responses to the timeless lessons mythology offers.

Howard Gardner's theory of multiple intelligence offers a practical structure that teachers can use to present new information to their students, providing a kind of checklist to make sure all angles of a subject have been covered. But its real benefit is how it honors the various ways that individuals approach and process information, and how it allows students to hold on to what they have learned: They come to understand the material instead of simply knowing something about it.

Mythology—an engaging, enjoyable, approachable subject—is brimming with profound and relevant lessons and can be taught using a variety of methods. When thinking about the metaphor of getting students into the labyrinth of mythology, then, perhaps we should replace the goal of slaying a beast with the promise of finding a treasure. Mythology is simply filled with riches.

FOR CLASSICAL LANGUAGE TEACHERS

Many teachers may be using *Panorama* to integrate mythology into a classical language course. Working through the text chapter by chapter will allow for a thorough study of the subject, but the book also functions well as a resource for specific information; teachers may choose sections to cover and return later for additional, perhaps more challenging, material.

Classical language teachers may also want to modify some of the activities and assessment suggestions made in this guide. Depending on the students' abilities, writing assignments could be completed in Latin or Greek, including the creation of poetry, journal responses, or dramatic dialogue. And while English teachers may only require students to study the definitions of the vocabulary words in *Panorama*, classical language teachers may want to have their students know the vocabulary's classical roots, as well.

Finally, the retellings of Homer's *Iliad* and *Odyssey* and Virgil's *Aeneid* could be read before the students begin any study of the epics in their original language.

Many great modern thinkers give a nod to the unique brilliance of the ancient Greeks. In his book *The Disciplined Mind*, Howard Gardner writes:

"The ancient Greeks evolved a sense of the virtuous person, the individual who was fully developed. Such individuals cultivated knowledge; were courageous, loyal, just, physically strong and supple; and evinced a developed sense of beauty in matters of body and spirit. The purpose of education (*paideia*) was to ensure that as many individuals as possible achieved such rounded excellence."



THE CREATION OF HUMANS (PAGES 74-79)

Key Points

- The myth of the Titan Prometheus tells how he created men but then had to outwit Zeus in order to keep them alive.
- The second myth describes how Zeus punished mankind through Pandora, a woman who allowed evils to escape into the world.
- And the myth of Deucalion shows Zeus' radical attempt to rid the world of humans, but it also reveals his compassion: He saved two mortals who then created a stronger race.
- The majority of the myths in Chapter 4 contain a quote from a primary source. Taking the time to read these quotes aloud gives students the chance to hear the poetic language of the original sources and to appreciate the emotion of the myths.



PROMETHEUS and the Creation of Man (PAGE 75)

Summary

The Titan Prometheus created man without consulting Zeus, and so the king of the gods would not allow man to have fire. The cunning Prometheus then deceived Zeus, which made him even angrier. Finally, Prometheus resorted to stealing fire so his precious creations would not die. Zeus was so furious that he had Prometheus chained to the side of a mountain, where the Titan endured burning heat by day and freezing winds at night. Zeus also sent his eagle to peck at Prometheus' liver every morning, and because Prometheus was immortal, it grew back each night. Prometheus has come to represent an inspiration in the face of tyranny.

Comprehension

- 1 **Why was Prometheus not banished to Tartarus like most other Titans?** Prometheus had given the Olympians the idea of freeing the Hecatonchires and the Cyclopes from Tartarus.
- 2 **How did Prometheus trick Zeus into accepting a lesser sacrifice from humans?** He made up two sacks—one full of bones but covered with a slab of meat, the other with fine meat buried under entrails—and had Zeus choose between them. Zeus chose the first sack.
- 3 **What did Prometheus steal for men?** The essential element of fire.
- 4 **What was the punishment Prometheus had to endure? Who finally rescued him?** Prometheus was chained to a rock in the mountains and had his liver pecked out every day by an eagle. Because he was immortal, the liver would grow back, so his punishment continued until Heracles rescued him.
- 5 **Why is Prometheus considered a champion for mankind and an inspiration in the face of tyranny?** Prometheus stole fire to protect man and withstood Zeus' grueling punishment.

To Consider

- *Prometheus Bound* is an ancient Greek tragedy commonly attributed to the playwright Aeschylus. The play consists mostly of speeches and dialogues because the protagonist Prometheus is bound by chains. Hesiod made Prometheus out to be a trickster in *Theogony* and linked Prometheus' actions to the creation of Pandora, who ultimately released evils into the world. In *Prometheus Bound*, however, Aeschylus never mentions Pandora and instead elevates Prometheus to a champion because he protected and civilized mankind.

After reading the next myth about Pandora, advanced students could go on to read passages from *Theogony* and *Prometheus Bound*. Do they see Prometheus as someone to blame for causing trouble for humans? Or do they consider the trials humans must face as inevitable; that is, there can be no true good without the existence of its opposite? Connections could also be drawn to the concept of utopias, to John Milton's *Paradise Lost*, and to how Eve accepted fruit from the forbidden Tree of Knowledge in Genesis, the first book of the Old Testament.
- Prometheus is a common subject for artists to depict. The statue of him in New York's Rockefeller Center described in the sidebar on page 75 is perhaps the most famous modern example, but students could be asked to locate other images of him. What do most artists choose to capture about Prometheus? Why would the figure of Prometheus inspire an artist?
- In 1818, British author Mary Shelley published *Frankenstein*, a novel in which scientist Dr. Frankenstein creates life but then abandons his creation. Shelley subtitled the work "The Modern Prometheus," pointing to the connection between the Titan creating men and Dr. Frankenstein "playing God" and creating a life. Shelley's writing was likely influenced by the French Revolution and the Industrial Revolution, two historical events that inspired humans but also instilled a fear of the uncontrollable forces that had been created.

PANDORA

The First Woman (PAGES 76-77)

Summary

Prometheus had locked all evils in a box so humans would be safe and happy in the world. Before being captured by Zeus, Prometheus entrusted the box to his brother Epimetheus. To get revenge on men, Zeus instructed several Olympians to create the first woman, Pandora, and to make her beautiful, wise, and very curious. Hermes delivered her to Epimetheus, who gladly accepted her for a wife. Although Epimetheus warned Pandora not to open the box, her curiosity got the best of her, and she released all the evils—anger, death, violence, toil, greed, spite—into the world. The only thing she managed to keep in the box was hope, which had never before been needed. Now hope is what allows humans to cope in the imperfect world.

Vocabulary

prologue	76	Brief essay at the start of a book that acts as an introduction. From <i>pro-</i> (before) and <i>logos</i> (word).
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epilogue	76	Essay or collection of notes at the back of a book that concludes the text. From <i>epi-</i> (after) and <i>logos</i> (word).
a Pandora's Box	76	Phrase used to refer to a series of disastrous problems that would be set into motion if a single, unwise action is taken.

Comprehension

- 1 What does Pandora's name mean? "All gifts."
- 2 Why did Zeus choose Epimetheus to be Pandora's husband? The intelligent Prometheus had foresight (*pro-* means "before"), while Epimetheus only had hindsight (*epi-* means "after"). Zeus sent Pandora to Epimetheus knowing the Titan would not be able to control her curiosity.
- 3 Hephaestus sculpted Pandora. What attributes did Aphrodite, Apollo, Athena, the Graces, and Hermes each "add"? Aphrodite gave her beauty, Apollo taught her to sing, Athena gave her skills, the Graces adorned her with jewels, and Hermes gave her a clever and curious mind.
- 4 What was the only thing Pandora managed to keep inside the box? Hope, which had never before been needed.
- 5 How is Pandora similar to the biblical Eve? Eve and Pandora both opened up the world to evil: Eve ate the apple from the Tree of Knowledge and Pandora opened a forbidden box.
- 6 What character from a Lewis Carroll story had a lot of curiosity? What does her story reveal about the nature of curiosity? Alice in *Alice's Adventures in Wonderland* has a curious mind, and it leads her into both exciting and dangerous experiences.

To Consider

- Lead a discussion about the word "curious." Have students look up the first few definitions of the word in a dictionary, and discuss how the word can be interpreted in both a positive and negative way. Curious people enjoy a challenge and seek out information, but this may make them intrusive or annoying.

Have the students ever heard the saying "Curiosity killed the cat"? Cats are very intelligent animals that like to investigate, but this same curiosity can lead them into danger.

- Ask students why they think Pandora opened the box? Is it because she was told not to do it? Could it be because of what it looked like? Have students create their own Pandora's box, as either a drawing or an actual container. What does the box look like? Is it covered with jewels or deceptively plain?

How can they represent the evils that come out of the box? Have them look up synonyms for words like "illness" or "hate" and see what related words could be escaping from the box. Are there actual words swirling out of the box? Are there images? What colors would be appropriate? And where is the word "hope"?

If the assignment is a drawing, consider having them represent Pandora. What is the expression on her face? If students choose, they can cut out an image of a face or a figure from a magazine or create a collage.

THE FLOOD

Deucalion and Pyrrha (PAGES 78-79)

Summary

Zeus held a grudge against humans because many did not show respect to the gods. Zeus commanded Aeolus and Poseidon to cause a great flood to get rid of all humans. Prometheus, however, was able to warn his son Deucalion about the flood, giving Deucalion and his wife, Pyrrha, time to build a boat. Zeus allowed the couple to survive, and they asked the goddess Themis how they could repopulate the world. She said, "Throw the bones of your great mother behind you," which referred to the rocks inside Mother Earth. Stones dropped by Pyrrha became strong women, while Deucalion's formed strong men.

Comprehension

- 1 Why did Zeus choose to use a flood to punish humans? He was going to use lightning bolts to cause a fire, but he was afraid Mount Olympus would be destroyed.
- 2 Which two gods did Zeus call upon to help him create the flood? Aeolus, the god of the winds, and Poseidon, ruler of the seas.
- 3 When did Zeus feel compassion for Deucalion and Pyrrha? He saw their tiny boat in the vast waters and made the winds and storms stop.
- 4 Why were the two mortals confused by Themis' instructions? What did she actually mean? Deucalion and Pyrrha could not believe the goddess wanted them to dig up the bones of their own mothers, but they realized the "bones" were rocks and the "mother" was the Earth.
- 5 Why are flood myths common in many mythologies? There is evidence of an enormous flood in Mesopotamia between 3,000 and 2,000 BCE.
- 6 What did the dove bring back for Noah? What two things did this prove? It brought back an olive branch, which meant it had found dry land and that God had forgiven Noah.
- 7 Who was Hellen? What term did he inspire? Hellen was one of the sons of Deucalion, and he became the father of the Greek race. The term Hellenic describes anything relating to Greece or Greek culture.

To Consider

- Flood stories are told as history or legend in almost all parts of the world. Have the students research a particular culture's flood myth and then make comparisons among them. What are the similar threads? What details set one myth apart from another?
- Have students locate a sculpture or painting of Justice in their hometown, most likely in a courthouse or law firm.
- The Mars Phoenix lander touched down on the surface of Mars in May of 2008. One of the special cameras on board is called THEMIS, an acronym for Thermal Emission Imaging System. This instrument was able to send images back to the Mars Odyssey orbiter and provide a great deal of information to NASA about the geological details of Mars.

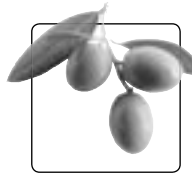


MYTHS SHOWING *the* POWER of *the* GODS

(PAGES 80-85)

Key Points

- The myths in this section reveal the deities' influence on humans. Like humans, these gods and goddesses often put their powers to use for the wrong reasons when they become jealous or angry. But when the deities show compassion, their actions are lessons for humans.
- In the first myth, Athena and Poseidon vie to become the patron of a new city in Greece, and Athena's gift teaches humans about the value of peace.
- The myth of Persephone relates the tremendous pain of a mother's loss and offers up the Greeks' explanation for the seasons that affect all of mankind.
- The last myth shows how the mortal Io suffers at the hands of the powerful and jealous Hera.



THE NAMING of ATHENS

A Desire for Peace (PAGE 81)

Summary

When a king of ancient Greece found an ideal location for a new city, the Olympians Poseidon and Athena competed to become its patron. In their contest, Poseidon astonished the mortals with a huge warhorse and told them his gift would put fear in the hearts of their enemies. Athena then touched the ground, and a small plant began to grow. The people were confused with this modest gift, but wise Athena explained the tree would bear olives, which could be eaten and sold. In addition, the olive's oil could be burned for light and used for cooking and healing. While the people had been impressed with Poseidon's warhorse, they recognized the broader benefits of Athena's gift. The new city, Athens, became Greece's center for learning and the arts.

Vocabulary

patron	81	Someone who acts as a protector or benefactor, originating from the Latin <i>pater</i> (father).
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Comprehension

- 1 **Why was the king so pleased with the location for a new city?** The land was surrounded by sparkling sea, it contained hills and a plateau, and it had an abundance of good soil.
- 2 **What benefits did Poseidon say his gift would provide?** The warhorse would create great fear in enemy lands and could protect the city in times of war.

- 3 **What benefits would Athena's gift provide?** Its fruit would feed people and become a product to export, and the oil could be used for cooking, burning, cleansing, and healing.
- 4 **Why was the olive tree a better gift than the warhorse?** The Greeks realized the olive tree, although it did not seem very impressive at first, would improve their lives every day.
- 5 **Name the five things the olive tree has come to symbolize and explain the reason.** (1) longevity because the tree lives so long, (2) fertility because it bears so much fruit, (3) knowledge because the oil creates light, (4) purification because the oil heals and soothes, and (5) peace because the tree is associated with Athena, who preferred peace over war.

To Consider

- Go back to page 28 to review information about the city of Athens. Ask students why, during the European Renaissance, Florence aspired to become the "new Athens." Can students see why it is so appropriate that Athens was named for the goddess Athena? Athens, like Athena, was prepared for war but worked to establish a more democratic, peaceful approach to living.
- The Acropolis was named the most notable site on the European Cultural Heritage List of Monuments in March of 2007. To better understand its name, explain to students that *akros* is Greek for "at the point or top" and *polis* means "city." Have them explain how these roots apply to the words acrobat, acrophobia, metropolis, and police.
- Is there an interesting story behind the name of the students' city or town? Ask them to research its origins.

PERSEPHONE

and the Origin of the Seasons (PAGES 82-83)

Summary

When Demeter's beloved only daughter, Persephone, was abducted by the lonely Hades, her grief became so great that she allowed all crops on earth to wither. Zeus ordered Hades to release the goddess, but she then accepted his gift of a pomegranate. Because she ate food in the Underworld, she was destined to stay there. But Zeus bargained with Hades, and Persephone was allowed to spend part of the year with her mother. The Greeks used this myth to explain the origin of the seasons: When Persephone descended into the Underworld, it became fall and then harsh winter, and when the young girl returned to her mother, Demeter celebrated with spring and summer.

Comprehension

- 1 **Who were Persephone's parents?** Demeter and Zeus.
- 2 **To whom did Hades go to get permission to marry Persephone? Why did he choose this parent?** Hades chose to go to Zeus because Demeter was more attached to her daughter; Demeter would never have allowed Hades to have Persephone.
- 3 **Who was able to tell Demeter what had happened to Persephone?** Helios, the sun god, who could look down upon the world.
- 4 **What catastrophe happened during the year that Demeter could not find her daughter?** Crops died, all the plants withered, and mankind began to starve.



- 5 **How did Hades trick Persephone?** He gave her a pomegranate as a gift after he had been told she would be returning to Earth. He hoped she would be tempted to eat from it and thus have to stay with him in the Underworld.
- 6 **What compromise did Zeus make with Hades in order to keep Demeter happy?** Because Persephone had only eaten a few of the seeds, she only had to stay in the Underworld for a few months out of the year.
- 7 **The Greeks believed this myth explained changing seasons. Summarize the explanation.** Each spring, when Demeter expects her daughter's return, plants and flowers begin to grow. In summer, when Demeter is with Persephone, plants are at their peak. In autumn, Demeter knows her daughter will have to return to Hades, so crops are harvested and plants begin to die. And in winter, when Demeter misses her daughter, very little grows.

To Consider

- Buy a pomegranate to share with the students. The inside of the fruit is incredibly unusual, and the individual seeds, surrounded by what looks like a red jelly, are tangy and juicy. Have plenty of napkins on hand.
- Read Rudyard Kipling's "How the Leopard Got Its Spots" or "How the Camel Got Its Hump" to show students other examples of etiological stories. Kipling's entertaining collection called *Just So Stories* was first published in 1902 and is still widely available.
- Have students create artwork—drawings, paintings, or collages—to show the emotional change of the four seasons of the year. What colors represent Demeter's feelings in the fall? What types of brush strokes or shapes could be used to suggest the joy she felt in spring?



Io

Punishment of the Innocent (PAGES 84-85)

Summary

When Zeus, disguised as a mortal shepherd, was alone with the nymph Io, he felt the presence of his wife, Hera. He quickly turned back into his true form and transformed Io into a cow. The suspicious Hera asked for the cow as a gift and left it to be guarded by the hundred-eyed monster, Argus. Zeus then sent Hermes to free Io, and the wily god succeeded in cutting off the beast's head. Io escaped, but Hera sent a stinging fly to torment her. Zeus took a Stygian Oath to never see her again if Hera would allow her to return to a human form. Io became an Egyptian queen, the Ionian Sea was named in her honor, and Hera placed Argus' eyes on the feathers of her peacock.

Vocabulary

euro	84	Coins used throughout Europe; certain ones feature Europa riding on the back of a bull, which is Zeus in disguise.
Argus-eyed	85	Adjective meaning "alert." Based on Argus, who had 100 keen eyes.

Comprehension

- 1 **What disguise did Zeus assume when he visited with Io?** A mortal shepherd.
- 2 **How did Zeus try to hide his tryst with Io when Hera appeared?** He turned himself back to his normal form and turned Io into a cow.
- 3 **How did the suspicious Hera trick her husband?** She asked for the cow as a gift and put Zeus in an awkward position: He did not want to give Io to Hera, but he could not refuse the request without making Hera even more suspicious.
- 4 **Who guarded the "cow," Io?** Hera's servant, Argus, who had one hundred eyes.
- 5 **Whom did Zeus ask to rescue Io? Why was this a good choice? What did he do to get rid of Argus?** Zeus asked Hermes, the trickster god. Hermes told boring stories and played quiet music until he got all of Argus' eyes to close. Then he chopped off his head.
- 6 **Why was Argus a common word to use in newspaper titles?** Reporters are supposed to be aware and alert of what's going on, and Argus had always been watchful.
- 7 **How did Hera continue to punish Io?** She sent a huge fly to sting and torment her.
- 8 **How did Hera pay tribute to her loyal servant after he died?** She placed his eyes on the feathers of her peacock.
- 9 **What did Zeus have to do so Hera would take pity on Io?** He made a Stygian Oath—swearing on the River Styx—never to see her again.
- 10 **What happened to Io?** She was transformed back into a woman (although she had paler skin) and became a beloved queen in Egypt.
- 11 **What body of water's name originates with this myth? And where is it?** The Ionian Sea is off the west coast of Greece in the northern Mediterranean Sea.

To Consider

- Every ancient culture had etiological myths that explained natural phenomena: Why are there rainbows? Why do birds have wings? Have students write a brief etiological myth that answers any question about the natural world. They can use existing deities from the classical pantheon or they could create new gods and goddesses. Their myths could be illustrated and displayed, they could be read aloud, or the collection could appear on a class website.
- Have students draw what they think Argus would look like. Students could incorporate eyes they have cut out from magazines, ones they have drawn, or "googly" eyes from a craft store.
- Have students study real peacock feathers or several large images of the bird. They could create a large peacock on a classroom bulletin board using eyes on the end of each feather, or they could make a bird with a papier-mache body and cover it with feathers they have painted and cut out.