



Evaluating Disney's Changes to the Hercules Myth¹

Grade level: 5th

Objectives

Students will:

- sequence elements of plot through the creation of a plot diagram.
- compare and contrast two different types of media.
- analyze how audience and purpose drive media decisions.
- evaluate changes across media by writing a summary and critique.

1

<http://www.readwritethink.org/classroom-resources/lesson-plans/audience-purpose-evaluating-disney-30720.html?tab=2#tabs>

<p style="text-align: center;">Materials</p>	<ul style="list-style-type: none"> ● A Plot Diagram (organizational tool focusing on a pyramid or triangular shape, which is used to map the events in a story.) ● Disney Movie “Hercules” ● Online resource
<p style="text-align: center;">Procedures</p>	<ol style="list-style-type: none"> 1 Explain to students that they will be learning a bit about Hercules. Get a show of hands for how many students have seen the Disney animated movie Hercules. Then, survey how many students have ever read a written version of the myth. You will then want to show the first 15 – 20 minutes of the film; make sure that you either show or discuss the film up to the point that baby Hercules is turned partly human. If time permits and students need more background, you can have students use a plot diagram to graphically organize the aspects of the film that you didn’t watch as a class. 2 Share with students that they will now read a written version of the myth of Hercules. Since there is no “real” myth, use this as a teachable moment to briefly discuss the ways in which a myth is adapted over time. If you would like to use an Internet component, have students access the story online. 3 Either as a paired activity or as a class, have students create a plot diagram for the written myth. Consider using the Interactive Plot Diagram Tool to add a technology component. Whether you have students create a plot diagram on paper or on the Interactive Tool, make sure students have a hard copy of their diagram. 4 Have students get out their plot diagrams. Students are now ready to

<http://www.readwritethink.org/classroom-resources/lesson-plans/audience-purpose-evaluating-disney-30720.html?tab=2#tabs>

	<p>compare and contrast the written and animated versions. Discuss what kinds of things they should be comparing between the film version and written version.</p> <p>5 Either in pairs or as a class, have students complete a Venn diagram of similarities and differences. Remind students that they did not view the entire animated version, so they should stick to comparing the premise of the film with the premise of the written myth.</p> <p>6 Once students have completed the Venn Diagram, partner students in heterogeneous pairs where one person prefers the film and one prefers the written myth; this will provide a balanced viewpoint. You can also simply pair students in terms of classroom proximity. Students will quickly point out differences such as the antagonist (Hera in myth, Hades in film), Pegasus's presence, unique changes to the 12 Labors, timing of when Hercules became part mortal, and Hercules's relationships (widower in myth, in love with Meg in the film).</p> <p>7 Gently guide students towards the keywords of audience and purpose if necessary as you monitor the "pair" and "share" portions. Students should begin to realize how Disney's audience (young children and value-oriented parents) and purpose (to sell tickets and entertain) drove the changes in the film. Take time to brainstorm with students who the audience may have been for the original myth of "Hercules." Point out to students that while myths are designed for entertaining children in our society, in Greek society, myths would have been geared toward entertaining all ages, including adults. You may also want to discuss how</p>
--	--

<http://www.readwritethink.org/classroom-resources/lesson-plans/audience-purpose-evaluating-disney-30720.html?tab=2#tabs>

	<p>“childhood” is more of a modern idea; parents in Greek society would be less concerned with sheltering their kids or focusing on cute, furry sidekicks such as Pegasus.</p> <ol style="list-style-type: none"> 8 Finally, take time to have students analyze the difference in forms of entertainment in modern times and Greek times (movies vs. oral storytelling). 9 If students become heated in their opinions over Disney’s changes, encourage them to look forward to voicing their opinions in a written assignment. 10 Students should now create two paragraphs; one should be a summary of the differences between the original myth and the animated film while the other should be a critique of the changes. You will also want to encourage students to mention both a positive change and negative change in their critiques to provide a balanced analysis. 11 Students should use the remainder of the class time to complete their summaries and critiques. 12 Allow time for students to share their summaries and critiques with a partner or a small group and encourage students to share feedback with each other based on the rubric.
<p>Assessment</p>	<ul style="list-style-type: none"> • Create a worksheet of questions relative to the lesson. • Give to students to test their participation of the class.

<http://www.readwritethink.org/classroom-resources/lesson-plans/audience-purpose-evaluating-disney-30720.html?tab=2#tabs>