

## THE MONSTER MYTH WEB QUEST

### INTRODUCTION:

AARGH!! It's a monster! Should we run and hide? Should we stand and fight? Should we become friends and partners? A monster myth can be used to show how valiant a warrior can be or the myth can explain why the river bends the way it does. Today in our modern world we don't believe in monsters, except those that lurk in our closets or under our beds at night. In this Web Quest students will explore monster myths.

### TASK:

For this Web Quest, remember the culture and group you worked with in the first Web Quest. Review in your groups if necessary. Next, read the monster myth for your tribe or ethnic group. Working together, each student should complete the plot diagram and monster t-chart. Use the following links to find and read the myth. Again, you may have to scroll up or down to find your specific myth.

### RESOURCES:

CULTURE	MYTH
BLACKFEET – NATIVE AMERICANS	<a href="#">How the Worm Pipe Came to the Blackfoot</a>
CHINESE	<a href="#">The Chinese New Year Story</a>
CELTIC	<a href="#">The Giant And The Fair Man-Servant</a>
GREEK	<a href="#">Revolt of the Giants</a>
INDIA	<a href="#">Kali</a>
BABYLONIAN	<a href="#">Atrahasis and Human Creation</a>
AFRICAN BUSHMEN	<a href="#">Heiseb and Ikaamaegab</a>
FILIPINO	<a href="#">The Battle of the Crabs</a>
NORSE	<a href="#">Brownies</a>
EGYPT	Scroll down the page to the story: <a href="#">Isis and the Scorpions</a>

If you have trouble with any outdated links, try [www.google.com](http://www.google.com) and type in “\_\_\_\_\_ creation myths” (with the quotation marks) putting the name of your assigned culture in the blank.

### PROCESS:

Each student will get a t-chart and a plot diagram. After you read the myth, begin thinking about the monster and its role in this culture. Write the names of the characters and describe the setting.

What is the central conflict?

Now, brainstorm the characteristics of the monster. Consider what each characteristic represents. If the monster is big like a mountain, perhaps the mountains are important and frightening to these people.

In telling us about the fears of a culture, monster myths let us know what a culture wants to protect, what the culture is afraid of losing. On the second part of the t-chart, figure out what the monster myth tells you specifically about the culture you're studying.

What does this myth tell you about the environment of this culture?

What does it tell you about how this culture gets food?

What does it tell you about how these people interact with other people and cultures?

About the roles of men, women, and children?

Finally, some monsters are monsters for many cultures, but some monsters are specific for a culture. What makes this monster a monster for this culture?

### EVALUATION:

The evaluation for this project will depend on how successfully you were able to work together as a group and complete the plot diagram and monster t-chart.

Did you have difficulty identifying specific parts of the myth? Which parts were hard and why? Which were easy? Why?

As a group, did you work together well? Give two examples of how you worked well together. Give two examples of how you might work better together next time.

How did this myth represent the culture it was from?

### CONCLUSION:

Keep all of your work from this activity. Add this to the notes you have from the creation myth web quest for the final presentation you'll do. Until you work on this again, though, put these completed sheets into your classroom folder.