
Navigating the Human Condition in the 21st Century | Lesson 6a | Overview

1 Key:



Athena (skill, strategy, calm, wisdom) is more powerful than Ares (rage).

Learning Outcomes:

- Students identify ways that rage can distort people's perceptions.
- Students compare rage with strategy and calm as conflict resolution tools.

Materials:

- Ship's logs
- 1 copy of Codex Fragment with Key 8, per student
- Whiteboard or chart paper to record student responses
- *All lessons come with PowerPoint slides and require a way to share these with students. **Note:** the slides in this entire series of lessons often come with additional guidance in the notes section at the bottom of each slide, readable and editable in development mode and readable in presentation mode.*

Time:

- One 50-90 minute period depending on supplemental lessons.
- *Supplemental activities are provided at the end of the lesson.*

1. **Show** Slide 1: Title slide
2. **Show** Slide 2: Key Map *This slide has animation. Click through to reveal all text and images.*
3. **Show** Slide 3
 - a. *This slide has animation. Click through to reveal all 3 questions.*
 - b. “What if rage had a personality?”
 - c. “What kind of character would rage be?”
 - d. “What personality traits would rage have?”

Allow time for student responses. Write responses on whiteboard or chart paper.
4. **Show** Slides 4-5: Ares, God of War and Rage
 - a. *This slide has animation. Click to advance text.*
 - b. “Greek mythology has a character who symbolized rage.”
 - c. “Ares is the Greek god of War and Rage”
 - d. “We will explore Ares as a metaphor for rage – an extreme form of anger. Ares was widely disliked by the ancient Greeks.”
 - e. “The following is from the Orphic Hymn to Ares, written around 2,000 years ago.”

“Ares, rattling in armor, always defiled with the slaughter of war,
Rejoicing in man-slaying blood and raising the clamor of combat,
Horrible one,
You who crave the obscene carnage of swords and spears:
Halt the raging strife!
Cease the travail grieving our hearts!”
 - f. *You can take time with students to review some of the hymn’s language. Some possible points to discuss after reading:*

“Why is Ares called **defiled** with the slaughter of war?”

“Why is he considered to be **horrible**?”

“Who might be saying the last two lines and why might they be saying them? (Halt the raging strife! Cease the travail grieving our hearts!”
5. **Show** Slide 6: Spectrum
 - a. *This slide has animation. Click to advance text.*
 - b. **Ship’s log entry:**
 - i. “Anger and Rage exist on a spectrum.”
 - ii. “As someone feels increased rage, their intent to harm also increases.”
 - iii. “Rage can also cause people to lose their regard for their personal safety.”

6. **Show** Slide 7: Reflection
 - a. *This slide has animation. Click through to reveal questions and text. Allow time for student responses.*
 - b. “Which forms of aggression can be expressions of rage?”
 - i. Warning Aggression
 - ii. Hostile Aggression
 - iii. Passive Aggression
 - c. “Which fires of distress are more likely to cause rage?”
 - d. “Rage can cause physical fights. What percent of physical fights do you think are caused by the fire of feeling disrespected?”
7. **Show** Slide 8: Zeus, King of Gods
 - a. *This slide has animation. Click to advance text.*
 - b. *Take time with students to review some of the language of the excerpt. Some possible points to discuss after reading:*
“How does Zeus feel about his son, Ares?”
“Why does he feel this way? How does he justify his feelings in the text?”
8. **Show** Slide 9: Zeus Quote
 - a. *This slide has animation. Click through to reveal text.*
 - b. “No more, you **lying**, two-faced brute.”
 - i. “Rage, like Ares, can lie to us, can deceive us.”
 - ii. “Rage can create optical illusions in our mind, causing us to think that something is a good idea, when it isn’t a good idea.”
 - iii. “Optical illusions, like rage, can be very persuasive.”
9. **Show** Slide 10: Optical Illusion Video
 - a. *Show this video twice. The first time, direct students to keep staring at the cross in the middle of the screen. Pause, and ask students what they observed. The second time, direct students to watch the faces. Discuss how things looked differently during their second viewing.*
10. **Show** Slides 11: Reflection
 - a. *This slide has animation. Click to advance text.*
 - b. “How does this video represent the way that rage can distort how we think about and perceive other people?”
 - c. “In your Ship’s Log, write a scenario in which anger or rage is distorting someone’s thinking and perception.”
 - d. “It can be a small cartoon, a drawing with speech bubbles, or a written paragraph.”
11. **Show** Slide 12: Rage is Two-Faced
 - a. *This slide has animation. Click to advance text.*
 - b. “Rage is unreliable and untrustworthy (two-faced), often working against your best interests.”

- c. "Ares is unreliable, untrustworthy, easily changing alliances."
 - d. "He can seem to work with you one moment, and then negatively affect your life."
 - e. *You can ask students to imagine an example of how rage can seem to be on someone's side and then turn against this person, working against their best interests and negatively affecting their life.*
12. **Show** Slide 13: Athena, Goddess of Wisdom, Strategy, Calm, and Wisdom
- a. *This slide has animation. Click to advance text.*
 - b. "In Greek mythology, Zeus had a daughter who symbolized skill, strategy, calm, and wisdom."
13. **Show** Slide 14: Avoiding Gender Stereotypes
- a. *This slide has animation. Click to advance text.*
 - b. "We should take care not to project contemporary gender stereotypes onto gods and goddesses in ancient Greek mythology."
 - c. "Goddesses were not always calm and wise. Some were portrayed as rage-filled, including Ares' mother, Hera."
14. **Show** Slide 15: Hera
- a. *This slide has animation. Click to advance text.*
 - b. "In the Iliad, Zeus tells Ares:"
 - c. "You have your mother's uncontrollable rage."
 - d. "And: The Rage of your mother Hera is uncontainable, unyielding."
15. **Show** Slide 16: Athena versus Ares
- a. *This slide has animation. Click to advance text.*
- Possible discussion point:*
- "In this text, Athena uses brute force to defeat Ares in battle. With a partner, come up with one scenario in which skill, strategy, calm, and wisdom could overcome rage."*
16. **Show** Slide 17: Key #8
- a. *Allow time for students to write the key on their codex fragments.*
 - b. "Athena (skill, strategy, calm, wisdom) is more powerful than rage."
17. **Show** Slide 18: Athena and Learning
- a. *This slide has animation. Click to advance text.*
18. **Show** Slide 19: Spectrum
- a. *This slide has animation. Click to advance text. Allow time for students to write the information in their ship's log.*
19. **Show** Slides 20-21: Seven Samurai
- a. *This slide has animation. Click through to reveal all of the questions and the video. Show video, then have students discuss the questions in small groups. Regroup for whole group debrief.*
20. **Show** Slide 22: Ares vs. Athena

- a. *This slide has animation. Allow time for students to brainstorm and write character traits for Ares and Athena on their codex fragment before revealing them on the slide. Students can add any from the slide that they didn't include on their list.*
- b. "What are some of the traits associated with Ares and Athena?"
- c. Ares
 - Impulsive
 - Out of control
 - Impatient
 - Aggressive
 - Deceptive
 - Optical illusions
 - Two-faced
 - Untrustworthy
 - Unreliable
 - Short-sighted
 - Easy to provoke
- d. Athena
 - Skill
 - Strategy
 - Calm
 - Discernment
 - Learning
 - Training
 - Trustworthy
 - Reliable
 - Forethought
 - Hard to provoke
 - Wisdom (being strategic, discerning, & thoughtful in decision-making)

Possible pause point. The following slides can be continued in the next class if there is not enough time to finish the lesson in this class period.

21. **Show** Slides 23-24: Ares or Deimos and Phobos?

- a. *This slide has animation. Click to advance text. The questions on this slide and on the following 2 slides can be answered in small group or in a whole class discussion.*

- b. “Remember Ares’ sons, Deimos and Phobos?”
 - i. “Who do you think is stronger, Ares or his sons?”
 - ii. “Ares is stronger. Rage can overpower fear of human aggression.”
 - iii. “What is an example of rage overpowering fear of human aggression?”
- 22. **Show** Slide 25: Ares or Athena?
 - a. *This slide has animation. Click through to show text and questions.*
 - i. “Who is more powerful, Ares or Athena?”
 - ii. “Athena is more powerful than Ares at helping us navigate through life, overcome challenges, solve problems, and make good decisions.”
 - iii. “For protecting ourselves and others, skill, strategy, calm, and wisdom are more reliable and trustworthy than rage.”
 - iv. “Skill, strategy, calm, and wisdom can also help us overpower fear of human aggression.”
- 23. **Show** Slide 26: Ares or The Eye of Empathy?
 - a. *This slide has animation. Click to advance text.*
 - b. “Which is a better source of courage for overcoming Deimos and Phobos – Ares or the Eye of Empathy?”
 - i. “Empathy is a better source of courage than Ares for overcoming Deimos and Phobos.”
 - ii. “Can you remember some of the reasons that Empathy is a better source of courage than Ares for overcoming Deimos and Phobos?”
 - iii. *Review list of reasons with students.*
- 24. **Show** Slide 27-29: Activity: Ares as an Opponent
 - a. *These slides have animation. Click through to show text, image, and questions. Questions can be answered in whole group or small group discussion format.*
 - b. “Ares can be a strong and intimidating opponent who can outwrestle us.”
 - c. “When we give into impulsiveness, we are letting Ares outwrestle and dominate us.”
 - i. “When people get outwrestled and dominated by Ares, what kinds of impulsive things can they do?”
 - d. “It’s very common for people to get outwrestled by Ares.”
 - i. “What are some reasons why this is so common?”
 - e. *For the following question, have students work in pairs or small groups to discuss. This can be a role play activity or a discussion and journaling activity.*

- i. “Imagine a scenario where your friend is about to make a poor choice of some kind – they are about to get outwrestled by Ares. What can you do to help your friend?”
- 25. **Show** Slide 30-33: Outwrestling Ares
 - a. *These slides have animation. Click through to show text, image, and questions.*
 - b. “With training we can learn to outwrestle Ares rather than letting him outwrestle, control, and dominate us.”
 - c. “We can level up our ability to outwrestle Ares.”
 - d. “We will explore some techniques in the next lesson that will help us outwrestle rage.”
- 26. **Show** Slide 34-35: Reflection
 - a. “Wonder: In this video, why do you think the man Ibn Ali Miller uses the strategy of focusing his attention on the crowd?”
 - b. “Notice: Does Ibn Ali Miller say anything that stands out to you?”
 - c. “Reflect: What does it mean to be a true friend? How is Ibn Ali Miller behaving like a true friend in a way that the kids in the crowd are not?”
 - d. *Click to play video*
 - e. “Pulling your friend away from a fight is a way to help your friend save face.”
- 27. **Show** Slide 36: Eye of Empathy and Strategy
 - a. *This slide has animation. Click to advance text.*
 - b. “In the previous video, how did Ibn Ali Miller use his Eye of Empathy?”
 - c. “Empathy gives us the ability to:”
 - i. “see beneath the surface of people’s behavior”
 - ii. “understand other people’s perspectives”
 - d. “How does empathy help us think strategically?”
 - e. “Rage (Ares) can close our eye of empathy.”
 - f. “When our eye of empathy is closed, how does this limit our ability to think strategically?”
- 28. Slide 37: Key Map

Supplemental Activity #1

- **Slide 38:** Roleplay

- Show the slide and read the directions.
 - Roleplay a scenario in which a person is feeling rage over something. It could be something someone said or did to them, or a situation that is out of their control.
 - Have a student play **Ares** who whispers suggestions into the person's ear. Have another student play **Athena** who whispers suggestions into the person's other ear.
 - **Guiding questions:**
 - What is the fire beneath the person's aggression?
 - How might **Ares** influence the person's perceptions of the situation or the person/people involved?
 - How might **Ares** influence the person's actions?
 - How might **Ares** influence the person's ability to think of the consequences of their actions?
 - How might **Athena** influence the person's perceptions of the situation or the person/people involved?
 - How might **Athena** influence the person's actions?
 - How might **Athena** influence the person's ability to think of the consequences of their actions?

Supplemental Activity #2

Early Warning System:

- **Slide 39:** Early Warning System
- “Our body can signal to us that rage is distorting our perceptions. Being aware of where and how rage feels in your body can help you know when it is time to be careful.”
 Not responding until your mind and body feel calmer, and knowing how to calm your mind and body, can allow you to apply strategy.
 This can save you from the consequences of Ares' impulsive, careless nature.”
The following can be done as a drawing, journal entry, an enactment, or discussion.

Learn to read the signals and know the pattern:

- What does **rage** feel like in your body?
- Where do you feel **rage** most in your body?