

The background of the slide features a low-angle, upward-looking perspective of several tall, light-colored classical columns. The columns are slightly out of focus, creating a sense of depth and grandeur. The sky is a pale, clear blue, providing a soft contrast to the columns.

# **E. P. I. C.**

**Teaching (Classroom) Techniques**

**E**xperiential

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# Teaching The Epic

**Barbara Weiden Boyd, Cora Fox**



## **Teaching The Epic:**

**Teaching World Epics** Jo Ann Cavallo, 2023-07-27 Cultures across the globe have embraced epic stories of memorable deeds by heroic characters whose actions have significant consequences for their lives and their communities. Incorporating narrative elements also found in sacred history, chronicle, saga, legend, romance, myth, folklore, and the novel, epics throughout history have both animated the imagination and encouraged reflection on what it means to be human. *Teaching World Epics* addresses ancient and more recent epic works from Africa, Europe, Mesoamerica, and East Central and South Asia that are available in English translations. Useful to instructors of literature, peace and conflict studies, transnational studies, women's studies, and religious studies, the essays in this volume focus on epics in sociopolitical and cultural contexts, on the adaptation and reception of epic works, and on themes that are especially relevant today, such as gender dynamics and politics, national identity, colonialism, and imperialism, violence, and war. This volume includes discussion of Ludovico Ariosto's *Orlando Furioso*, Giulia Bigolina's *Urania*, the Book of Dede Korkut, Lu's *Vaz de Camões*, David of Sassoun, the Epic of Askia Mohammed, the Epic of Gilgamesh, the epic of Sunjata, Alonso de Ercilla's *La Araucana*, Homer's *Iliad* and *Odyssey*, Kalevala, Kebra Nagast, Kudrun, the Legend of Poiva, the Mahabharata, Manas, John Milton's *Paradise Lost*, Mwindo, the Nibelungenlied, Poema de mio Cid, Popol Wuj, the Ramayana, the Shahnameh, Sirat Bani Hilal, Edmund Spenser's *The Faerie Queene*, Statius's *Thebaid*, the Tale of the Heike, Three Kingdoms, Gaspar Pérez de Villagrá's *Historia de la Nueva México*, and Virgil's *Aeneid*.

**Common Sense in Education and Teaching** Percy Arthur Barnett, 1899

**Approaches to Teaching the Works of Ovid and the Ovidian Tradition** Barbara Weiden Boyd, Cora Fox, 2010-09 Ovid and his influence are studied in classrooms as various as his poetry, and this *Approaches* volume aims to help instructors in those diverse teaching environments. Part 1, *Materials*, is fittingly collaborative and features brief overviews designed to give nonspecialists background on the more challenging aspects of teaching Ovid. Contributors examine his life and legacy, religion and relation to the visual arts, as well as his afterlife in the Latin classroom, in various translations, and in the *Ovide moralisé*. The editors detail the contexts in which Ovid is taught, identify trends in teaching his work, and the Ovidian tradition, and recommend editions and resources for classroom use. The introduction to part 2, *Approaches*, considers Ovid's relation to Vergil and the development of Ovid's influence and reception from the medieval and early modern period to the reinvigoration of Ovid studies in the twentieth century. In the four sections that follow, contributors provide practical ideas for classroom instruction, examine the political and moral discourses shaping Ovid and his legacy, explore how gender and the body are represented in Ovid and the Ovidian tradition, and look at various ways Ovid's works have been used and transformed by writers as diverse as Dante, Cervantes, and Ronsard.

**Comic Epic and Parodies of Epic** Reyes Bertolín Cebrián, 2008

**American Education**, 1969

**The Epic Classroom** Trevor Muir, 2017-06-20 Trevor Muir uses the power of storytelling and brain science to give educators practical and proven practices to achieve real student engagement and, in return, learning that is

permanent and memorable Any teacher in any subject area and in any grade level can use the story centered framework to transform their classrooms into settings where students are engaged challenged and transformed     The Missionary Review of the World ,1897     **Education Outlook** ,1925     *Academy; a Weekly Review of Literature, Learning, Science and Art* ,1889 The Poetical gazette the official organ of the Poetry society and a review of poetical affairs nos 4 7 issued as supplements to the Academy v 79 Oct 15 Nov 5 Dec 3 and 31 1910     *Some Trends in the Teaching of Literature Since 1900* John Rexford Searles,1942     **The Teaching of English Literature in Secondary Schools** Robert Shelton Bate,1913  
**The Great Epic of India** Edward Washburn Hopkins,1920     Book Selection in Education for Children and Young Adults Hannah Logasa,1965     **Peterson's Magazine** ,1881     New Peterson Magazine Charles Jacobs Peterson,1881  
*An Introduction to Herbart's Science and Practice of Education* Henry M. Felkin,Emmie Felkin,1895     *The Theosophic Messenger* ,1909     Annual Report of the Commissioner of Education United States. Office of Education,1896  
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