Directions: Continue your research on chimera's by completing this page with PRRT 2 RESERCH research on two more mythical animals of your choice Research Research Topics Research mythology who is the master of the Description "The Kinnary is a creature from Shenlong Kinhard Hindy and Queditist mythology." They are int human and part hird, associated with movie and love. It "believed to come from the Himdlayes, they often which over the 160 9 Symbolist chinese drugons such as long, ninn, etc. the chinese transtation is literally, god / divin humans in times of trouble or danger." being of geographic origin : spiritual dregon from Chinese mythology Geographic Orig Origin Myth: "andragynus beauty and of a lovers devotion, etheral bi pecial powers : "somms the wind, clouds, and rain." Drigin mythes : Agriculture depends on the and when irritudes not ones undying devotion towards, a lover origin : "Southeast Asian Buildhist My Hology"; countries Civilization Facts such as Mychinar, Cambodia, India, Indonesia, and the Philipping recignize this eventue. cause stroms and heavy rain." Additionals :- The sherloss dragon is Reatured in the videogane Dates of Origin (According to Indian Manhore) Contraction Packs : "In the Mahabha kingdomins referred to the territory of a hibe called Kinn - In videogenes, the shinlong was renamed in the English dul Religious Pract The Kinneres , along with other exotic tribes , were inhabitions of versions as "shinron". Date of origin ; unknown, but lassume also around the dy " " .. living at mount Mandars ." Ass the Himpleya mountains. special powers : I couldn't really kind any, it is just live a god that Special Powers (As for religious practices and associated rituals, I couldn't protects and watches over the people. Because of this , I couldn't as most of the sites I can across were blocked on the find any meaknesses either . symbolism: "traditional symbol at feminine beauty, grace, and Weaknesse he shenlow is of equal significance to other creatures accomplishment "The Kannarus are noted for their long life. ionione, me celestral dragon " Origin Myth or accontated ribals of also couldn't find any religious practices 1 couldn't lind any other nythelegy, nothing that this creature, and it was just an old Additional Details additionals. could find whiled its date at orig Treate a detailed sketch of this chimera in this ailed sketch of this chimera in this box mbol for this Chimera -



The Chimera Project Isaac Stanford 7th Grade Social Studies Cedarbrook Middle School

The project used animal hybrids from cultures all over the world as a lens for students to study culture and mythology. Students had hundreds of chimeras or animal hybrids to choose from as these creatures appear in all parts of the world across human history, from the terrifying chimera of Greek mythology to the alibrejas featured in the Pixar film, Coco. All over the world and throughout history, cultures have created these animal hybrids and bestowed them with amazing powers. In part one, students were introduced to the Greek myth of Chimera and Pegasus. We read an adaptation of the ancient Greek myth and studied its origin and symbolism. We studied the different forms the Greek chimera had taken in artwork and storytelling through history. We watched excerpts from different movies and current television that have used chimera in their storytelling from dragons to gargoyles and mermaids. Chimera appear in hundreds of TV shows, movies, and video games, and we had fun looking for examples. In part two, the research began and students selected four animal hybrids they were interested in and began researching. We examined folklore, myth, symbolism, and cultural traditions all through the lens of these chimera. The project culminated as students reflected on their own culture, personality traits, strengths and weaknesses, and the animals that could be used to symbolize them.

Teacher Reflection

During this project, I learned that 7th graders love mythological creatures and the animal hybrids were an easy and accessible point of entry for almost all students. The 3D print option was difficult to get everyone across the finish line but was a good incentive to keep kids working. It would be helpful to have more than one 3D printer running due to the amount of time it takes to print. We learned about the folklore and myth of cultures all over the world. Hopefully this project will continue to engage students as we work to improve it for next year.

—Isaac Stanford

Student Reflections

I liked that I could make my own Chimera and origin myth. I liked that I could design something based on who I am.

—Ariana H.

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