

# Greek Mythology Unit Plan

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| <b>Title of Unit</b> | Greek Mythology | <b>Grade Level</b> | Grade 7 Curriculum          |
| <b>Subject</b>       | Language Arts   | <b>Time Frame</b>  | April 14 – June 6 (8 weeks) |
| <b>Developed By</b>  | Janika Lambeck  |                    |                             |

## Stage 1 - Identify Desired Results

### IRP Prescribed Learning Outcomes

**Oral language** – *While students are reciting and listening to others recite the myths:*

**A1** use speaking and listening to interact with others for the purposes of contributing to group success, discussing and comparing ideas and opinions (e.g., debating), improving and deepening comprehension, and completing a variety of tasks.

**A2** use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by using prior knowledge and/or other sources of evidence, staying on topic in focused discussions, presenting in a clear, focused, organized, and effective manner, and explaining and effectively supporting a viewpoint

**A3** listen purposefully to understand and analyze ideas and information, by summarizing and synthesizing, generating questions, visualizing and sharing, making inferences and drawing conclusions, analyzing, and ignoring distractions

**A4** select and use various strategies when interacting with others, including accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener, and paraphrasing to clarify meaning

**A5** select and use various strategies when expressing and presenting ideas, information, and feelings, including setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practicing delivery, and self-monitoring and self-correcting in response to feedback

**A6** select and use various strategies when listening to make and clarify meaning, including accessing prior knowledge, making predictions about content before listening, focusing on the speaker, listening for specifics, generating questions, recalling, summarizing, and synthesizing, drawing inferences and conclusions, distinguishing between fact and opinion, visualizing, and monitoring comprehension

**A8** use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts

**A9** use speaking and listening to improve and extend thinking, by questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative viewpoints, summarizing and synthesizing, and problem solving

**A10** reflect on and assess their speaking and listening, by referring to class-generated criteria, considering and incorporating peer and adult feedback, setting goals and creating a plan for improvement, and taking steps toward achieving goals

**Reading and Viewing** – *While students are reading the myths, research, and instructions for projects:*

**B1** read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including stories from Aboriginal and other cultures, literature reflecting a variety of ancient and modern cultures, and short stories and novels exposing students to unfamiliar contexts

**B4** demonstrate comprehension of visual texts with specialized features and complex ideas (e.g., visual components of media such as magazines, newspapers, web sites, reference books, graphic novels, broadcast media, videos, advertising and promotional materials)

**B5** select and use various strategies before reading and viewing to develop understanding of text, including setting a purpose and considering personal reading goals, accessing prior knowledge to make and share connections, making predictions, asking questions, and previewing texts

**B6** select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including predicting, making connections, visualizing, asking and answering questions, making inferences and drawing conclusions, using 'text features', self-monitoring and self-correcting, figuring out unknown words, reading selectively, determining the importance of ideas/events, and summarizing and synthesizing

**B7** select and use various strategies after reading and viewing to confirm and extend meaning, including self-monitoring and self-correcting, generating and responding to questions, making inferences and drawing conclusions, reflecting and responding, visualizing, using 'text features' to locate information, using graphic organizers to record information, and summarizing and synthesizing

**B8** respond to selections they read or view, by expressing opinions and making judgments supported by reasons, explanations, and evidence, explaining connections (text-to-self, text-to-text, and text-to-world), and identifying personally meaningful selections, passages, and images

**B9** read and view to improve and extend thinking, by analyzing and evaluating ideas and information, comparing various viewpoints, and summarizing and synthesizing to create new ideas

**B10** reflect on and assess their reading and viewing, by referring to class-generated criteria, setting goals and creating a plan for improvement, and taking steps toward achieving goals

**Writing and Representing** – *While students are completing worksheets, writing assignments, and written projects:*

**C2** write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring clearly developed ideas by using focused and useful supporting details, analysis, and explanations, sentence fluency through strong, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style, effective word choice by using content words, precise nouns, and powerful verbs and modifiers, a voice demonstrating an appreciation and interest in the topic, an organization that includes an inviting lead that clearly indicates the purpose, and followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion

**C3** write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring strategically developed ideas by using interesting sensory detail, sentence fluency by using a variety of sentence lengths and patterns, with increasing fluidity, effective word choice by using purposeful figurative and sensory language with some sophistication and risk-taking, and an engaging and authentic voice

**C4** create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic, featuring development of ideas by making connections to personal feelings, experiences, opinions and information, an expressive and individualistic voice, and an organization in which key ideas are evident

**C5** select and use various strategies before writing and representing, including setting a purpose, identifying an audience, genre, and form, analyzing examples of successful writing and representing in different forms and genres to identify key criteria, developing class-generated criteria, and generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research

**C6** select and use various strategies during writing and representing to express and refine thoughts, including referring to class-generated criteria, analyzing models of literature, accessing multiple sources of information, consulting reference materials, considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency, and ongoing revising and editing

**C7** select and use various strategies after writing and representing to improve their work, including checking their work against established criteria, reading aloud and listening for fluency, revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization), and editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)

**C8** use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts

**C9** use writing and representing to extend thinking, by developing explanations, analyzing the relationships in ideas and information, and exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints)

**C11** use the features and conventions of language to express meaning in their writing and representing, including complete simple, compound, and complex sentences, subordinate and independent clauses, correct subject-verb and pronoun agreement in sentences with compound subjects, correct and effective use of punctuation, conventional Canadian spelling for familiar and frequently used words, and spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus), information taken from secondary sources with source citation, and legible writing appropriate to context and purpose

| KNOW   | UNDERSTAND   | DO  |
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| <ol style="list-style-type: none"> <li>1. The major Olympian Gods and what they symbolize.</li> <li>2. What makes a hero: sacrifice, mortality, virtue, rise and fall, etc.</li> <li>3. The archetypical plotline of a myth.</li> <li>4. The names of major Greek heroes and the important parts of the myths associated with them.</li> <li>5. The vocabulary associated with Greek Mythology.</li> </ol> | <ol style="list-style-type: none"> <li>1. How we can learn about the beliefs of the Ancient Greeks through how they portray Gods/Goddesses, nature, and people in their mythology.</li> <li>2. How myths were/are used as a method of explaining how the inexplicable.</li> <li>3. How Heroes are a portrayal of the human condition.</li> <li>4. Myths are tools used to pass down information throughout the generations.</li> <li>5. The concept of personification &amp; symbolism.</li> <li>6. The historical context.</li> </ol> | <ol style="list-style-type: none"> <li>1. Improve oral skills through group readings, Round-Robins, and skits.</li> <li>2. Act out plot lines to demonstrate comprehension of the myth.</li> <li>3. Create 2D and 3D visualizations of stories.</li> <li>4. Compare the traits of characters.</li> <li>5. Describe and analyze written work.</li> <li>6. Predict turn of events based on knowledge of common motifs in mythology.</li> <li>7. Infer values and ideas the Ancient Greeks may have had, based on the symbolic value of the characters.</li> </ol> |

## Stage 2 – Assessment Evidence

### Evidence

Through what other evidence – student work samples, observations, quizzes, tests, self-assessment or other means – will students demonstrate achievement of the desired results?

#### **Oral & Listening Skills** (10% of unit evaluation):

An assessment of oral and listening skills. Were students able to read out loud, and more importantly, listen carefully and respectfully? First, the oral skills will be demonstrated by the teacher, then to be practiced within small groups (formative), then to be incorporated into a class wide Round-Robin style (formative), and finally be presented in a narration/ skit style presentation (summative). The summative activity will include self and peer evaluation.

#### **Worksheets** (20% of unit evaluation):

Are students able to answer factual, lower level questions (comprehension of basic story lines) and open ended, higher level questions (using inference, critical thinking, and connection making skills)? Worksheets are also to be used as a quick reference for students as they complete their final writing assignment.

#### **Modern Day God/Goddess** (20% of unit evaluation):

Are students able to demonstrate their knowledge of Gods and Goddesses through creating a God or Goddess who symbolizes a thing or idea, is used to explain a phenomena, has a personality and prerogative, and affects humans? Will be written in paragraph form using the common motifs of Greek mythology structures and supplemented with a drawing of the God or Goddess.

#### **Pandora's Box** (10% of unit evaluation):

Are students able to visualize an abstract idea and personify it, using colours, texture and facial expression to personify the abstract idea?

#### **Diorama** (15% of unit evaluation):

Are students able to demonstrate comprehension of the Trojan War myth by accurately representing a scene in a 3-Dimensional medium, and explain what is happening in the scene to their peers? Students should also do some sort of research into the epoch of the Trojan War to create a historically appropriate representation.

#### **Final Worksheet** (25% of unit evaluation):

Are students able to describe the main themes of what we had learnt (importance of the Gods and Goddesses (symbolic & religious) to understanding the Ancient Greeks, what makes a good hero, and what makes a good myth)? Students must answer these questions in paragraph format, typed, with examples from the myths we studied to support their ideas.

#### **Other Formative Assessments:**

Class discussions, Venn Diagram, Tables, Graffiti Activity, Echo Game, Know-Wonder-Learn, Placemat Activity.

## Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

| # | Lesson Title   | Objective(s)<br>Related to PLOs & KUD?        | Lesson Activities  | Assessment   | Resources  |
|---|--|---|--|--|--|
| 1 | <b>Gods and Goddesses as symbolic:</b><br><i>"Deception"</i>                 | <b>A2, A3, A4, A6, C9</b>                     | <ul style="list-style-type: none"> <li>• Students fill out Graffiti wall about what they know about Greek Mythology.</li> <li>• Teacher reads out the Myths of Gaea, Uranus &amp; the Titans p. 11-15 (creation story).</li> <li>• Students fill out cloze style worksheets then have a discussion about the theme of deception.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Worksheet</b> – Are students able to describe what happened in the myth that was read to them?</li> <li>• <b>Discussion</b> – Are students able to participate and develop ideas verbally?</li> </ul>  | <ol style="list-style-type: none"> <li>1. Projector with Graffiti Wall</li> <li>2. D'Aulaires' Book of Greek Myths</li> <li>3. Cloze worksheets</li> </ol>           |
| 2 | <b>Gods and Goddesses as symbolic:</b><br><i>"Family dynamics"</i>           | <b>A1, A2, A3, A4, A6, A8, A9, B4</b>         | <ul style="list-style-type: none"> <li>• Watch <a href="#">Youtube video</a> about the Olympic Gods &amp; fill out family tree</li> <li>• Teacher reads out stories of the Olympic Gods. P. 16-18 &amp; 24-28.</li> <li>• Class discussion between stories about how the symbolism behind the Gods &amp; Goddesses (G&amp;Gs) was portrayed in the story. Did the G&amp;Gs act how you think they would, according to the ideas they personify?</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Family Tree</b> – Are students able to identify the relationships symbolized in the family tree and label what each G&amp;G symbolizes?</li> <li>• <b>Discussion</b> – Are students able to participate and develop ideas verbally?</li> </ul> | <ol style="list-style-type: none"> <li>1. Projector and <a href="#">Youtube video</a></li> <li>2. D'Aulaires' Book of Greek Myths</li> <li>3. Family Tree</li> </ol> |
| 3 | <b>Gods/Goddesses as symbolic:</b><br><i>"All is Fair in Love &amp; War"</i> | <b>A1, A2, A4, A6, A8, A9, B1, B5, B6, B7</b> | <ul style="list-style-type: none"> <li>• Students either read the myth of Ares &amp; Aphrodite (p. 30-32), or Persephone (p. 58-62) in small groups.</li> <li>• As a class, complete a Venn diagram comparing and contrasting the differing views of love in Greek Mythology</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Venn Diagram</b> – Were students able to extract ideas from the readings and share with the class? For high level students, could they infer the role of love and marriage in Ancient Greek society?</li> </ul>                                | <ol style="list-style-type: none"> <li>1. D'Aulaires' Book of Greek Myths (photocopies of each myth for students)</li> <li>2. Projector with Venn Diagram</li> </ol> |

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| 4 | <b>Gods/Goddesses as symbolic:</b><br><i>"Life and Death"</i>                 | <b>A1, A2, A4, A5, B1, B5, B6, B7, B8, B9</b>   | <ul style="list-style-type: none"> <li>In small groups, students either read myth of Apollo &amp; Artemis (p. ) or Hades (p. ).</li> <li>Students meet with a group who read the other myth. In a table format, compare the natures of the different G&amp;Gs. Together, fill out questions about what the myths tell us about the Greeks' view on life and death.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Table Chart &amp; Questions</b> – Were students able to identify the traits of the G&amp;Gs? Were they able to compare and contrast these traits? For high level students, could they infer the role of life &amp; death in Ancient Greek society?</li> </ul>   | <ol style="list-style-type: none"> <li>D'Aulaires' Book of Greek Myths (photocopies of each myth for students)</li> <li>Table chart &amp; questions for each group.</li> </ol>                                   |
| 5 | <b>Gods/Goddesses as symbolic:</b><br><i>"Thinking and Feeling"</i>           | <b>A1, A2, A3, A4, A5, A6, B1, B5, B6, B7</b>   | <ul style="list-style-type: none"> <li>In small groups, students either read myth of Athena (p. 34-37), or Hermes (p. 42-44) then write a 4-6 sentence synopsis of their myths.</li> <li>Students meet with a group who read the other myth. They give a brief synopsis of the other myth. With their merged group, students play a class wide game of "Which God is it?" where each group has a card with Athena on one side and Hermes on the other, they answer questions by showing the side they believe to be correct.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Game</b> – Were students able to work in a group to vote which myth is being described in the question? Were students able to write a synopsis to inform their peers about the other myth? *If there is enough time, questions about the rest of the Olympian G&amp;Gs could be asked as well, to see how much the students have remembered from the previous lessons.</li> </ul>   | <ol style="list-style-type: none"> <li>D'Aulaires' Book of Greek Myths (photocopies of each myth for students)</li> <li>Game Questions</li> <li>Answer cards for the game</li> </ol>                             |
| 6 | <b>Gods/Goddesses as symbolic:</b><br><i>Modern Day God/ Goddess Activity</i> | <b>A2, A4, A5, A10, C3, C4, C5, C6, C7, C11</b> | <p><b>Day 1:</b></p> <ul style="list-style-type: none"> <li>Students pick something they would like to make a G/G for, and then fill out worksheet to help scaffold their project and discuss the criteria of what a good G/G should have according to examples in mythology.</li> </ul> <p><b>Day 2-3:</b></p> <ul style="list-style-type: none"> <li>Students have class time to work on Modern Day G/G creative writing assignment.</li> <li>Students draw a picture of G/G.</li> </ul> <p><b>Day 4:</b></p> <ul style="list-style-type: none"> <li>In small groups, students share their creative writing piece and picture of their G/G with one another.</li> </ul> | <ul style="list-style-type: none"> <li><b>Scaffolding Worksheet</b> – Were students able to create a G/G who personifies something that is relevant to the student?</li> <li><b>Creative writing &amp; Picture</b> – Were students able to create a narrative for their G/G and demonstrate personification &amp; symbolism?</li> <li><b>Sharing</b> – Were students able to be respectful during sharing time and successfully peer-assess one another?</li> </ul> | <ol style="list-style-type: none"> <li>Scaffolding worksheet</li> <li>Example project</li> <li>Rubric (to be constructed by the students)</li> <li>Paper for students to draw a picture of their G/G.</li> </ol> |

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| 7 | <b>Myths:</b><br><i>Understanding Nature</i>                               | <b>A1, A2, A3, A4, A5, B1, B5, B6, B7</b>                         | <ul style="list-style-type: none"> <li>As a class, students read the story of Pan and Echo &amp; Narcissus a Round-Robin style.</li> <li>Talk about how the myth is a method of explaining why things happen.</li> <li>Play echo game, teacher says a fact about the myths the class just read, and all the students who think the fact is true echo what the teacher said, then the teacher will confirm if the fact is true or not.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Round-Robin Reading</b> – Were students able to read out loud, and more importantly, listen carefully and respectfully?</li> </ul>   | <ol style="list-style-type: none"> <li>D'Aulaires' Book of Greek Myths (photocopies of each myth for students)</li> <li>Game Questions</li> </ol>  |
| 8 | <b>Myths:</b><br><i>Understanding Human Nature</i>                         | <b>A1, A2, A3, A4, A6, A8, A9, B4, B8, B9</b>                     | <p><b>Day 1:</b></p> <ul style="list-style-type: none"> <li>Students watch <a href="#">video</a> about Prometheus and Pandora while filling out cloze worksheet.</li> <li>Class discussion about what this myth says about how the Ancient Greeks viewed human nature. Have you ever felt like Prometheus or Pandora?</li> </ul> <p><b>Day 2:</b></p> <ul style="list-style-type: none"> <li>Students choose an evil from Pandora's box and draw it on an index card. Reminders to consider what colour, texture, facial expressions best symbolize the evil.</li> <li>The evils are cut out, and hung by fishing string to a box hanging from the ceiling. The name of the evil and students' names on back.</li> </ul> | <ul style="list-style-type: none"> <li><b>Cloze worksheet</b> – Were students able to pay attention to the storyline and infer what the story says about human nature.</li> <li><b>Pandora's Box</b> – Were students able to create a figure which emulates their choice of evil.</li> </ul> | <ol style="list-style-type: none"> <li><a href="#">video</a> about Prometheus and Pandora and projector</li> <li>Cloze worksheet</li> <li>Index cards for students</li> <li>Pandora's box</li> <li>Rubric</li> <li>Fishing line</li> </ol> |
| 9 | <b>Mythological Heroes Rise &amp; Fall:</b><br><i>Perseus &amp; Medusa</i> | <b>A1, A2, A3, A4, A6, A8, A9, B1, B4, B5, B6, B7, B8, B9, C9</b> | <p><b>Day 1:</b></p> <ul style="list-style-type: none"> <li>As a class, talk about what makes a hero.</li> <li>In small groups, students take turns reading myth of Perseus out loud (p. ).</li> </ul> <p><b>Day 2:</b></p> <ul style="list-style-type: none"> <li>Finish reading then begin worksheets.</li> <li>If students are finishing early, watch <a href="#">video</a>.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Worksheet</b> – Were students able to follow along with the story line and label the plot line of the myth, and point out what made Perseus a good hero.</li> </ul>  | <ol style="list-style-type: none"> <li>D'Aulaires' Book of Greek Myths (photocopies of myth for students)</li> <li>Worksheets for each student</li> <li>Projector</li> <li><a href="#">video</a>.</li> </ol>                               |

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| 10 | <b>Mythological Heroes Rise &amp; Fall:</b><br><i>Midas &amp; Sisyphus</i>              | A1, A2, A4, B1, B5, B6, B7                 | <ul style="list-style-type: none"> <li>Students either read the myth of Midas (p. ), or Sisyphus (p.) in small groups.</li> <li>As a class, complete a Venn diagram comparing and contrasting the heroes and their rise and fall.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Venn Diagram</b> – Were students able to extract ideas from the readings and share with the class? Could the students compare and contrast the fates of the two heroes?</li> </ul>  | <ol style="list-style-type: none"> <li>D'Aulaires' Book of Greek Myths (photocopies of each myth for students)</li> <li>Projector with Venn Diagram</li> </ol>           |
| 11 | <b>Mythological Heroes Rise &amp; Fall:</b><br><i>Bellerophon</i>                       | A2, A3, A4, A6, B1, B5, B6, B7, B8, B9, C9 | <p><b>Day 1:</b></p> <ul style="list-style-type: none"> <li>Students take turns reading out the Myth of Bellerophon (p.).</li> <li>Students complete a cloze worksheet comparing static and dynamic characters.</li> </ul> <p><b>Day 2:</b></p> <ul style="list-style-type: none"> <li>Students complete the rest of the cloze worksheet.</li> <li>Students use a map to record out the route of Bellerophon and answer questions.</li> </ul>     | <ul style="list-style-type: none"> <li><b>Cloze worksheet</b> – Were students able to identify which characters were static and dynamic? Were students able to define characteristics of what makes a hero and compare to previous heroes we learnt about?</li> <li><b>Map Activity</b> – Were students able to use a map to find the important places from the story?</li> </ul> | <ol style="list-style-type: none"> <li>D'Aulaires' Book of Greek Myths (photocopies of each myth for students)</li> <li>Cloze worksheet</li> <li>Map Activity</li> </ol> |
| 12 | <b>Mythological Heroes Rise &amp; Fall:</b><br><i>Theseus and Icarus &amp; Daedalus</i> | A1, A2, A3, A4, A8, A9, C4                 | <p><b>Day 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>Teacher reads the story of Theseus and Icarus &amp; Daedalus</li> <li>While listening to the story, students draw quick sketches of important parts of the plot, focusing on where the heroes rose and fell.</li> <li>Students collaborate to discuss what they think are the morals of the myths. Students write the moral of the myths on their drawing activity</li> </ul> | <ul style="list-style-type: none"> <li><b>Drawing activity</b> – Were students able to properly identify the key points in the myth and express the moral of the story?</li> </ul>  | <ol style="list-style-type: none"> <li>D'Aulaires' Book of Greek Myths (photocopies of myth for students)</li> <li>Drawing Activity Sheet</li> </ol>                     |

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| 13 | <b>Mythological Heroes Rise &amp; Fall:</b><br><i>Hercules</i>              | <b>A1, A3, A4, A6, B1, B4, B5, B6, B7, B8, B9, C9</b> | <p><b>Day 1:</b></p> <ul style="list-style-type: none"> <li>As a class, students take turns reading the myth of Hercules Round-Robin style.</li> </ul> <p><b>Day 2:</b></p> <ul style="list-style-type: none"> <li>Students complete a worksheet focusing on inferencing what Ancient Greek values are portrayed in the Myth of Hercules.</li> </ul> <p><b>Day 3:</b></p> <ul style="list-style-type: none"> <li>Students complete the worksheet if they are not yet done, and watch the Hercules movie.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Round-Robin Reading</b> – Were students able to read out loud, and more importantly, listen carefully and respectfully?</li> <li><b>Worksheet</b> – Were students able to make connections between the lives of the Ancient Greeks and their mythology?</li> </ul>        | <ol style="list-style-type: none"> <li>D'Aulaires' Book of Greek Myths (photocopies of each myth for students)</li> <li>Inference worksheet</li> <li>Hercules Movie</li> <li>Projector</li> </ol> |
| 14 | <b>Mythological Heroes Rise &amp; Fall:</b><br><i>Jason &amp; Argonauts</i> | <b>A1, A2, A3, A4, B1, B5, B6, B7, B8, B9, C9</b>     | <p><b>Day 1:</b></p> <ul style="list-style-type: none"> <li>The teacher makes a copy of the myth for each group, then rips each of the readings into five pieces and hides them around the class, or school/ outdoors if that is</li> <li>The groups of students must follow clues to find next piece (each group will start at a different clue). The students must accomplish a task or answer a question before they can take the piece of paper and the clue of where the next piece of paper is. There will be a competition to see who can finish first.</li> </ul> <p><b>Day 2:</b></p> <ul style="list-style-type: none"> <li>Students piece together the pieces of the story, and then take turns reading it out loud.</li> <li>Students fill out a worksheet about the myth.</li> </ul> | <ul style="list-style-type: none"> <li><b>Scavenger Hunt</b> – Were students able to work together to follow the clues, answer the questions, and perform the tasks?</li> <li><b>Worksheet</b> – Were students able to extract important information from the story and answer the questions as a group?</li> </ul> | <ol style="list-style-type: none"> <li>D'Aulaires' Book of Greek Myths (photocopies of myth for groups)</li> <li>Tasks for scavenger hunt</li> <li>Worksheet</li> </ol>                           |

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| 15 | <b>Mythological Heroine:</b><br><i>Atalanta</i>     | <b>A1, A2, A3, A4, A6, A8, A9, B5, B6, B7, C8, C9</b>                                    | <b>Day 1&amp;2:</b> <ul style="list-style-type: none"> <li>Students read out the myth of Atalanta (p. 176-180). After each student reads, the teach asks students to either write down predictions of what they think will happen next, or questions they have.</li> <li>Students write an answer, then have a class discussion around the question "Do you remember a time someone told you that you couldn't do something?"</li> </ul>  | <ul style="list-style-type: none"> <li><b>Round-Robin Reading</b> – Were students able to read out loud, and more importantly, listen carefully and respectfully?</li> <li><b>Worksheet</b> – Were students able to use inferencing strategies to create plausible predictions?</li> </ul>   | <ol style="list-style-type: none"> <li>D'Aulaires' Book of Greek Myths (photocopies of myth for students)</li> <li>Question &amp; Prediction Worksheet</li> </ol>   |
| 16 | <b>What Makes a Good Myth:</b><br><i>Trojan War</i> | <b>A1, A2, A3, A4, A5, A10, B1, B5, B6, B7, B8, B9, B10, C2, C4, C5, C6, C7, C9, C11</b> | <b>Day 1:</b> <ul style="list-style-type: none"> <li>In groups, students practice the scenes they chose to perform the week before.</li> </ul> <b>Day 2&amp;3:</b> <ul style="list-style-type: none"> <li>Students perform their scenes, with some students acting out the roles and the others narrating from the book (p. 180-187).</li> </ul> <b>Day 4:</b> <ul style="list-style-type: none"> <li>Teacher gives a lesson about Homer, and students complete a worksheet.</li> </ul> <b>Day 5-8:</b> <ul style="list-style-type: none"> <li>Students make dioramas of their favorite scene from the Myth of Troy.</li> <li>Students write about the importance of the G&amp;Gs to the Ancient Greeks, What makes a good hero, and what makes a good myth.</li> </ul> <b>Day 9:</b> <ul style="list-style-type: none"> <li>Toga party, with the students presenting their dioramas to the class.</li> <li>Watch a movie if there is time</li> </ul> | <ul style="list-style-type: none"> <li><b>Performance</b> – Were students able to self-regulate within a group to organize and create/perform roles? Were students able to act out their parts (with the aid of cue cards if needed)? Were students being respectful listeners?</li> <li><b>Homer worksheet</b> –Were students able to describe the importance of Homer's work to the Greek and Roman people?</li> <li><b>Dioramas</b> – Were students able to create a 3-d visualization of a scene from the myth and explain it to their peers?</li> <li><b>Final Writing Assignment</b> – A summative assessment covering all that we had learnt through paragraph answers using examples of myths we had read to support their answers.</li> </ul> | <ol style="list-style-type: none"> <li>Skit scripts from D'Aulaires' Book of Greek Myths (photocopies of myth for students)</li> <li>Homer worksheet</li> <li>Homer presentation</li> <li>Materials and paints for the dioramas</li> <li>Rubric for diorama</li> <li>Rubric for writing assignment (to be made with the students)</li> <li>questions for writing assignment.</li> <li>Movie</li> <li>Projector</li> </ol> |

From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)