Lesson Plan 1

Standards:
CCSS.ELA-LITERACY.RL.8.2
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.9
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Essential Question: How does modern works of fiction compare with or differ from myths and religious works?

Learning Objectives:
Students will analyze how incidents in a story propel the action, reveal aspects of a character, or provoke a decision.
Students will compare and contrast traditional myths and modern works of fiction.

5 Warm-up/Hook: Is curiosity a gift or a curse?
- Take out a sheet of paper and write down where you stand on this debate. Provide evidence to support your stance. Pick only one.

15 Whole Class Discussion
“ I will be calling on people to share their answers, so everyone needs a response documented on paper. I will be walking around the room as you are writing your answers and I expect more than one or two sentences.” (formative assessment)
- Call on people at random to share their answers (aim to call on everyone) – “Cold Call”

Provide tailored feedback for students’ responses. Praise the answers that are supported by solid evidence. Point out how Student ______ did a great job at _________. Be sure to hold each person accountable for his or her learning (making them a valuable member of the community of learners).

- “Who’s read Percy Jackson (either the lightening thief or the sea of monsters?) What are some things you learned about in these books? What mythological traits did you notice? What did you notice about the gods and goddesses that you were introduced to?
Use the word “Modern.” Percy Jackson is a modern work of fiction.

- What do you know about mythology? Engage in conversation.

Options
- Who knows about Pandora’s Box? If you do, write down what happens in this myth on your paper. Write down what the genre this is? Tell me specifics.
- What are some features that flow from myths that you've heard and the books that apply to the genre of mythology?

- If you don’t, tell me what you’ve heard of about Pandora’s Box.

- If you’ve never heard about “Pandora’s Box” then tell me what predictions you have about it?

45 Read Aloud, Think Aloud (RATA)
Have students read “Pandora’s Box” together and aloud from the McDougal Littell 8th Grade Literature book (pages 455-460).

“Think back on the elements on plot. Should this myth have the five elements of plot? Why? What are they?”

- Exposition, Rising Action, Climax, Falling Action, and Resolution

READ
What is the conflict?
“Write it down on your sheet of paper. Everybody writes. I will be circulating, so lock in your answers.”

“Who are the characters that we are being introduced to?” (Use choice words).

READ
“Where have you heard Aphrodite and Athena before?”

- The allusion PowerPoint

“Have you ever heard of the name Venus?”

- “This is Aphrodite’s Roman name.”

We are building on learning who these characters are because they will be reappearing in other myths. So, we need to gain understanding of who they are and how they are related.

“Can you retell what is happening periodically?” (Ask yourself this as we are reading. You may be called on to summarize what is going on as we are reading, so please pay close attention to the characters, the conflicts, the tension, etc.)

Give me a rising action on your paper.

What is the climax of the story?

READ. “Make some predictions. Turn to your neighbor and talk about it.” After one minute, come back together. “Let’s hear some.” – Cold call students

“Give me some falling actions.” – Wait time and silence.

“How is this myth resolved?” Turn to a different neighbor and discuss.” After one minutes, come back together and share responses.

5 Post-Reading - Think, Pair, Share

“Think about the following questions. Jot down an answer for each.

- What makes Pandora’s Box a myth?

- How can we compare this myth to what we know about this genre (books that we’re reading)?

- What was a difficult word(s) that was/were hard to pronounce?

Now, find a partner to discuss your answers.” (Allot time for students to talk amongst themselves. Listen in on their conversations and circulate around the room, interjecting as
necessary.)
Next, allow the pairs to share their answers with the class.

5 Follow-up
What is something that you learned that you did not know? What surprised you about today’s myth?

Lesson Plan 2
Standards:
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CCSS.ELA-LITERACY.RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-LITERACY.RL.8.9
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Essential Question(s): How can we analyze the development of main concepts in a traditional myth?
How can we identify the theme of a myth?

Learning Objectives: Students will be able to analyze the central plot of a text and infer a theme based off of the text.

10 Hook – collage for a visual (See Figure 1 in Task 1, Part C of instructional materials)
Everybody writes.
What are you noticing about these pictures?

5 Review – Elements of Myths

45 New Material
Present PowerPoint of the myth “Perseus and Andromeda.”
See attached PowerPoint

Strategies used during PowerPoint:
Graphic Organizer
Everybody Writes
Think, Pair, Share (TPS)
Choral Reading
Circulate
Note: While teaching the slides, demonstrate/model how to paraphrase the most important points. As you go from slide to slide, have the students paraphrase what points they should write down.

5 Serendipity Video Clip – Ask the students to pay close attention to how this clip relates to what we are learning.

5 Questions or concerns
“What questions or concerns do you have about today’s lesson?”

5 Ticket out the door – Display on board (Students write on their own sheet of paper and turn in at the end of class)
Summarize the myth “Perseus and Andromeda” in your own words.

Name at least 3 characters in this myth.
1.
2.
3.

Describe one conflict presented in the myth. (Respond in 2-3 complete sentences.)

Lesson Plan 3
Standards:
CCSS.ELA-LITERACY.RL.8.2
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.8.9
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Essential Questions: How can I make connections between the real world and Greek mythology?
How does Greek mythology relate to me?

Learning Objectives: Students will be able to make authentic connections to Greek mythology by the end of the day.
Students can identify ways that Greek mythology is relatable to them in 2014.
Students will be able to identify characteristics of a traditional myth.

Ticket-in-the-door
-give students a colored card (red, blue, green, or yellow) – at random
As they enter the classroom, point to the area that they need to move toward
“Go sit in your designated group” and you’ll find out what this is for soon.”

10 Warm-up and Review – Pictures of mythology in everyday life (See Figure 2 in Task 1, Part C of instructional materials)

So, for people who were absent, let’s recap what we learned about yesterday. Who knows they can give a good summary of the myth that we were introduced to?

5 Vocabulary Pronunciation – Choral Response
“One of the things that I am noticing is that the pronunciation of the gods and goddesses are causing us a little trouble. Let’s practice saying the names together so that we will know who we are talking about. This will help us better understand the myths. Let’s avoid saying, ‘yeah, that guy’ or ‘whatever that girl’s name is.’ I want you to know these characters and say their names with confidence.”

Myth: “Pandora’s Box”
-Prometheus
-Epimetheus
-Zeus
-Hephaestus
-Hermes
-Pandora
-Hera
-Aphrodite
-Athene/Athena

Myth: Perseus and Andromeda
-Andromeda
-Perseus
-Cassiopeia
-Nereus
-Cetus
-Poseidon
-Medusa

10 Quiz – Multiple Choice Section (everybody writes, “lock in your answers on your own paper” before I call people to come to the board.
Use smartboard to answer questions about gods/goddesses/other characters to the correct description. Have students come up to the board to click on the correct answers. If they miss the item, someone else can come up to the board and try.

Myth: “Pandora’s Box” (Many of these are directly from the text in the lit book. The others are directly from the PowerPoint.)
-Prometheus – stole the fire from Olympus
-Epimetheus – told his wife to “lift the lid again”
-Zeus – “lord of Olympus”
-Hephaestus – “The smith and artisan of the gods”
-Hermes – Messenger of the gods
-Pandora – “All-Gifted”
-Hera – “the wife of Zeus” that gave the gift of curiosity
-Aphrodite – Goddess of love and beauty
-Athene/Athena – “I was born fully armed out of my father’s forehead. Who am I?”

Myth: Perseus and Andromeda
-Andromeda – a beautiful girl that is offered as a sacrifice
-Perseus – saves the girl chained to the rock and slays the gorgon
-Cassiopeia – arrogant queen whose vanity gets her into trouble
-Cetus – sea monster sent to ravage the coast of Ethiopia
-Poseidon – Often found with a trident in hand
-Medusa – “those who look into my eyes will turn to stone”

30 GAME BOARD (Interactive Smartboard Game) – Review Questions over mythology – See Figure 3 in Task 1, Part C of instructional materials)
Collaborate with team members to come up with answers quietly (“If you’re too loud, the other teams may hear your answer, so discuss quietly.”) When we “transition, move to the designated area to join your group.
-Circulate around the class to listen in on conversations; interject as needed.
-Note: Hopefully every team gets a turn (we will not finish this game, but I’ll keep a tally of the points earned and we will pick this up again soon)
Transition by playing Pharrell Williams’ “Happy.” The students will know when to move into position and transition. They will also know when to find a seat. This device adds in a “musical chairs” element to make it more fun for the students, but to also get them to move quickly.
Potential Questions:
-Explain what a myth is in your own words
-Characteristics of a myth Review Questions
-What are at least 3 characteristics of mythology
-Why do we study mythology?
-What is introduced in the exposition of Pandora’s Box?
-Describe a conflict in the myth about Perseus and Andromeda.

10 Closing – Perseus and Andromeda Trivia (everybody writes down an answer)
Display on Smartboard

1. T/F According to the myth, Cassiopeia was an arrogant queen that boasted about her beautiful daughter. ___________

2. Fill in the blank
In Greek mythology, _____________, the god of the sea, is often seen with a trident in his hand.

3. The sea monster’s name is
A. Cepheus   B. Cetus   C. Circe   D. Cerus

4. “I am the person responsible for slaying the Gorgon, Medusa. Who am I?”
______________________

5. Fill in the blank and identify character
“I was promised to marry my Uncle Phineus, but luckily _________________ freed me from that rock! Who am I?” _________________
10 Exit Ticket

1. How would you rate yourself on a scale 1-5 on your understanding of mythology? (1 – I’m confused about mythology, 5 - I know mythology and could summarize key elements right now). As always, be honest.

2. How would you rate yourself on the notes you’ve taken in class? Will they be a good aid in preparation for future assessments?

3. How would you rate yourself in regards to your class participation? Give examples of how you have specifically contributed to class discussion.

4. How are you planning to study for your assessment on Thursday? List specific examples.

Homework: Review your notes and study for your assessment on Thursday!

Lesson Plan 4
Standards:
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Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.8.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.RL.8.9
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Essential Question(s): Why is it important to be an active participant within our community of learners?
How can I demonstrate the standards and learning objectives I have learned on an assessment?
Learning Objectives: Students will be able to contribute to class discussion and use textual evidence to support their claims. Students will be able to demonstrate their understanding of mythology in the form of an assessment.

10 Hot seat – Review for assessment
“Class, look under your seats and check for a sticky note. (These are already strategically placed to be under certain students’ desks). If you find one, raise it in the air. Today, we are doing an activity called “hot seat.” What is a “hot seat”? Allow students time to answer what they know about the hot seat. Clear up any misconceptions about it being a “bad thing.” Reassure them that this activity will be fun and will serve as a review before their assessment.

Reviewing Hot Seat Rules
“Just because you do not have a sticky note, does not mean you will not be in the hot seat. We are all a community of learners and we will help one another out because we all can use review over these myths, right?”

Begin Activity
“Sticky note number one, come up to the front of the class. You will model the rules of hot seat for the class before we get started. How should sit when in the hot seat? Slouched over or should we sit up straight? Whoever is in the hot seat should read what is on their sticky note loudly and project so that everyone can hear – even the people in the very back of the class. What if you do not know the answer to your question? What should you do? You can call on a friend to be your lifeline and they can help you out. It is up to you who you call on. You can call on someone with his or her hand up or you can call on someone else; it is your choice. What should everyone in the audience be doing? We should be listening and taking notes. Everybody writes. This will help us make sure that we are grasping the main concepts. You are allowed to ask questions if you have them, but I want you all talking to one another, not just looking at me for the answers.”

Sample questions: “What happens in the exposition of “Pandora’s Box”? Name 3 of the goddesses that helped create Pandora. Summarize the plot of “Perseus and Andromeda.”

30 Assessment
Distribute assessments to the class. Explain your expectations to the students. Next, go through each section of the test with the students and discuss any confusions the students may have. “I will not answer any questions during the test, so what questions do you have?” Allow time for questions prior to the test starting. Answer accordingly.
Tell the students to read quietly once they complete the assessment until everyone is done. 40 minutes is the maximum that I will allow for this assessment. “You may begin your assessment.”
-Circulate as the students write.
-Make sure no one is looking up or around the room.
-Monitor who is writing the entire time and the students who are not. Document in notes.

Grade the assessments as the students turn them in. Continue to monitor their progress.

20 Quick Write – Display prompts on SmartBoard
Pick a god, goddess, or other character from our myths to portray – Short writing activity from character’s perspective
Be creative. Myths are made up. So, make up what you would want to happen or wish could
Possible Characters to Choose From:
Zeus – Ruler of the gods (Why do you have so many enemies?)
Hera – Curiosity, Queen of the gods (How has your curiosity gotten you into trouble?)
Athene/Athena – Goddess of War and Wisdom (When does your knowledge of war tactics come in handy?)
Aphrodite – Goddess of Love and Beauty (Is this all you are about? Explain how you are more than just a pretty face.)
Prometheus – Stole the fire from Olympus (Why did you do this? Give an explanation.)
Epimetheus – How did you get dragged into the conflict between your brother and Zeus?
Pandora – Would you have opened the box if you were Pandora? Explain your version.
Hephaestus – Blacksmith god (What would you create? What other gods would you associate with to create a god greater than Zeus?)
Perseus – You saved Andromeda and slayed Medusa, so what’s next?
Andromeda – You were offered as a sacrifice. (How did that make you feel? Why did your parents promise you to your Uncle Phineus?)
Cassiopeia – Vain Queen and mother of Andromeda (Why did you boast about your daughter to Nereus? How did you feel about Andromeda being punished for your actions?)
Apollo – The oracle (What would it be like to be able to predict what is going to happen?)

As you are composing your response from your god’s/goddesses’ perspective, consider:
-Think about who your god/goddess has an issue with
-Do you ever resolve your differences with your rival?
-Do you have new conflicts with another god/goddess?
-What powers do you have or have you developed new powers?
-Do you use your powers for good or evil?

15 Share
Allow students to share their writings with the class the last 15 minutes of class. Continue with activity at the beginning of class.