

Greek Mythology Unit for the 9th Grade ELA Classroom

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<p>Overview</p>	<p>In 9th grade ELA, one specific literary device that I find valuable to teach is allusions. My hope is that including this Greek Mythology unit into the curriculum (as one of the first units) will be a great way to not only teach the stories that will be alluded to in other texts we will read throughout the year but also will provide an opportunity for students to get creative and learn research skills. This fourteen-day project based learning (PBL) unit will ask students to research one specific Greek myth, write about it in a narrative essay, and perform their myth to the class in a fun and creative way.</p> <p><i>Note: I have linked specific handouts, assignment sheets, and other material throughout.</i></p>
<p>Common Core Standards</p>	<p>Research Assignment CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>Narrative Writing Assignment CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Performance Assignment CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

Assessments	<ol style="list-style-type: none"> 1. Research your chosen Greek story/myth. Make sure your research is thorough as there may be different versions of the story. Your research should include hardcopy texts and databases. Your final product for this step will be an annotated bibliography. 2. Write a narrative that tells the story of your Greek story/myth in your own words. This narrative should be written from the perspective of someone IN the story. As this narrative will only be 1-2 pages double-spaced, you will have to make sure to choose the most important parts of the story! 3. Create a five-minute performance of your story/myth, and make it fun! This should NOT be a slideshow; there should be props, images, and maybe some humor involved! The audience should have a basic understanding of your Greek story/myth after watching your performance (and hopefully fun while watching)! Invite some classmates to participate for added fun! 4. Informal assessments: project check-ins, exit tickets, reflections, discussions, and an escape game!
Rubric	<p style="text-align: center;">Mythology Research & Storytelling Project Rubric</p> <p>Research: 20 points _____ / 20</p> <p>_____ Three (3) reliable, relevant, accurate sources (priority on library resources) (10)</p> <p>_____ Complete annotated bibliography (7)</p> <p>_____ in proper MLA format (3)</p> <p>Written Narrative: 50 points _____ / 50</p> <p>_____ First-person point of view (5)</p> <p>_____ Accurately and thoroughly researched (10)</p> <p>_____ Concise, complete recounting of the story/myth (10)</p> <p>_____ Strong imagery/sensory language throughout (5)</p> <p>_____ Free of grammar/mechanics/spelling errors (10)</p> <p>Storytelling Performance: 30 points _____ / 30</p> <p>_____ Clear understanding of story/myth (10)</p> <p>_____ Dramatic/creative presentation using props/costumes/visual aids (10)</p> <p>_____ Polished, rehearsed performance (5)</p>

Lesson Plans

Choosing Your Greek Story/Myth

Objectives: In line with PBL's 'student voice and choice' category, students will choose a Greek story/myth that excites them.

- ❖ Creative writing warm up: Look through all of the [images](#) around the classroom (labeled 1-20). Choose one that is unfamiliar to you, and create a short story about what is happening in the image.
- ❖ Choose the top 3 images that look the most intriguing to you. (Make sure to choose a story/myth with which you are not already familiar!) Then, fill out the Google Form, which asks you to reflect on why you found those images intriguing, what you predict those stories will be about, and what you hope to gain from learning about the stories.

Introduction to Greek Mythology (Two-Day Lesson)

Objectives: Students will be able to explain why they are learning about Greek Mythology and its relevance to the rest of the curriculum. Students will also be able to identify key aspects of a Greek myth through the analysis of picture books.

❖ Day 1

- Warm up: What do you know? Ask students to brainstorm everything they know about Greek Mythology. (Decide whether students will write down their responses or respond as part of a whole class discussion)
- Let's talk about the word 'myth' (*Discuss the connotation of the word and the view that our society has about ancient Greek culture. Explain how before taking a course on it, I had not considered Greek Mythology as theology. This perspective is fascinating because it broadens the very narrow view we as a society have about how we define religion.*)
- [Why Greek Mythology? Question trail](#)

❖ Day 2

- Mini-lesson: How to analyze a picture book ([resource to use](#))
- Jigsaw: Each group will have [one picture book](#) and analyze it. Then, new groups will be formed with one member from the first round in each group. They will share what they learned.
- Exit ticket: Tweet - in 140 characters or less, write what you learned today. Make sure to include a hashtag!

Researching (Three-Day Lesson)

Objectives: Students will develop research skills. Students should work to research and annotate one source each of the three days for a total of three completed reliable source graphic organizers.

- ❖ Location: School library

- ❖ Lesson:
 - Mini-lesson by librarians (Day 1: How to find reliable sources; Day 2: How to take helpful notes; Day 3: How to write an annotated bibliography)
 - Students will work with teacher and librarians to complete three graphic organizers (one for each source)
 - Exit ticket: What were you able to accomplish during today's class?
- ❖ Days 1 & 2 Homework: Complete research notes from today's source if you haven't already. Start creating the annotated bibliography.
- ❖ Day 3 Homework: Complete the annotated bibliography.

Writing & Individual Conferences (Three-Day Lesson)

Objectives: Students will take the information they learned through the research process and create a narrative that demonstrates their knowledge about their myth/story.

- ❖ Day 1:
 - *Annotated Bibliography is due!*
 - Students create an outline of their story using the research they completed.
 - Teacher will conference with half of the class about their ideas and plans
 - Exit ticket: What were you able to accomplish during today's class?
 - Homework: Complete outline
- ❖ Days 2 & 3:
 - Students will start drafting the narrative using the outlines they created.
 - Teacher will conference with other half of the class about their ideas and plans
 - Exit ticket: What were you able to accomplish during today's class?
 - Day 2 Homework: Work on narrative; Day 3 Homework: Complete rough draft of narrative

Peer Revision

Objectives: Students will identify the strengths and areas of improvements in each other's narratives in order to strengthen their writing and, specifically, their narrative.

- ❖ *Rough draft of narrative assignment is due!*
- ❖ Warm-up: Pull up the rough draft of your narrative assignment. Re-read what you wrote. Highlight a section that you think is strong in green, and highlight a section you think needs work in yellow.
- ❖ Students will use pair up, read each other's narratives, and provide comments

using the [Peer Revision sheet](#).

- ❖ Students should communicate with their partners, discussing what they liked (specifically) and advice on how to improve upon specific aspects.
- ❖ Homework: Use the peer feedback in order to revise your rough draft.

Performances (Three-Day Lesson)

Objectives: Students will demonstrate their knowledge of their assigned myth/story through their performances.

- ❖ *Final draft of narrative assignment is due!*
- ❖ Warm-up: Take out a piece of paper, and create a chart with the name of each student and their myth/story. (Alternative: provide students with the chart.)
- ❖ Students will perform their myth/story while the rest of the students listen and take notes (and hopefully have fun!).
- ❖ End class with any clarifying questions about the myths/stories performed that day.

Whole-Class Discussion

Objectives: Students will reflect on what they learned throughout the unit about Greek culture/history, about human nature, and about themselves. They will practice speaking and listening skills throughout.

- ❖ Discussion questions
 - What similarities can we find between our world and that of the ancient Greek world?
 - What differences can we find between our world and that of the ancient Greek world?
 - What do the stories told about the gods reveal about the people in the ancient Greek world? What does it reveal about their relationship to the gods?
 - What are some common themes among the different stories/myths? What does that suggest was valued in their society? What was being critiqued?
 - Who were people in positions of power in the stories/myths? How does this differ or mirror the types of people in positions of power in our own society?

Greek Mythology Escape Game!

Objectives: Students will demonstrate their understanding of their own and their peers' myths/stories by completing an escape game, which consists of four tasks.

- ❖ In order to review what they learned during the performances (and their own research), students will complete [an escape game focused on Greek Mythology](#).*

- ❖ End class with [a self-reflection assignment](#).
- ❖ Homework: Using the research skills developed, draw connections between ancient and modern Greece.

**This is a digital escape game but can be adapted to include elements of the classroom, as well!*

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