

NOTE: Remember to have 4 copies of each tribe's second draft creation myth to bring to this class.

TITLE OF LESSON

English 1 Unit 1 Lesson 11 – Mythology Tribes: Creation Myth Final Editing and Odyssey Society Chart

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1, 1.3; W2.1-2; W/O1.0-5; L/S1.1

TIME ESTIMATE FOR THIS LESSON

One class period

MATERIALS

Editing Skills List – Teacher Page

4 copies of each tribe's second draft creation myth

overhead projector (if possible)

items for the grab bag – zipper, pants, left and right shoe, CD-ROM, cassette tape

butcher paper

magic markers

colored pens or pencils for editing

stapler

LESSON OBJECTIVES

- To hone brainstorming skills
 - To formulate thoughts and ideas
 - To practice estimation techniques and note taking skills
 - To reinforce organization strategies
 - To gain knowledge of Greek society
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FOCUS AND MOTIVATE STUDENTS

NOTE: The purpose of this lesson is to have students begin to think about the concept of spans of time by showing the number of objects invented in relatively short periods of time. One of the ways students can understand a vast span of time such as 3,000 years is to begin to look at inventions and objects they believe are necessary to their way of life. For this portion of the lesson, students will need to be seated in their tribes.

- 1) Homework Check – Stamp/initial complete assignments. Pass back graded assignments and have students place them in their folders.
- 2) **Agenda** – Have students copy the agenda you have written on the front board.
- 3) Fill a **Grab Bag** – Before class, fill a paper bag with different inventions, items that students may take for granted. You could collect things like a zipper, pants, left and right shoes (they may guess shoes have been around forever, but point out that these shoes have a left and a right one), light bulb, watch, battery, telephone, pager, etc. Try to have at least one thing that was invented as close to this year as possible to show a progression of time through new inventions (e.g. cassette tape to compact disc (CD) to mini disk -- if you can't find examples of all, use pictures from magazines). Make sure to look up the date of the invention of each object you have chosen for your grab bag before starting this lesson, but keep the dates hidden on your desk or in your pocket. Approximate dates will work as long as you can say that, for example, mini disks are now becoming available to the general public, while many people are just getting used to the idea of CDs and DVDs.
- 4) **Timeline** – Next on a long sheet of paper that should run the length of one wall (or half a wall), create a time line that runs for the last three thousand years. Make sure that 2000 is the farthest to the right on your time line. To save time you could already have this done before class and have it on the wall when students come in. Also, have a similar time line drawn on the board.
- 5) **Two Item Grab** – Take your grab bag around to each tribe. Allow one tribe member to reach in and grab two

- items. Have the tribe estimate the year each object was invented. Give them approximately 5 minutes for this, discussing their answers in their tribe. They should be prepared to tell the year they believe each object was invented and WHY they believe it was that year.
- 6) Present – Have each tribe choose a presenter to stand and show their objects to the class. The presenter should tell why their tribe believes the objects were invented in the year they have decided upon. Then they should write the objects and the dates they were invented on the chalkboard/white board timeline so that dates can be changed later.
 - 7) Date Comparison – After each tribe has presented at least one object, pull out the dates you have hidden. Next to their dates, write the real date. Ask students to look at how close their estimate was. Ask them to think about the necessity of their object. Could they live without it? What would their quality of life be like without these objects?
 - 8) Butcher Paper **Timeline** – Have a member from each tribe place the name of the object in the correct year on the large time line. Have students look at the objects in relation to three thousand years. Imagine...
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Society Chart – At the top of a large piece of butcher paper, write the title *Greek Society*. Divide the piece of butcher paper into five columns. In the first column, write the word *Dress* at the top. In the second column, write the word *Entertainment* at the top. In the third column, write the word *Rules* at the top. In the fourth column, write the word *Dangers*. In the last column, write the word *Geography*. Have students take out their notebooks and create a chart that looks exactly like yours. You may want to have them turn their notebooks sideways to provide enough room for all five columns. Tell them they will be taking notes today. Anything you write down, they should also be writing in their notebooks.
2. **Visualization** – Ask students to put down their pens/pencils and close their eyes. Ask them to imagine what life might have been like 3,000 years ago in Greece. Remind them there were no cars, no televisions, no radios, no refrigerators, no air conditioning, no modern conveniences. You may want to attempt to access any prior information students may have been exposed to about Greek society by reminding them of television and films like Hercules. Ask them to imagine what the land might have been like. Was it hilly or flat? Was it near the ocean or far from it? Was it a small or large country? Ask them to imagine the climate. Was it warm or cold? Rainy or dry? Now ask them to imagine the people of the land. Were they dark or light? What kind of dress did they probably wear, based on the climate? What kinds of entertainment might the people have been interested in? What kind of purpose would each form of entertainment have served? Thinking about their land and their climate, imagine what some of the dangers might have been for these Greeks. What would they have feared? Finally, imagine what kinds of rules the Greeks might have created to protect themselves. What other structures might they have created besides rules?
3. Greek Society **Brainstorm** – Ask students to open their eyes and without talking to anyone begin to fill in the columns on their Greek Society Chart. Remind them there are no right or wrong answers, only good opinions. Give them approximately 2-5 minutes for this.
4. Class **Brainstorm** – At the end of the 5 minutes, ask for a volunteer to write on your chart all of the possibilities the students have written down for each column. This frees you up to facilitate the process and gives the students ownership of their Greek Society Chart. Take as many answers as students are willing to volunteer for each column. If at any point, students are unwilling to give answers (as sometimes happens), just go around the room and have each student give one possibility that is different than any other that has already been given. Allow all answers, as students will be revising this chart. Make sure that all students are taking notes in their notebooks, adding any answers that are different than the answers they had listed originally.
5. Tomorrow – Tell them that tomorrow they will be reading the first book of *The Odyssey*. After they read, they will revisit their chart to add any new information and to take off any old information that does not fit. Collect the Greek Society Charts for credit.
6. Tribe Creation Myth Switch – Pass to each tribe four copies of another tribe's creation myth; this will be your partner tribe. Make sure each student in the tribe receives a copy and that tribes don't have their own myths.

7. Different Color – Ask students to use pencils or pens that are not blue or black.
 8. Instructions – Have students write the following at the top of the creation myth: "Edited by (insert their name)" Tell students they will be editing as a tribe to agree upon the corrections they are making to their partner tribe's myths. Ask them to make sure they all make the same changes to spelling, punctuation and grammar as they move through the list below.
 9. Tribe **Edit** – Post the **Editing Skills List** on the overhead projector. Next, turn on the overhead projector and move through each of the skills one at a time. Show only the skills you are asking them to look for in the piece of writing. Then ask the tribes to agree upon the changes they think are appropriate prior to moving on to the next editing skill. Remind them that the purpose for correct grammar is so that the reader will understand what you have written when you cannot be there to clear up any misunderstandings. Therefore, writing must be as clear as possible. Tell students to write directly on the creation myths. During this portion of the class, there should be no talking to their partner tribe. If they need to ask the author a question, then there is something unclear in the myth and the editor should point that out in writing directly on the myth. Have students check to make sure each of the following editing skills is correct.
 10. Switch – When students have finished editing the creation myths, have them hand the myth back to the authors.
 11. Final Draft – Have the authors write the third and final draft of their creation myth now. Tell them they will all be writing up their own copy of the tribe creation myth, as they will be placing them in their portfolios (their permanent writing folder) as a demonstration of their best work. This draft should be written in ink with all of their mistakes corrected. When they have finished, they should staple their first and second drafts to the back of the final draft and turn it in to you. If students do not finish by the end of the period today, they must finish it for homework tonight. It will be due at the beginning of class tomorrow.
 12. Illustrations and Music – If tribe members have not completed the illustration and the music, they should work on this now as it is due at the end of the period along with the final draft of their creation myth. (You may want to extend the due date and give students time to complete their illustrations and music for homework.)
 13. Collect Work – When the bell rings, collect each tribe's final draft of the creation myth, the creation illustration, and the creation myth music. You will want to grade them tonight and hand them back to students as soon as possible. All of the myths should be placed in their permanent writing folder, and a copy of the myth placed in their tribe folder for their final project.
 14. Folders – The work students complete today will go into their classroom folders.
 15. Homework Assignment – Have each student go home and find out one thing they did not know about Greek society before. Tell them they may not use any answers from their chart. They must bring their information with them to class tomorrow. It can be written or in picture form. They should be prepared to present their findings to the class before they begin to read *The Odyssey*.
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GROUP ROLES

Writer One – will look over the editing suggestions and make necessary corrections to the original draft.

Writer Two – will collaborate with Writer One and will also consult dictionary for spelling accuracy.

Illustrator – will put finishing touches on illustrations of the creation myth.

Music Director – will make sure the accompanying music/rhythm for the myth is finished.

DOCUMENTATION FOR PORTFOLIO

Creation Myth