

**NOTE:** Remind students at the end of class today that they should meet in the computer lab at the beginning of the next class.

TITLE OF LESSON

English 1 Unit 1 Lesson 22 – Mythology: Monster Myth 2nd PD and T-Chart and Tribe Monster Myth Draft 1

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 3.0, 3.3-6, 3.12; L/S1.1

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MATERIALS

"Sketco and the Grizzly Man" – Reading

**Plot Diagrams** – Student page

**Monster T-charts** – Student page

**Individual Monster Myth Checklist** – Student page

poster board for storyboard and pictures

colored pens or pencils for illustrations

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LESSON OBJECTIVES

- To differentiate between myth and legend
  - To effectively categorize thoughts using a T-Chart
  - To infer ideas through examination
  - To demonstrate comprehension of the role of monster myths in dealing with and understanding different cultures
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FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded work and have students place it in their folders.
  - 2) Agenda – Have students copy the agenda you have written on the board.
  - 3) **Vocabulary** – First you'll be working with the students to have them generate a group definition. Write the words *monster myth* on an overhead projector or on a chalkboard. Ask students to write out their individual definition of a monster myth in their folders. As you guide them through creating their definition of *monster myth*, point out they have already established the definition of a myth, all they have to do now is define monster. Give the students two to three minutes to write.
  - 4) Group Definition – After two minutes or so, ask for volunteers to share their definitions. Write the different definitions on the overhead as students share them. Ask students to look at the definitions that have already been given. Ask if there are any more definitions that are different. Add them to your list. Ask if anyone can combine all the different sentences or definitions to create one big definition that keeps the important points of all the definitions.
  - 5) Revising Definition – As students volunteer, you write their answers on the overhead. Students may like a particular answer and want to make some changes to it. Since this a class definition, go ahead and make the changes as appropriate, checking in with students to make sure it fits. Encourage students to make changes and remind them that is exactly the point. When you have come up with one single definition, read it back to the students.
  - 6) Post Definition – Ask for a volunteer to write the group definition of *monster myth* on a large piece of butcher paper and post it in the class where everyone can refer to it as needed.
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#### ACTIVITIES – INDIVIDUAL AND GROUP

1. Read – From here, continue with the lesson reading the myth, "Sketco and the Grizzly Man," with all students acting as questioners. Have each student complete the **Plot diagram** and the **T-Chart** of this myth. When these are finished, students should put them into their classroom folders.
  2. Revisit Group Definition – Don't forget to revisit your group definition as you finish reading your second monster myth. Make any changes based on new information students may have received during the reading or their group work.
  3. Tribe Monster Myth – Once they have put their worksheets into their folders, they should get into their tribes, begin reviewing their ideas from their homework brainstorms, and begin creating their Tribe Monster Myths. Basically, they should follow the same system that they used for their Creation Myths in Lesson 9.
  4. Collect – Once they have finished these, they should hand in the first draft and give you the storyboards to hang in the room. Make sure to initial or stamp the first drafts of their monster myths to show that they were turned in completed, on time. This will help you when it comes time for assessment.
  5. Turn in Monster Myth Packets – By the end of class today, students should have completed all the assignments on their **Individual Monster Myth Checklists**. Students should put their packets together with the completed checklist on the front and the papers in order, and hand the packets to you as they walk out.
  6. Students will place first draft of monster myth in their group folder.
  7. Remind students to go directly to the computer lab tomorrow. They will be doing a Web Quest.
  8. Homework Assignment – None
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#### GROUP ROLES

Recorder – Records the stories, first in note form if necessary. He or she will also write out the final version.

Facilitator – Guides tribe members as they make choices and decisions about the tribe's myth.

Illustrator – Creates the storyboard.

Manager – Makes sure that the group has the materials they need, including blank plot diagrams and T-charts

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#### DOCUMENTATION FOR PORTFOLIO

Creation Myth