

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 36 – Mythology: Hero Myth 2nd PD and T-Chart and Tribe Hero Myth Draft 1

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

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

MATERIALS

“The Legend of Iroquois Falls” – Reading

Plot Diagram – Student Page

Hero T-chart – Student Page

Tribe Hero Myth T-chart – Student Page

Poster board for storyboard and pictures

Colored pens or pencils for illustrations

LESSON OBJECTIVES

- To effectively categorize thoughts using a T-Chart
 - To infer ideas through examination
 - To demonstrate comprehension of the role of hero myths in understanding the values in cultures
 - To begin to consider the qualities of the hero in their lives, in our culture
 - To use the method of predicting to strengthen reading comprehension
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EXPLANATION OF LESSON

This is the second hero myth lesson. For this lesson you'll read "The Legend of Iroquois Falls," by Mabel Burkholder. You'll do the Plot Diagram and the Hero T-Chart for this as you did for "Theseus and the Minotaur." See Lesson 35 for details.

Once again, all students will be acting as predictors during this lesson.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

As students come into the room, have them sit in their tribes. Also, they should put their homework brainstorming on their desks so you can check it off as you walk around.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Read – As a class, read the second hero myth, " The Legend of Iroquois Falls " while practicing predicting.
2. **Plot Diagram** and Hero T-chart – Students should complete both the **Plot Diagram** and the **Hero T-Chart** for this myth. See Lesson 35.
3. Tribe Hero Myth – Pass out the **Tribe Hero Myth T-Chart** and a blank **Plot Diagram**. Explain to students that as they agree upon their tribe hero myth, they should fill in these sheets for their ideas. Once they have put their worksheets into their classroom folders, they should get into their tribes and begin reviewing their ideas from

their homework brainstorms and begin creating their Tribe Hero Myths. Basically, they should follow the same system that they used for their creation myths in Lesson 9.

4. Hand In – Once they have finished these, they should hand in the first draft and give you the storyboards to hang in the room.
 5. Initial – Make sure to initial or stamp the first drafts of their hero myths to show that they were turned in completed, on time. This will help you when it comes time for assessment.
 6. Individual Hero Myth Checklist – By the end of class today, students should have completed all the assignments on their **Individual Hero 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.
 7. Remind students to meet in the computer lab tomorrow.
 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

DOCUMENTATION FOR PORTFOLIO

Trickster Myth
Monster Myth
Creation Myth