

NOTE: This is the class during which you will introduce the ESubjects web site to the students. Also, ask your school's computer technician to add a link to the Curriculum home page on the home page of your school's computers. Students should go directly to the computer lab today.

TITLE OF LESSON

English 1 Unit 1 Lesson 7 – Mythology: Creation Web Quest

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.6, 3.0, 3.3-4, 3.6; L/S1.1

MATERIALS

Creation Myth Web Quest – Student Page

Plot Diagram – Student Page

Creation Circles – Student Page

classroom folders (optional since they are working in groups)

You may want to bring in group-folders – for example: blue group – Chinese; green group – Blackfeet with a color-coded corresponding folder for each group.

LESSON OBJECTIVES

- To see the Web as a place to locate information
 - To consider strategies for locating information
 - To ask the questions necessary to use information to complete a task
 - To state one's own strength and determine the strengths of others in one's group and choose roles accordingly
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EXPLANATION OF LESSON

Here students do their first guided web quest, the Creation Myth Web quest. This project is a simple web quest. In general a web quest is a project-oriented use of the World Wide Web. Rather than just let students wander around the Web aimlessly, the web quest provides specific Web resources coupled with a goal. The quest tells the student what is expected and what they have to do. It also explains how the student's work will be evaluated. If you want to find out more about web quests take a look at the Web Quest homepage:

<http://edweb.sdsu.edu/webquest/webquest.html>.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Collect homework and Internet Permission Forms. Pass back graded assignments and have students place them in their folders.
- 2) **Agenda** – Have students copy the agenda you have listed on the front board.
- 3) Computer Protocol – Explain the computer lab etiquette you have established for your class and the consequences for any misbehavior. Ask students to leave their computers turned off until you finish giving directions.

NOTE: You may want to meet with your site computer lab technician to establish standard rules for the computer lab.

ACTIVITIES – INDIVIDUAL AND GROUP

CREATION WEB QUEST

1. Assign Research Groups – For this class, students will be working in groups in the computer lab. It will be easier for you in the long run if you get to the lab a minute or two early and label computers with the following ethnic/tribe names. Otherwise, you'll have to organize students **and** computers as the students are walking in. As students enter the computer lab, hand them a slip of paper (color-coded, if possible) with one of the following ethnic groups on it and direct them to one of the computers with the same name. (Depending on what you have decided about grouping, you may want to have each student's name on the paper too, so they will be grouped intentionally rather than randomly.) If computers are limited, have each group use one or two computers and work together.

ETHNIC GROUPS/TRIBES

Blackfeet-Native Americans Chinese Celtic Greek	India Babylonian African Bushmen	Filipino Norse Egypt
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2. Also, before the class, make a note on the board that, once the students are online, they should type "www.esubjects.com" into the URL bar at the top of their screens. Under this note, write:

Students Tab →→→ Student Pages →→→ Creation Myth Web Quest

This will take them to their assignment **Creation Myth Web Quest**. You may want to print copies prior to class just in case. Review the directions on this page with the class. Field all questions. Then move directly to Step 4 below.

3. Alternative Myth Sites – There are many, many, many sites online with myths, discussions about myths, chats about myths, etc. Some good ones, in case a link here is down or old, or you just want some other options, are:

<http://www.artsmia.org/mythology/culturelist.html#top> The Minneapolis Institute of Arts's wonderful collection of Mythological Comparisons, works of art depicting myths, with the myths provided and with classroom ideas.

http://www.windows.ucar.edu/cgi-bin/tour_def/mythology/mythology.html *Windows to the Universe* from the University Corporation for Atmospheric Research (UCAR) of The Regents of the University of Michigan.

<http://www.pantheon.org/mythica.html> A thorough encyclopedia of mythology for students (or you!) to do quick reference checks.

<http://pubpages.unh.edu/~cbsiren/mythold.html> Pretty much everything. Beware, you could lose all track of time here.

<http://members.ozemail.com.au/~reed/global/mythstor.html> A small but interesting collection of myths not found on other sites.

<http://www.pibburns.com/myth.htm> All manner of myths, from ancient to UFOs.

<http://www.cybercomm.net/~grandpa/cretion3.html>

<http://www.cybercomm.net/%7egrandpa/cretion.html>, which has a selection of Native American myths.



4. Assign Group Roles – Ask students to assign group roles (see *Group Roles* below). Have them write their assigned roles on each of their papers next to their names. Give students blank **Plot Diagrams** and **Creation Circles** before they begin to read their myth to make sure they know what notes to record.
 5. Read – All students in the group should read the myth together. Have them follow the link to their assigned myth. Then ask the groups to decide how they will read (out loud – Popcorn style, each person reads a sentence until the text has been read, each person reads a paragraph until the text has been read, one person reads while the others follow along, silently). Have them read.
 6. **Plot Diagram** and **Creation Circles** – Once students have read the myths, have them work in their groups to fill out the plot diagrams and creation circles. When they finish, have the students put their completed worksheets into their classroom folders so you can take them back up to the classroom.
 7. Evaluation – Ask students in groups to answer the evaluation questions on the Creation Myth Web Quest sheet. Give them five minutes to be very specific in their answers. Then call on each group to present. Explain that they will work together in groups frequently. So it's important for them to try to improve their social skills, just like in life. You have to work with other people successfully.
 8. Clean Up – Ask students to clean up their workstations, shut down their computers, and push in their chairs.
 9. **Folders** – Have students place the complete plot diagrams and creation circles in their classroom folder.
 10. *Homework Assignment:* **Brainstorm** a Creation Myth for your tribe.
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GROUP ROLES

Recorder 1– will fill in the information on the plot diagram for the group.

Recorder 2 – will fill in the information on the creation circles worksheet for the group.

Facilitator – will make sure the group stays on task and fills out the forms correctly

Manager – will make sure the group has all the materials it needs and contact the teacher if there are any questions about the assignment.

DOCUMENTATION FOR PORTFOLIO

None