

TITLE OF LESSON

English 1 Unit 1 Lesson 9 – Mythology Tribes: Tribe Creation Myth Draft 1

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1, 1.3; W2.1-2; W/O1.0-3; L/S1.1

MATERIALS

Individual Creation Myth Check List – Student Page
Plot Diagram – Student Page (one for each group)
Creation Circles – Student Page (one for each group)
paper for storyboards
rulers and/or yardsticks
markers, colored pencils

LESSON OBJECTIVES

- To continue to develop and begin to put into practice strong writing skills
 - To develop strong writing attack skills
 - To develop comfort with writing
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) As they come in, have them sit in their tribes. Point out that they have a lot to do in a short time and better get started right away. Quickly, remind them that they assigned group roles (see *Group Roles* below) when they last met with their tribes. They are responsible for fulfilling those roles during their tribes work today. If there are absent students, have someone in the tribe take over that position for today.
 - 2) Homework Check – Stamp/initial complete homework assignments. Pass back graded assignments and have students place them in their folders.
 - 3) **Agenda** – Have students copy the agenda you have posted.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Present Homework – Students should take out their homework and, with the Facilitator leading the discussion, each present in turn, what he or she came up with as ideas for the tribe creation myth.
2. Tribe Creation Myth – As they are developing the story, remind them that the myth they create should reflect their tribe and their tribe’s belief systems, fears, rules, and structures. While they are discussing the myth and the recorder is writing down what they decide, they should be thinking about and writing the tribe creation myth theme song and the Illustrator should be sketching out the story on a storyboard. (Option: for an SDC, or any class, really, you can have the first story, the creation myth, written out as a storyboard.)
3. More Instructions – They should finish the plot diagram, creation circles, and first draft of the myth by the end of the period. Have them put all of their materials into their tribe folder, but **turn in the first draft of the myth**. If any of their pictures are finished, you can put them up on the walls. If you are able to put some of the pictures up, you can use them for a quick prediction exercise the next day, or if you have some free time at any point today.

NOTE: Make sure to initial or stamp the first drafts of their creation myths to show that they were turned in completed, on time. This will help you when it comes time for assessment.

4. Individual Work – Pass out the **Individual Creation Myth Checklist**. At the end of this class, students should have completed everything on their **Individual Creation Myth Checklists**. They should put everything together in a packet with the completed checklist on the front and hand the packets to you as they leave. Tell them you will be grading them on their thoroughness.
 5. **Portfolio** – This myth will be included in their portfolios once they have gone through the editing stages. For now, they turn it in to you before they leave class.
 6. Homework Assignment – None.
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GROUP ROLES

Recorder – The Recorder will be record the synthesis of the stories, first in note form if necessary. He or she will also write out the final version of the first draft to be turned in to the teacher at the end of the period.

Facilitator – The Facilitator will have to guide the presentations of the individual myths and work with tribe members as they make choices and decisions about the final tribe creation myth.

Illustrator – The Illustrator will create the storyboard.

Manager – The Manager will make sure that the group has the materials they need, including blank plot diagrams and creation circles.

DOCUMENTATION FOR PORTFOLIO

None