

# Mythology Unit Plan for English I and English II

## Mythology Matrix

**ELA UNIT PLANNING TIME FRAME:** Month-Long TEACHER/GR:Saunders English I and II

**Unit Summary and Rationale:** The text selected is *The Odyssey* and *The Iliad*. The lesson engages the learner in mythology while recognizing its importance in terms of literary allusion and learner reading experience. This study of mythology is offered as an in-depth view of the foundational studies of mythology in freshman and sophomore year. The lesson is a timely complement to the study of poetry and Shakespeare.

**Unit Connection College and Career Ready Descriptions:** £ Students will demonstrate independence.

£ Students will value evidence.

£ Students will build strong content knowledge.

£ Students will respond to the varying demands of audience, task, and discipline.

£ Students will critique as well as comprehend.

£ Students will use technology and digital media strategically and capably. £ Students will develop an understanding of other perspectives and cultures.

## Unit Standards:

Reading Literature 9-10 RL 2.	Writing 9-10 W 1.	Speaking and Listening 9-10 SL	Language 9-10 L
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. 10.By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

<p>range. 10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. 10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>reasoned exchange of ideas. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>important to comprehension or expression. <b>Technology</b> <b>HS.TT.1.3</b> Use appropriate technology tools to design products and information with others.</p>
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<p><b>Enduring Question: How does the analysis and evaluation of mythology impact appreciation of literary meaning?</b></p>	<p><b>Big Idea: Mythology is present and relevant in literature, belief systems, and modern Pop-Culture. Student learning will be enhanced through synthesis and connections to self and literature.</b></p>
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**Learning Targets:** Process: Create a group wiki with educator account as a collaborative group effort. **Notes:**In an attempt to encourage abstract reasoning and higher order thinking skills, students select two from the abstract level with the option of selecting two others from either the upper (abstract) or lower (basic) ranges presented. Furthermore, in the spirit of differentiation, students are also given the option to negotiate parallel activities for which they are interested. The chart supports options that foster 21st century learners through technology, global awareness, and higher order thinking skills.

<p><b>Assessments:</b></p>		
<p><b>DIAGNOSTIC</b></p>	<p><b>FORMATIVE</b></p>	<p><b>SUMMATIVE</b></p>

<b>Surveys Informal Discussion</b>	<b>Student Generated Rubrics Review of Targets/Products</b>	<b>Creation of Group Wiki Space Students Will:</b> Teach a 20-25 minute lesson on your chapter that includes technology, visuals, and interactive features as a highlight of your selections. Choose two activities from the upper half and two from any remaining options. Remember that this is a class-generated resource.
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**Learning Tasks:**

<b>**Mythology**</b>	<b>Basic Thinking</b>			<b>Abstract Thinking</b>		
	<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Creative Thinking</b>	<b>Critical Thinking</b>
1. <a href="#">The gods, creation and earliest heroes</a> The gods The two great gods, earth Creation of man/mankind d. The earliest heroes	1a. Explain origins of gods and identify unique characteristics using technology resources from the text or <a href="http://godchecker.com">godchecker.com</a> .	2a. Summarize the strengths and weaknesses of the gods and chart relationship to cultural beliefs.	3a. Apply meaning to foundational beliefs in the present day in terms of religious practice through <a href="#">surveys</a> .	4a. Consider the relationships of the gods and how the belief systems of the people shaped the arts.	5a. Create a god that embodies the values of your culture. In doing so, develop strengths and weaknesses.	6a. Evaluate two creation myths to consider commonalities and differences and how the myths shaped the history of the same period of origin.
2. <a href="#">Stories of love and adventure</a> Cupid and Psyche Tales of lovers Quest... Golden Fleece d. Great adventures	7a. List lovers and create illustrations of strengths and weaknesses through a <a href="#">poster</a> , <a href="#">video</a> or <a href="#">storyboard</a> or computer generated graphic.	8a. Describe a common struggle of the lovers through a <a href="#">video</a> or <a href="#">Animoto</a> , technology of this culture and share ideas using a model, poster.	9a. Apply meaning to modern-day pop culture and incorporate parallel visuals through a Power Point or <a href="#">Prezi</a> presentation.	10a. Compare and contrast modern day lovers with the characters represented through stories of love and adventure in a <a href="#">web-poster</a> or <a href="#">Glogster</a> that includes a summary.	11a. Imagine that you have the ability to create a story of love and adventure. Create unique characteristics, fatal flaws, and strengths. Predict the outcome of the relationship you create in a consideration of the described strengths and weaknesses in cause and effect chart with written description.	12a. Conclude how, without the passion of romance and the spirit of adventure, the human spirit would be disinclined to take risks. What impact would this effect have on global issues and global citizenship? Create a model that simulates a world without imagination and compassion.
3. <a href="#">Heroes pre-Trojan War</a> Perseus Theseus	13a. Read one selection from the literary options and discuss in a collaborative	14a. Explain some of the common characteristics found in each of	15a. Show the challenges of survival before the Trojan War through the	16a. Compare and contrast two heroes in literary terms and place	17a. Pretend that you are one of the gods and you are given the opportunity to	18a. Judge a contest with the four gods to determine which god

Hercules d. Atalanta	group that addresses all four options.	the four selections and demonstrate through a Venn diagram or other visual.	creation of replica items such as weapons and tools through a computer generated or <a href="#">3-D graphic or a model</a> .	them in a modern-period. Create a mock interview that enhances the perspective of the hero on the challenges of modern society. What are the commonalities and the differences?	change the past. What would you change and how would that change impact future events.	upheld the criteria of prowess at arms and mental prowess. Judge with criteria and defend your selection with a <a href="#">nominating speech</a> .
4. <a href="#">Heroes of Trojan War</a> Paris b. Fall of Troy c. Odysseus d. Aeneas	19a. Present artifacts from the time period of the Trojan war and relate their importance in terms of survival.	20a. Investigate information about the Trojan war with focus on one area; summarize the impact of hero's actions on the events surrounding the war.	21a. Collect statistical data and visual representations of the geographical area of the Trojan War. Reveal this information in a <a href="#">video</a> or <a href="#">Animoto</a> set to music and pictures.	22a. Specify similarities and differences between a modern-day hero and one from the list. Narrate a battle between the two and indicate the outcome in a <a href="#">storyboard</a> .	23a. Create an imaginary god that alters the outcome of the war. Predict how it would impact Greek culture and history through a mock survey presentation to reveal impact.	24a. Decide which of the four items held the most importance in literature and support your claim through a newscast and editorial.
5. <a href="#">Great Families</a> House of Atreus b. Royal House of Thebes c. Royal House of Athens d. Select one other	25a. Describe one of the four great families and the complexity of the family tree. Use a hand-drawn or <a href="#">computer generated genealogy chart</a> to identify relationships.	26a. Explain the challenges of one house and role-play characters with biographies in a collaborative group. Use learner-generated questions to balance the discussion in the intended spirit of the mythological period.	27a. Model one of the three families in a modern day struggle as it would appear on a reality television show. Present skit to class.	28a. Compare and contrast two families in the spirit of Romeo and Juliet or West Side Story. Consider the challenges of a romance across the two families and the cultural similarities and differences. Represent your findings in an <a href="#">Extranormal</a> video.	29a. Predict how one great family would react to modern culture. Take a one event in the life of the family and predict how the same event would play out in modern times. Create a poster, <a href="#">e-poster</a> , or <a href="#">Glogster</a> document to represent the types of movies, stores, television programs and activities that the family would	30a. Conclude what family members would function in today's lawful society and those that would be admonished for their behavior. Synthesize the common characteristics of law-abiding citizens in modern culture with the one of the great families and evaluate the

					engage in the 21st century.	universal <a href="#">traits</a> that they embody.
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Rubrics are due on the Ides of March.

Create your own rubric

Minimum of four categories

Maximum of 25 points each

Teach a 20-25 minute lesson on your chapter that includes technology, visuals, and interactive features as a highlight of your selections. Choose two activities from the upper half and two from any remaining options.

Remember that this is a class-generated resource.

Technology options:

1. [Animoto](https://animoto.com/) <https://animoto.com/>

- a. videos
- b. previews
- c. topic summaries

2. [Wikispaces](http://www.wikispaces.com/) <http://www.wikispaces.com/>

- a. Embeddable files
- b. RSS feeds
- c. Interactive live features
- d. Living classroom

3. [Cartoons](http://www.bitstrips.com/landing) <http://www.bitstrips.com/landing>

4. [SurveyMonkey](http://www.surveymonkey.com/) <http://www.surveymonkey.com/>

- a. Anticipation guides
- b. Interest inventories
- c. Parent/student surveys

5. [Poll Everywhere](http://www.polleverywhere.com/) <http://www.polleverywhere.com/>

- a. Bellringers
- b. Warm-ups
- c. M/C prep

6. [Teacher website](http://myteacherpages.com/) <http://myteacherpages.com/>

- a. Quiz feature
- b. Aggregate summaries
- c. Online Scoring
- d. Blogs
- e. Discussion Boards
- f. Puzzles

7. [Freerice](http://freerice.com/) <http://freerice.com/>

- a. Language feature
- b. Grammar option
- c. Science
- d. Social Studies
- e. Math
- f. English
- g. Foreign Language

8. [\[\[file:///C:/Users/Kathy/Documents/622 Differentiating Instruction/Xtranormal|Xtranormal\]\]](http://www.xtranormal.com/)  
<http://www.xtranormal.com/>

- a. Teacher graphic
- b. Student graphic

9. [Power Point](#)

- a. integrate videos
- b. Links
- c. Interactive Material
- 10. [Classtools.net](http://classtools.net)<http://classtools.net/>
  - a. Vocabulary Practice
  - b. Countdown Timer
  - c. Random student selection
- 11. [Wordle](http://www.wordle.net) - [http://www.wordle.net/](http://www.wordle.net)
  - a. Writing, adjectives lesson
  - b. Word clouds
  - c. Common concepts
- 12. [Net Trekker](http://www.nettrekker.com/us) <http://www.nettrekker.com/us>
  - a. Interactive features
  - b. Online quizzes
  - c. Visual features
- 13. [Donors Choose](http://www.donorschoose.org/) <http://www.donorschoose.org/>
  - a. Free stuff!!!!
  - b. What else matters?
- 14. [RSS Feeds](http://www.boardofwisdom.com/mailquote.asp?msgid=qod&listname=Literature&prom=rss) <http://www.boardofwisdom.com/mailquote.asp?msgid=qod&listname=Literature&prom=rss>
  - a. Word of the day
  - b. Quote of the day
  - c. Weather
  - d. Fun facts
  - e. News streams
- 15. Music
  - a. [E-Z Tracks](http://www.ez-tracks.com/)<http://www.ez-tracks.com/>
  - b. [Wiki](http://beemp3.com/download.php?file=8264587&song=wake+me+up+inside) <http://beemp3.com/download.php?file=8264587&song=wake+me+up+inside>
- 16. [Glogster.edu](http://www.glogster.com/)<http://www.glogster.com/>
  - a. Posters
  - b. Videos
- 17. [Quizlet.com](http://quizlet.com/) <http://quizlet.com/>
  - a. Flashcards
  - b. Online quiz feature
- 18. [Discovery Education](http://www.discoveryeducation.com/) <http://www.discoveryeducation.com/>
  - a. Interactive lesson
  - b. Online quiz feature
  - c. Video integration
- 19. SMARTBoard: Files are too large to load. Please see me for template instruction.
- 20. [PBS.org](http://www.pbs.org/) <http://www.pbs.org/>
  - a. Interactive lessons
  - b. Supplemental videos
  - c. Current events

**Samples:**

Post rubrics on this page. Post all interactive material on your own group wiki.

**Group One (Kerstin, Ethan, Miranda)**

	Hades	Poseidon	Zeus	AHS Student
<b>Participation</b>	No one	Only one person took	One person did not	Everyone completed their

	participated in any aspect of the project	the initiative to complete the whole project themselves	participate in the overall project	part of the project, and communicated well as a group
<b>Knowledge of Material</b>	No one seemed to gain any knowledge from their readings	Everyone seems to just know the facts, and only displayed observation	Every member understood how the chapters related to each other	Everyone was able to understand how the material relates to not only each chapter, but culture itself
<b>Creativity of Visuals</b>	Lack of creativity, no original work shown, plagiarism	Some original work was seen, but there were also some outside sources that were not cited	Everything was original, but lacked artistic value	Completely original, and was visually striking
<b>Clarity of Overall Project</b>	Whole project was completely unclear and unorganized	The project was complete, but it was hard to understand and follow	The project was complete, and everything was understood, but it was difficult to follow	The whole project is complete, and everything is extremely easy to understand and follow

## OUTLINE

### 1. Summaries

- The Two Great Gods of Earth (Ethan)
- Earliest Heroes (Miranda)

### 2. 1a- Explain origins and unique characteristics of the Gods (Kerstin)

### 3. 2a- Chart strengths and weaknesses of the Gods, and compare to cultural beliefs (Miranda)

### 4. 6a- Compare and contrast two creation myths, and show how they shaped the history of their period of origin (Ethan)

### 5. 5a- Create a God, with strengths and weaknesses, that embodies the values of our culture (Everyone)

 Add Discussion

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