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Greek Mythology

4th – 5th Grade Literacy Based Integrated Instruction

August 15th, 2016 – November 8th, 2016

Teaching Candidate: [Name Redacted]

University of Northern Colorado Supervisor: [Name Redacted]

Cooperating Teacher: [Name Redacted]

Weld County School District RE-1
Gilcrest, CO
Part Two

Section One: Rationale Statement

Introduction:

Myths are stories that aim to provide explanation to the beginnings of the world as we know it, nature, human behavior, or other natural phenomena. Many are used as cautionary tales while others are intended to spark the imagination of young minds. Having fourth grade students explore the vast world of mythology is important to their development as proficient readers, writers, and researchers. Exploring myths also feeds other good practices of students such as appreciation of cultures other than their own, through folklore, cultures and traditions. It also invites young researchers to compare world cultures of history with ones of today. It needs not be said how much myths and legends have heavily influenced current culture worldwide to culture individual to regions; native American, East Asian, Norse/Viking, Egyptian, and Greek just to name a few, still show many traces in our contemporary culture. The most commonly known type of mythology shared with adolescents is Greek, which is what we will be exploring in this unit.

This unit will be exploring five influences on Greek Myths which are the gods and other complete deities, demi gods and humans, monsters, heroes and, of course, the home of the Gods, Mount Olympus. The lesson of Gods, Goddesses, and Titans will teach my students about where and how the myths began while engaging student’s creativity and acting abilities, using reader’s theatre. The assessment will be conducted within his or her writing journal by describing the similarities and differences between Zeus and Poseidon. The second lesson, focusing on the similarities and differences of demigods and mortals, will have students sort characteristics of both into a graphic organizer and then write an essay using information collected in their graphic organizer as an assessment. The third lesson will introduce mythological beasts or non-mortal beings and the significant roles they play in myths. It will have students tap back into their creativity pool to create and illustrate an entirely original beast or non-mortal being in his or her writing journal. The fourth lesson explores the protagonist of many Greek myths, the hero. I will introduce the 12 Labors of Hercules to students in this lesson to
further build on the topic. Ever building on the creativity of my students, the students will develop and administer their own original 12 Labors, within reason of course, to their classmates. The final lesson will be focused on the home of the Gods, Mount Olympus, with a grand finale of having students design, build, and name their own original “Mount Olympus”, to serve as home to their created character. Ultimately, exploring myths broadens the views of young learners and teaches them to explore beyond their borders, in every sense of the word.

Colorado State Standard 3: Writing and Composition

Lesson 1 Objective:
Students will write a “compare and contrast” paper on Zeus and Poseidon with three similarities and three differences to show their understanding of the variety of Gods and Goddesses.

Colorado State Standard: 2. Reading for All Purposes
Colorado State Standard: 1. Number Sense, Properties, and Operations

Lesson 2 Objective:
Given the graphic organizer, students will describe characteristics that separate humans from demi gods and “compare and contrast” the similarity between two myths.

Colorado State Standard: 2. Reading for All Purposes

Lesson 3 Objective:
Students will draw and fully describe their beast or non-mortal being, complete with characteristics and their role in their mythology using descriptive words.

Colorado State Standard 3: Writing and Composition

Lesson 4 Objective:
Students will develop and administer their own original “12 Labors” to classmates in writing.

Colorado State Standard 3: Writing and Composition

Lesson 5 Objective:
Students will construct their own “Mount Olympus” and explicitly describe in three paragraphs how their original home of the Greek Gods came to be.
Section Two: Community, School, and Classroom Setting

The small town of Gilcrest houses a population of roughly 1000 to 1200 residents as well as the main high school of the RE-1 school district, Valley High. With a total area of less than one square mile, all of it farm land, the demographics of the town are quite split between the Latino and White populations with Native Americans, Black and a non-determined group call “others” making up the minority. There is less than a fourth of the town that is a single parent household, which gives way to the notion many of these farming families are close-knit.

Weld County houses seventeen school districts among the settled 42 towns and cities in which Reorganized District 1, or RE-1 for abbreviation, is one. This community and RE-1's isn't as large in comparison to the greater district, yet it still boasts roughly 2000 total students of a total county population of 285,174. Between 6 schools in three different cities connected by one busy throughway, this school district remains closely knit. Of the population described, this school district is home base to a 41% White to 56% Hispanic split in demographics, with little room in between for other ethnic backgrounds. Transportation within this school district is heavily provided, granted much of the population of students commute from outlying and neighboring towns, to include Greeley, which is another school district entirely. As previously mentioned, much of this region is farm land, so the commute would be treacherous for students during rough seasons of weather without provided transportation.

School:

Gilcrest Elementary School houses a 24% White to 73% Hispanic split in demographics, with little room in between for other ethnic backgrounds. The current principal has held his position for the better part of the last decade, and has seen many faces, alum and faculty alike, arrive and depart through the front doors. The elementary school is a K-5 school with two second grade classrooms and two fifth grade classrooms, primarily attributed to enrollment rates for those specific classes. The school is built in the form of an open rotunda in which every part of the school is directly accessible from every access point in the school, which adds to convenience of mobility
for the total student body of approximately 160 students, give or take a few that leave in the middle of the year for family reasons, that are not accounted for in the initial count.

**Classroom:**

The integrated classroom of 4th and 5th graders has 12 students and is almost evenly split in terms of gender population, with boys having more of an edge in terms of ratio. Demographically, however, the classroom is 4/5 Latino populated with students hailing from a variety of socio-economic backgrounds. Even with these stark facts, classroom management is not a concern, with the dynamic of the classroom built off strength and respect for each other. There are 9 dual language speakers and learners in this group. Our classroom is set up with desks in threes, to make even enough groups for think-pair-share activities while still centered around the document camera and with each student in clear view of the board. The document camera/projector setup is designed to add more visual context to the lessons either through having a copy of required text, graphic organizers, or pictures of what we are currently discussing in clear view of all students. This setup is designed to promote cognitive development by allowing ESL students who may feel lost in the text to follow along as I lead with either my finger, or a pen, on the screen, creating a community style interaction, while providing spacious and interactive work environment for the students. Alternatively, I can connect my laptop to the projector to produce more multimedia content related to the content.
Section Three: Meeting the Colorado Model Content Standards/Objectives

Content Area: Reading, Writing, and Communicating

Standard: 2. Reading for All Purposes

Prepared Graduates: Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Comprehension and fluency matter when reading literary texts in a fluent way

Students can:

a. Use Key Ideas and Details to:
   i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)
   ii. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.
   iii. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)
   iv. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). (CCSS: RL.4.3)
   v. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)

b. Use Craft and Structure to:
   i. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (CCSS: RL.4.4)
   ii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)

c. Use Integration of Knowledge and Ideas to:
   i. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS: RL.4.7)
   ii. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)
Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition
Prepared Graduates: Implement the writing process successfully to plan, revise, and edit written work
Grade Level Expectation: Fourth Grade
Concepts and skills students master:

1. The recursive writing process is used to create a variety of literary genres for an intended audience

Students can:

b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)
   i. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)
   ii. Choose planning strategies to support text structure and intended outcome
   iii. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
   iv. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
   v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)

c. Write poems that express ideas or feelings using imagery, figurative language, and sensory details

Content Area: Mathematics
Standard: 1. Number Sense, Properties, and Operations
Prepared Graduates: Are fluent with basic numerical, symbolic facts and algorithms, and can select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency.
Grade Level Expectation: Fourth Grade
Concepts and skills students master:

3. Formulate, represent, and use algorithms to compute with flexibility, accuracy, and efficiency.

b. Use the four operations with whole numbers to solve problems. (CCSS: 4.OA)
   iv. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. (CCSS: 4.OA.3)
   v. Represent multistep word problems with equations using a variable to represent the unknown quantity. (CCSS: 4.OA.3)
   vi. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (CCSS: 4.OA.3)
Section Three: Cont.

Lesson 1 Objective:
Students will write a “compare and contrast” paper on Zeus and Poseidon with three similarities and three differences to show their understanding of the variety of Gods and Goddesses.

Lesson 2 Objective:
Given the graphic organizer, students will describe characteristics that separate humans from demi gods and “compare and contrast” the similarity between two myths.

Lesson 3 Objective:
Students will draw and fully describe their beast or non-mortal being, complete with characteristics and their role in their mythology using descriptive words.

Lesson 4 Objective:
Students will develop and administer their own original “12 Labors” to classmates in writing.

Lesson 5 Objective:
Students will construct their own “Mount Olympus” and explicitly describe in three paragraphs how their original home of the Greek Gods came to be.
Section Four: Assessing Students Learning

Pre-Assessment:

Give a True/False quiz about Greek myths. (Located on page 11). Record grades for base measure of growth and understanding.

Formative Assessments:

Lesson 1 - In their writing journals, have students describe with text evidence, three similarities and three differences between Zeus and Poseidon. Throughout the lesson I am constantly asking my students targeted questions to check for student understanding of content taught and lesson objectives mastery.

Lesson 2 - In their writing journals, have students describe with text evidence, three similarities and three differences between two of the sixteen characters in both Jason and the Fleece and Eurydice and Orpheus stories. Throughout the lesson I am constantly asking my students targeted questions to check for student understanding of content taught and lesson objectives mastery.

Lesson 3 - Have them draw and fully describe their beast or non-mortal being, complete with characteristics and their role in their mythology. Throughout the lesson I am constantly asking my students targeted questions to check for student understanding of content taught and lesson objectives mastery.

Lesson 4 - Have each student design ONE labor of their own for the class to attempt as a group in his or her writing journal. Throughout the lesson I am constantly asking my students targeted questions to check for student understanding of content taught and lesson objectives mastery.

Lesson 5 - Students will develop their own version of Mount Olympus and create an origin myth of how it came to be in their writing journals. Throughout the lesson I am constantly asking my students targeted questions to check for student understanding of content taught and lesson objectives mastery.

Summative Assessments: See page 11

Re-administer the quiz with new knowledge of the five elements of mythology taught. Allow students to use personalized T-chart.

True/False and Short Answer responses are used to assess baseline information coupled with giving the students the ability to elaborate or extend on their understanding of presented material, in their own words.
Name: ____________________  Date: ___________

Directions: Answer the questions with true or false. If false, give the correct answer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Poseidon is the King of Gods.</td>
<td></td>
</tr>
<tr>
<td>2. Mount Olympus is mythical only.</td>
<td></td>
</tr>
<tr>
<td>3. Zeus has no father.</td>
<td></td>
</tr>
<tr>
<td>4. Pegasus is a god on Mount Olympus.</td>
<td></td>
</tr>
<tr>
<td>5. Hercules is a demi-god.</td>
<td></td>
</tr>
<tr>
<td>6. Hercules completed 12 labors.</td>
<td></td>
</tr>
<tr>
<td>7. Mount Olympus is located underwater.</td>
<td></td>
</tr>
<tr>
<td>8. Beasts can also be non-mortal.</td>
<td></td>
</tr>
<tr>
<td>9. Non-mortals can also be beasts.</td>
<td></td>
</tr>
</tbody>
</table>

What are five elements of Greek myths and give an example of each in complete sentences. Use the reverse side for more room.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Part Three: Unit Goal

The overall goal for exploring this unit is to build an understanding of Greek mythology that expands beyond background knowledge while still sharpening skills rooted in reading, writing and communication. The focus was to begin my unit with lessons that reflect the standard outcomes almost seamlessly. For example, as we move through the lessons, I will have students discover the meaning of words and phrases as used in mythological context and we will discuss them while drawing conclusions about and thoroughly describing characters, settings, or events in the myth presented.

Through class discussion and other scaffolding strategies, we as a class will make connections between the text of a myth presented and some of the reader’s theatre pieces we act out to discover where the influence and direction of these myths derive from. Coupled with extensive writing activities that require critical thinking and using text evidence, students will become effective writers by interpreting and summarizing information presented.

Completely, I hope my students take away a new understanding of Greek myths and are encouraged to explore myths of different cultures as well. My intention for using this unit is to expand my students understanding of the world around them just a bit further and spark a deeper curiosity of what else may be out there. I feel that curiosity alone may just be the seed needed to spring forth a strong tree of learning and understanding for ELL and non-ELLs alike.
Part Four: Lesson Plans

Greek Mythology: Gods/Goddesses/Titans (Lesson 1)

Grade: 4th

Subject Area: Reading, Writing, and Communications

Concepts (Big Ideas):
- What is Greek mythology?
- How does Greek mythology influence culture of today?
- What role do gods and goddesses play in Greek myths?

Standards:

Colorado State Standard 3: Writing and Composition

1. The recursive writing process is used to create a variety of literary genres for an intended audience

   b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)

      i. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)

Objectives:

Students will write a “compare and contrast” paper on Zeus and Poseidon with three similarities and three differences to show their understanding of the variety of Gods and Goddesses.

Required Materials:

Writing Journals

Gods & Goddesses Bake-Off narrative play (pg. 17-21 of Greek Myth Plays)

Zeus, King of the Gods Handout

Poseidon, King of Seas Handout

Zeus Mad-Libs Handout
Engage:

The teacher will tell the following story:

*Long ago, deep in time, long before any of us existed, a battle was waged, between the Gods of Olympus and the Titans of Old. It was an epic battle that spawned many tales and legends for moons to come, and many souls were lost in this battle. One Titan by the name of Atlas, tried to singlehandedly take down the king of gods, Zeus. Unfortunately, the Titan was not successful, and the king of Gods punished the Titan by having him bear the weight of our universe for all eternity. This is one of many times in what we call Greek Myths, in which Zeus has been very brutal with his power. How brutal you say? Atlas' punishment pales in comparison to what Zeus did to Prometheus.*

Explain to students these stories and many like them are what we call myths which are stories that try to explain our worlds as we know it.

Introduce a column chart to assess how much students know about the topic. List Gods, Goddesses, and Titans in their own categories on one side, list “characteristics” on the opposite side.

Ask students to describe what they know about Gods, Goddesses, and Titans.

Explore:

Define the terms *god*, *goddesses*, and *titans*. (Refer to vocabulary list)

Have students think-pair-share what they think the duties of the gods, goddesses and titans may have been.

Hand out *Gods & Goddesses Bake-Off* narrative play, assign parts and have students perform the parts aloud. Encourage feeling and silliness. This is meant to be fun.

Explain:

Distribute the *Zeus King of the Gods* handout. Read the passage as a class once. Then have students to read in pairs and pick out text evidence from the passage that they feel are important to know about the topic that answer one of three questions:

- What or who are gods/goddesses/titans?
- What role(s) do gods/goddesses/titans play in Greek myth?
- What about Greek myth is just like the world of today? Why?

**Conduct the same practice with the Poseidon Handouts.**
**Elaborate:**

In their writing journals, have students “compare and contrast” Zeus and Poseidon with three similarities and three differences each while encouraging students to use vocabulary.

**Evaluation:**

To assess that the students understand how Greek mythology has influenced culture of today, review their essay on the similarities and differences of Zeus and Poseidon using appropriate attached rubric.

**Accommodations:**

Allow students who or ESL, CLD or LD work with a partner to create a myth about Zeus or Poseidon. Allow students to have their myths relate to each other if they so choose, much like how Zeus and Atlas did, but each student is required to write his or her own, or draw his or her own original portrait relating to the topic. The work of these students will not be shared outright without permission of the student.

For students that accomplish the objective early, distribute Mad-Libs handout on Zeus as an activity and encourage students to share, or give them free read time with a “Percy Jackson” book.

**Vocabulary:**

*Myths* - stories that try to provide explanation to the beginnings of the world & humanity.

*Gods* - a male immortal, supernatural being with no human origin.

*Goddesses* - a female immortal, supernatural being with no human origin.

*Deities* - another name for a god or goddess with no indication of gender.

*Cronos* - a first generation Titan (giants) who is also the father of Zeus.

*Atlas* – a Titan who fought alongside Cronos, holds the universe on his back.

*Zeus* - King of the Gods, and God of Land and Sky who holds court on Mount Olympus.

*Poseidon* - Brother of Zeus and Hades, King of the Seas

*Hades* - Brother of Zeus and Poseidon, King of the Underworld

*Hera* - Wife of Zeus, usually the antagonist in Greek lore. Very jealous, at times cynical.
Who was Zeus?

Zeus (zoose or zyoose; Roman name Jupiter) was the supreme god of the Olympians. He was the father of heroes like Perseus and Heracles. Zeus was the youngest son of the Titan king, Cronus and his wife, Rhea. When he was born, Cronus wanted to swallow him like all of Zeus's older siblings. But Rhea hid the infant in a cave on Mount Dicte in Crete. He was safe from his father.

How did Zeus come to reign?

When he grew up, Zeus wanted to overthrow his father. Zeus freed his siblings from the stomach of Cronus. Zeus' brothers and sisters joined him in battle to control of the universe and overthrow the Titans. Having conquered his father and the other Titans, Zeus sent them to the Underworld. This started the reign of the Olympians. Zeus ruled the sky, and Poseidon controlled the seas. Hades was responsible for the Underworld. In the Greek mythology, the Twelve Olympians are the major gods of the Greek pantheon. They are Zeus, Hera, Poseidon, Demeter, Athena, Apollo, Artemis, Ares, Aphrodite, Hephaestus, Hermes, and either Hestia, or Dionysus. Olympians ruled from Mount Olympus in Greece. Hades was not included because he rarely left the Underworld.
Why was Zeus important to Greeks?

The Greeks valued order, peace, and justice. Zeus was viewed to have all of these qualities. Zeus provided order to the world by assigning other gods specific roles, responsibilities, and duties. Zeus was quick to punish gods that failed to do their job. He was also known to make fair rules and be just. His decisions were not emotional. They were based on wisdom and a sense of justice. Zeus was also concerned with the mortal (human) world. He rewarded or punished mortals for the choices they made.

How is Zeus part of everyday life?

In ancient Greece, Zeus was more powerful than all other gods and was known as the "Father of gods and men." Zeus had many temples and festivals in his honor. The most famous of his temples was in Olympia. The magnificent "Temple of Zeus" held the gold and ivory statue of Zeus sitting on a huge throne. It was estimated to be 40 feet tall. The temple was considered one of the "Seven Wonders of the Ancient World." The Olympic Games were held in Zeus' honor. Zeus was the center of more than 150 celebrations and events. Zeus is frequently seen with a thunderbolt to represent ruling of the sky. He is sometimes pictured as a bull or oak tree. He had the power to throw thunderbolts and change his shape. The images of Zeus could be found on everything from temple statues to coins to graffiti on ancient walls. In modern pop culture, Zeus can be found the Disney movie, "Hercules." He is also a character in the Percy Jackson series of books. Marvel and DC comics both have depictions of Zeus.
Zeus Mad Libs

The (adj.) _________ rain clouds started to move over the (adj.) _________ valley. I stood next to a (adj.) _________ tree, with (adj.) _________ olives that needed to be picked. I was climbing on a (noun) _________, so I could reach the top. I filled my (noun) _________ with olives and was just about to (verb) _________ down. Then, I heard a(n) (adj.) _________ noise that sounded an animal saying (sound) "__________". I knew the someone had upset Zeus. When Zeus was very mad, he would throw thunderbolts made of (noun) _________ and the (adj.) _________ rain would fall to (color) _________ land. I was wondering what had made him mad, but there was no time. I needed to (verb) _________ and get out of this storm. I climbed (adv. verb) _________ down the ladder and gathered my (noun) _________ _________. It was time to head for my (adj.) _________ house made from (noun, plural) _________. As I (verb) _________ _________, the thunderbolts started hit the trees. The trees were bursting into flames of (noun, plural) _________. The flames were (verb ending in -ing) ________ from tree to tree. I tried to move quickly with everything under my (body part) _________. That was when the (adj.) _________ rain started to fall. The rain drops were as big as (noun, plural) _________. I was surprised and afraid, because the falling raindrops were made from (noun, plural) _________. Even if the raindrops did not hurt, I knew that I had get out of the storm.
I spotted a cave made from a(n) (noun)___________. I (verb)__________ ran into the cave. In the cave, I found a(n) (adj.)__________ creature was hiding. This creature had the head of a(n) (animal)________________ and the body of a(n) (animal)______________. The creature was scared. We sat (verb)__________ and watched the rain. After a long time, I became hungry and ate (noun)______________ from my basket. The rain came thundering down. The land began to flood and the trees were covered. I could not leave until the (adj.)__________ storm passed. Mudslides started to run down the hills. I could hear the land rumble. I grabbed the creature and (verb ending with -ed)________________ toward the back of the cave. We quietly sat (verb ending with -ing)________________ as the mud filled the valley. The rain suddenly (verb ending with -ed)________________. I (verb)________________ into the (adj.)______________ sunshine with the creature under my (body part)__________. The creature (verb)__________ turned into Zeus. Zeus (verb ending with -ed)__________ his hand and a staircase appeared. Zeus (verb)______________ walked up staircase made from (adj.)______________ clouds towards Mount Olympus. As he reached the top step, Zeus turned and smiled. With a slow wave of his (body part)______________, the huge valley was filled again with (adj.)______________ oaks and olive trees. Each tree was filled with ripe fruit. I gathered my things and started to the groves. It was harvest time once again.
POSEIDON
GOD OF SEAS & TIDAL WAVES

Who was Poseidon?

POSEIDON (puh-SYE-dun or poh-SYE-dun; Roman name Neptune) was the god of the seas, earthquakes, and tidal waves. Poseidon was the brother of Zeus and Hades. He was officially one of the supreme gods of Mount Olympus, but he did spend most of his time in his watery home. Poseidon had a palace, made of gems and coral, located at the bottom of the ocean.

When angry, winds rose at his command with the most violent of storms. When he drove his golden chariot over the water’s surface, the storms would subside and calmness followed his chariot.

What are the symbols of Poseidon?

Ancient symbols of Poseidon include things from land and sea. Poseidon’s symbols include the horse. The symbol of the horse is because Poseidon was believed to have created the first horse. The horses that pulled his seashell chariot were called Hippocamps. Hippocamps have the head of a horse and body of a fish. Poseidon is almost always seen with a trident. A trident is a three-pronged spear used by fisherman. The trident was a symbol of his power.

Words to Know

Athens - Named after the goddess Athena, the capital of Greece.

Chariot - Old-style wheeled vehicle pulled by horses.

Homer - Greek poet to whom tradition has attributed the Iliad and the Odyssey.

Supreme - Greatest in status or authority or power.

Trident - Spear with three prongs.
**THE GODS AND GODDESSES BAKE-OFF**

**CHARACTERS**

- **CHORUS 1**
- **CHORUS 2**
- **ZEUS (ZOOS)**
- **HERA (HEER-uh)**
- **POSEIDON (poh-SYE-dehn)**
- **HADES (HAY-deez)**
- **DEMETER (di-MEE-tuhr)**
- **HESTIA (HEE-stee-uh)**
- **HEBE (HEE-bee)**

- **APOLLO (uh-PAH-loh)**
- **ARTEMIS (AR-uh-mis)**
- **ATHENA (uh-THAY-uh)**
- **HEPHAESTUS (hef-HEFS-tuhs)**
- **APHRODITE (ahf-roh-DY-teh)**
- **HERMES (HER-meez)**
- **ARES (AIR-eez)**
- **DIONYSUS (dye-uh-NY-sus)**

**CHORUS 1:** High above the clouds on Mount Olympus, the highest mountain in Greece, lived the gods and goddesses who controlled all that happened on Earth.

**CHORUS 2:** Leader of them all was Zeus, king of the gods and goddesses. He sat upon his throne with his wife, Hera, at his side.
CHORUS 1: They were dining on ambrosia, the food of the gods.

CHORUS 2: And washing it down with nectar, the drink of the gods.

ZEUS: You know, Hera, I’ve been thinking.

HERA: What is it, dear?

ZEUS: I’m tired of eating ambrosia and drinking nectar.

HERA: Mmm-hmm.

ZEUS: I’m serious. Day in and day out, it’s always the same thing. Ambrosia and nectar, ambrosia and nectar. It’s time for a change.

HERA: What do you suggest, dear?

ZEUS: A gods and goddesses bake-off!

HERA: Um, that’s fine, dear, but there’s one problem.

ZEUS: What’s that?

HERA: They can change the seasons, calm the seas, and send people to the underworld, but there’s one thing the gods and goddesses can’t do. They can’t bake.

ZEUS: Well, they’ve never had much of a chance, have they? Let’s give it a try.

CHORUS 1: So Zeus summoned all of the gods and goddesses to his palace.

CHORUS 2: He instructed them all to bring a cake that they baked themselves.

ZEUS: Welcome, all! I hope you all had fun baking. I’m looking forward to sampling your creations. I, too, have baked, and I know you will enjoy my contribution. Let’s start with mine, of course. Wheel it out, servants!

HERA: Um, honey. It’s gigantic.

ZEUS: Well, of course. What else would you expect from the king of the gods!

HERA: Well, let’s have some.
ZEUS: Have some? Oh, no! You must not cut it. It will be ruined!

HERA: Well, we've got to eat something, but since I am the goddess of marriage, I will not fight with you.

ZEUS: Poseidon, what have you brought?

POSEIDON: Here is my creation, brother.

ZEUS: Hmm, looks good. Now for a taste. *(He cuts a piece and takes a bite.)* Acch! It's too watery!

POSEIDON: Of course it's watery! I'm the god of the sea!

ZEUS: Next, my brother Hades. What have you brought?

HADES: Here! Great, huh?

ZEUS: Well, it's black. Interesting for a cake. Let me taste. *(He takes a bite.)* Blech! This is burnt!

HADES: What do you expect from the god of the underworld?

ZEUS: Quick, Hebe, my daughter. You are the cupbearer to the gods. Bring me a drink! Nectar!

HEBE: You have banned nectar, Father. Here is some lemonade.


DEMETER: Sample mine, brother. It's full of healthy grains and ripe fruits.

ZEUS: Yuck! It's too, too ... good for me. I don't like my cakes to be so healthy, even though you are the goddess of the harvest.

HESTIA: *(Comforting Demeter)* Come, sister. I have a nice fire going in the fireplace. You can relax there.

DEMETER: I can always count on you, Hestia. You truly are the goddess of the hearth and home.

ZEUS: Apollo, my son! This party needs to be livened up. Show us why you are the god of music. Play us a tune!
APOLLO: Of course, Father. How about this jaunty number I wrote myself? *(Pretends to play a lyre)*

ZEUS: *(Sounding pleased)* Lovely! Artemis, my daughter, have you brought a cake?

ARTEMIS: Come on, Dad, me? Bake? I'm the goddess of hunting, remember?

ZEUS: Yes, yes. I don't know why you won't find a nice young god and settle down.

ARTEMIS: Well, that wouldn't seem right since I'm also the goddess of unmarried girls.

ZEUS: Never mind. Where's my favorite daughter? Where's Athena?

ATHENA: Here I am, Father.

ZEUS: And what have you baked for me?

ATHENA: Well, I didn't bake. I figured there would be many cakes and not enough pottery plates, so I made these dishes for the occasion.'

ZEUS: My dear. No wonder you are both the goddess of wisdom and arts and crafts. You are smart as well as talented.

ARES: *(Annoyed)* Oh, please. You said bake, not make pottery!

ZEUS: Ares, my son, why must you always start a fight?

ARES: I am the god of war. What do you expect?

APHRODITE: Why must we fight? Love is all we need.

HEPHAESTUS: *(Lovingly, to Aphrodite)* Ah, that's why I married you, Aphrodite, you goddess of love, you. Here is my cake, Father.

ZEUS: Um . . . son . . . Hephaestus . . . it's on fire.

HEPHAESTUS: Of course. I'm the god of fire. I must express myself in the only way I know how.

APHRODITE: I think it's beautiful!
HEPHAESTUS: Thanks, babe.

HERMES: (Sounding out of breath) Hi, Pop. Sorry I’m late. I just flew in. Lots of messages to deliver for you, you know? Gotta go now and watch over the shepherds, merchants, travelers, and, yes, even thieves. Why on earth am I the god of so many things?

ZEUS: Hello and good-bye, Hermes. Okay, let’s see. That leaves only Dionysus. Please tell me you brought a cake, my son. I’m very hungry.

DIONYSUS: Here it is, Father.

ZEUS: Looks good. But let’s give it a taste. (Hiccups) This cake is filled with wine!

DIONYSUS: Sorry. It’s one of the only ingredients I had. As the god of wine, I’ve got bottles of it coming out my ears.

ZEUS: (Wearily) Yes, I know. Well, after this bake-off of the gods and goddesses, I guess there’s only one thing left to say.

HERA: What’s that, dear?

ZEUS: Pass the ambrosia!

THE END
Glossary

highness: a title of honor for royalty
ambrosia: the food of the gods
nectar: the drink of the gods
summoned: called or requested someone to come
sampling: trying a small amount of something to see if you like it
cupbearer: Hestia is the cupbearer to the gods, which means she serves the other gods and goddesses their drinks.
banned: forbidden
tart: tasting sour or sharp
hearth: the area in front of a fireplace
lyre: a small, stringed, harplike instrument played mostly in ancient Egypt, Israel, and Greece
jaunty: giving a carefree and self-confident impression
number: word sometimes used by musicians to mean "song"
merchants: people who sell goods for profit
# Independent Reading - Elementary: Comparative Essay Rubric

Teacher Name: L Johnson Jr

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**Total points:** /18
Greek Mythology: Demigods/Mortals (Lesson 2)

Grade: 4th

Subject Area: Reading, Writing, and Communications

Mathematics

Concepts (Big Ideas):

What are demi-gods?

How are demi-gods similar/different than mortals?

Can demi-gods become gods or other deities?

Standards:

Colorado State Standard: 2. Reading for All Purposes

1. Comprehension and fluency matter when reading literary texts in a fluent way
   a. Use Key Ideas and Details to:
      iii. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (CCSS: RL.4.3)

   b. Use Integration of Knowledge and Ideas to:
      i. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)

Colorado State Standard: 1. Number Sense, Properties, and Operations

2. Formulate, represent, and use algorithms to compute with flexibility, accuracy, and efficiency.
   b. Use the four operations with whole numbers to solve problems. (CCSS: 4.OA)
      iv. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. (CCSS: 4.OA.3)

      v. Represent multistep word problems with equations using a variable to represent the unknown quantity. (CCSS: 4.OA.3)
      vi. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (CCSS: 4.OA.3)
Objectives:

Given the graphic organizer, students will describe characteristics that separate humans from demi gods and compare the similarity and differences between two myths.

Students will solve various word problems using number operations and create an edible project with the solutions found.

Required Materials:

*Orpheus and Eurydice* handout

*Jason & the Golden Fleece* handout

*Arithmetic of Ambrosia* handout

Compare/Contrast Graphic Organizer and Writing Journals

1 Bag of Granola

2 Cases of Strawberries

1 Case of Blueberries

10 packs of Jello Pudding Mix

1 Liter Ziploc bag of Crushed 'Nilla Wafers

½ gallon of Milk

Engage:

The teacher will draw in students with statement:

*We last learned about gods, goddesses, and titans in myths, but not all famous stories written were about just them. There were others who, like the gods and titans, suffered and experienced many trials, not always in the heavens. They were like you and I, some with a bit extra than you and I. (the teacher is to make “kind-of” signal with hands).*

Explain to students that we are going to be exploring, describing, and comparing characteristics of humans/mortals and demi-gods. Inquire what students think the term “demi-god” means. List suggestions on the board and leave them up for the duration of the lesson. It will be used in the large graphic organizer.
Explore:

Write the definition of demi-gods and mortals on the board and have students write the definitions in their writing journals, then identify guiding questions.

Briefly introduce the characters of Orpheus, Eurydice and Jason to students, then discuss the purpose of the graphic organizer to students. Assign parts in the Orpheus play to students and begin. Read the story of Jason by paragraph, taking turns.

Explain:

After conclusion of reading, refer to the three guiding questions (Big Ideas) on the board and have students write them in their writing journals. Suggest students jot down details from the two stories they just read to answer the three questions. Draw Venn diagram/graphic organizer on the board while they are reading.

Elaborate:

When they conclude the passages, have each student pair list similarities and differences between any of the 12 characters in both stories in the graphic organizers, then construct a multi-paragraph essay.

When completed, pass out Arithmetic of Ambrosia handout. Students will join a partner, one “mortal” must solve half the sheet, while other completes the other. The sheet must be checked by the teacher to prove proportions are correct.

Evaluate:

To assess the student’s understanding of characteristics that separate humans from demi-gods, instructor will award points to the essays using attached rubric.

To assess student’s understanding of math operations, teacher must approve correct answer on worksheet before students use the numeric proportions solved and make their own “ambrosia” with a partner.

Accommodation:

Allow students who or ESL, CLD or LD to just come up with one or two facts only for their graphic organizer. Allow said students to just turn in their organizer without having to share. Assessment will be conducted privately by the teacher. The work of these students will not be shared outright without permission of the student. Walk through ambrosia mathematics worksheet with students who show struggle with the formulas.

For students that conclude sooner, have them share similarities from the Percy Jackson Books to how demi-gods are portrayed in the handouts as they enjoy their “ambrosia”.
Vocabulary (used throughout the lesson):

Mortals: a human being subject to death, often contrasted with a divine being.

Demi-gods: a being with partial or lesser divine status, such as a minor deity, the offspring of a god and a mortal, or a mortal raised to divine rank.

mortal: a human being

nymph: in ancient Greek and Roman stories, a beautiful female spirit or goddess who lived in a forest, meadow, or stream

lyre: a small, stringed, harp like instrument played mostly in ancient Egypt, Israel, and Greece

savage: not tamed, or not under human control

pursued: followed or chased someone to catch him or her

sustains: gives energy and strength to keep going

swift: moving or able to move very fast

drats: an exclamation or interjection meaning the same thing as “Darn”

panicked: suddenly felt great terror or fright

alas: unfortunately, or sadly

viper: any poisonous snake

ferryman: person who rows people and things on a boat across a river or other body of water

transport: to move people and freight from one place to another

fierce: violent or dangerous

eventually: finally, or at last

behalf: If you do something on behalf of someone else, you do it for that person in his or her place.

reconsider: to think again about a previous decision, especially with the idea of making a change

docked: brought a boat alongside a wharf or port so passengers can get off

dreary: gloomy

response: answer

frustrating: having that feeling of puzzlement or confusion

assure: to promise something, or say something positively

legitimately: lawfully or rightfully
Compare & Contrast Graphic Organizer

(This will become your introduction paragraph... PLUS A THESIS STATEMENT)

Item #1:

Item #2:

(These will become your three body paragraphs)

Different Features:

Similar Features:

Different Features:

(This will become your conclusion paragraph)

Conclusion:
The Golden Fleece/ Jason and the Argonauts

Colchis, Greece

Jason was a prince, who lived near Colchis, Greece. When Jason’s father died, it was his turn to take on the throne. But, his uncle, Pelias stole it from him.

The only way to get his throne back was by stealing the golden fleece from an island on Colchis, which was across the Black sea. So, Jason and his companions built a 50-oared boat, called Argo, and set off to Colchis. They became known as the Argonauts.

When they set off, the Argonauts were attacked by a flock of birds, that dropped sharp bronze feathers on them. When they finally arrived in Colchis, Jason was tested by ploughing a field using fire breathing bulls, and sowing it with serpent’s teeth. The teeth turned into warriors, and Jason managed to trick them into fighting each other. When Jason went to get the fleece, he realized that it was guarded by a snake, so his lover, the sorceress Medea, distracted it.

As they fled home, they were attacked by the Sirens, bird-women that draw men to their deaths by singing. One of the Argonauts, Orpheus, played his lyre and drowned out their voices. When they arrived home, Medea tricked Pelias to his death, by killing a sheep and replacing it with a lamb. Pelias agreed that Medea’s men could kill him, thinking that he would wake up, and live young again. Unfortunately, he died, and Jason reclaimed his throne.
CHORUS 1: It is said that to trust is one of the most difficult things a mortal can do.

CHORUS 2: And few people know that more than Orpheus, whose lack of trust cost him love.

ORPHEUS: Father, I have fallen in love! I wish to be married! She’s the most wonderful woman, well, nymph, in the world. Her name is Eurydice.

APOLLO: Eurydice. Ah yes, I know of her. She certainly is lovely. I give you my permission to marry her.

CHORUS 1: And so Orpheus and Eurydice were married.

CHORUS 2: Never before was there a happier couple.

EURYDICE: Orpheus, please play for me on your lyre. I’ve never heard such beautiful music.

ORPHEUS: And I’ve never felt more like playing. Being with you makes my music sound better.
CHORUS 1: Orpheus was the finest musician around.

CHORUS 2: His music charmed savage beasts and made all those around him feel happy and peaceful.

EURYDICE: My love, while you are playing, I think I will pick some flowers up on that hill. Your music will follow me and keep me company as I gather some blossoms.

ORPHEUS: I will play, my sweet. And I will eagerly await your return.

CHORUS 1: So, Eurydice went to pick flowers. As she strolled through the field, she was comforted by the sounds of Orpheus’s lyre.

CHORUS 2: But Aristaeus, a hunter, spied Eurydice walking and pursued her.

ARISTAEUS: Why pick flowers when you are more lovely than any flower could ever be?

EURYDICE: Leave me alone, Aristaeus. I am wed to Orpheus and belong only to him.

ARISTAEUS: That puny musician! I am a hunter. I can provide for you. Meat sustains a person more than music.

EURYDICE: I said, leave me alone!

ARISTAEUS: I will not!

CHORUS 1: And with that, Aristaeus began chasing Eurydice through the woods. He was a hunter and was very swift, but eventually Eurydice was able to get away from him.

ARISTAEUS: Drats!

CHORUS 2: But alas, Eurydice was so panicked that she was not watching where she was going. She stepped on a viper whose bite filled her with poison, and she died. The last sound she heard was Orpheus’s lyre singing through the trees as she traveled down to the Underworld.

ORPHEUS: Where is my Eurydice? She’s been gone such a long time.

CHORUS 1: She’s gone to the Underworld, Orpheus.
CHORUS 2: A viper has taken her from you.

ORPHEUS: No, not my beloved Eurydice! I won't allow it! I must get her back. Father!

APOLLO: I'm afraid there's nothing that can be done, my son. The dead cannot return to the land of the living. I'm sorry.

ORPHEUS: I will not accept it. I am going to her!

APOLLO: Orpheus, no!

CHORUS 1: But it was too late. Nothing would keep Orpheus from his Eurydice.

CHORUS 2: With lyre in hand, he traveled down to the Underworld and reached the River Styx, which separated the land of the living from the land of the dead. There he met Charon, ferryman to the dead.

ORPHEUS: Charon, row me across. I must get my Eurydice back!

CHARON: You must be kidding. You know I transport only the dead to the other side. In fact, wasn't that your wife I just rowed across?

ORPHEUS: You've seen my Eurydice! Take me to her, Charon. I must see her!

CHARON: Sorry, pal. Until you take your last breath, you won't be riding in my boat.

CHORUS 1: Orpheus was desperate. He had to get to Eurydice. Suddenly he had an idea.

CHORUS 2: He took out his lyre and began to play the most beautiful music Charon had ever heard. It moved him to tears with its loveliness.

CHARON: (Visibly moved) Oh, all right. Come aboard. I'll take you across.

CHORUS 1: So Charon rowed Orpheus across the River Styx to the land of the dead.

CHORUS 2: When they reached the other side, they were greeted by Cerberus, the three-headed dog.

CERBERUS 1: Go . . .
CERBERUS 2: a...

CERBERUS 3: way!

CHARON: It's Cerberus, Hades' three-headed dog. I rowed you across, but he'll never let you in. He's fierce, I tell you!

CERBERUS 1: Leave...

CERBERUS 2: this...

CERBERUS 3: place!

CHORUS 1: Again, Orpheus took up his lyre and began to play. Before long, the dog was laying at Orpheus's feet getting a belly rub.

ORPHEUS: There now, good boy, uh, boys. Anyway, see ya!

HADES: I smell a living man here in the Underworld! Who dares to enter?

ORPHEUS: It is I, Orpheus, and I've come to take Eurydice home with me.

HADES: Home? Hah! She is home. This is now her home, Orpheus.

ORPHEUS: No, she was taken too soon. I must have her back. She'll come to you eventually, but not now!

CHORUS 2: Persephone knew what Orpheus was going through. She had to live half the year in the Underworld. For the other half, she could stay in the land of the living with her mother, Demeter.

CHORUS 1: Persephone, can't you help on Orpheus's behalf?

PERSEPHONE: Hades, maybe you can reconsider. I know how painful it is to be taken from those you love. I miss my mother terribly when I am down here for half the year.

HADES: I won't. She died, and she's here now. And that's that.

CHORUS 2: Once again, Orpheus used the only weapon he'd ever had. He played a tune on his lyre that was the most beautiful ever imagined. It even reduced Hades, the god of the Underworld, to tears.

CHORUS 1: And that's no easy task!
HADES: (Sniffing) Please, stop. I can’t take anymore. It’s too, too beautiful. Okay, Orpheus. Since you moved me to tears, and no one has ever done that, you may have your Eurydice back.

PERSEPHONE: Bravo, Orpheus,

ORPHEUS: Oh, thank you, Hades!

HADES: On one condition. I may be a softy, but I’m still king of the dead. Eurydice will follow you back to the land of the living. But you must not turn back to look at her until you are both on the other side. If you do, she will be mine forever. Deal?

ORPHEUS: Sounds simple enough. Okay, bring her to me.

CHORUS 2: Eurydice was brought to Orpheus. The two could not contain their joy at seeing each other.

EURYDICE: Orpheus!

ORPHEUS: Eurydice!

HADES: Oh, please! Now go! And remember, do not look back!

CHORUS 1: So Orpheus and Eurydice began the long journey back to the land of the living, with Eurydice walking behind Orpheus.

CHORUS 2: They made it past Cerberus, who was drooling in his sleep, still wearing three big smiles from Orpheus’s playing. They met Charon at the River Styx.

ORPHEUS: Charon, row us back to the other side. Oh, Eurydice. We will be so happy again together. You have no idea how much I missed you!

CHORUS 1: Eurydice did not answer as Charon docked the boat on the other side of the River Styx.

ORPHEUS: Here we are, my love. Now let’s begin the long climb upward. Soon we will be together forever away from this dark and dreary place.

CHORUS 2: Still no response from Eurydice.

ORPHEUS: Eurydice? Are you there? Of course you are, why wouldn’t you be? Still, I wish you’d answer me. Well, it won’t be long now.
CHORUS 1: The two climbed and climbed.

ORPHEUS: I see light up ahead. It won’t be long now! Isn’t it wonderful, Eurydice?

CHORUS 2: Silence was the only answer Orpheus received.

ORPHEUS: This is getting frustrating! Perhaps Hades has played a trick on me and you are not there at all. But no, Persephone would not let that happen. But, what I wouldn’t give to hear your sweet voice to assure me. We’re far enough away from Hades. He can’t see us. Surely just one little peck won’t hurt. Just to be sure. Are you there, my love?

CHORUS 1: Orpheus looked back at Eurydice.

EURYDICE: Farewell, Orpheus. *(Holding out her hands to Orpheus as she fades off)*

CHORUS 2: And with that, Eurydice traveled back down to the Underworld, this time, forever.

ORPHEUS: Eurydice! No!

CHORUS 1: But it was too late. Eurydice was gone.

CHORUS 2: Orpheus returned to the land of the living. But his was no life. He was so miserable, he never played his lyre.

CHORUS 1: Orpheus’s grief eventually caused him to die. However, this was not such a bad thing for Orpheus.

CHORUS 2: He returned to the Underworld, this time legitimately, and he and Eurydice were together forevermore.

EURYDICE: *(Adoringly)* Play it again, Orphie.

ORPHEUS: Sure thing, babe.

THE END
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nymph: in ancient Greek and Roman stories, a beautiful female spirit or goddess who lived in a forest, meadow, or stream
lyre: a small, stringed, harplike instrument played mostly in ancient Egypt, Israel, and Greece
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assure: to promise something, or say something positively
legitimately: lawfully or rightfully
The Arithmetic of Ambrosia

**Arithmetic** – *n.* The science of numbers.

**Directions:**

Use what you know about addition and subtraction to solve the equation. Use the solution to make the correct proportions for your Ambrosia. Check your solutions with Hera and Zeus **before** making your Ambrosia.

**Mortal 1:**

1. The number of cups of strawberries needed is half of the lowest prime number known. cup(s) of strawberries.

2. The number of mL of pudding mix needed is 4 groups of 25. mL of pudding mix

3. The number of cups of crushed ‘Nilla Wafers needed is half of the number that if you multiply it by “any number” it’s always going to be that “any number”. cup(s) of ‘Nilla Wafers

**Mortal 2:**

4. The number of cups needed of milk is the lowest prime number known. cup(s) of milk

5. The number of ounces (oz.) of granola needed is the greatest common factor of 12 and 8. oz. of granola

6. The number of mL needed of blueberries is the same amount as 10 groups of 10. mL of blueberries

**Ingredients:**

- Granola
- Strawberries
- Blueberries
- Pudding Mix
- Crushed ‘Nilla Wafers
- Milk
Independent Reading - Elementary: Comparative Essay Rubric

Teacher Name: L Johnson Jr

Student Name: ____________________________

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Total points: 18
Greek Mythology: Beasts/Non-Mortal Beings (Lesson 3)

Grade: 4th

Subject Area: Reading, Writing, and Communications

Concepts (Big Ideas):

What are roles some beasts/non-mortal beings played in myths?
What is the relationship between beasts/non-mortal beings and deities?
Can non-mortal beings be beasts?
Can beasts be non-mortal beings?

Standards:

Colorado State Standard: 2. Reading for All Purposes

1. Comprehension and fluency matter when reading literary texts in a fluent way
   a. Use Key Ideas and Details to:
      iv. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). (CCSS: RL.4.3)

Objectives:

Students will draw and fully describe their beast or non-mortal being, complete with characteristics and their role in their mythology.

Required Materials:

Writing Journals/ T-Charts
Pegasus handout
Cerberus handout
The Furies handout
The Fates handout
Large Sketch Paper and Art Materials
Engage:
The teacher will engage the students with the following statement:

So, if you were to think of a magical beast, any kind really, (suggest students to think along Harry Potter beasts) how would this beast look? Describe this beast to me and I will do my best to draw it on the banner (if teacher lacks artistic skills, seek willing volunteer from class to be the scribe/artist). Have students explicitly describe their suggested characteristics and once the beast possesses characteristics from each student, develop a name for this beast with a consensus of the class. Take five name suggestions and list them on the white board next to the banner and take votes.

Explain to students that they will be exploring different variations of mythical beasts and non-mortals and that we will be creating our own individually much like what we did up on the banner.

Also, explain to students there are many roles that beasts and non-mortal beasts play in myths and to not be afraid to jot down examples in their writing journals, as it may provide great help for a later activity.

Explore:

Pose the guiding questions on the board, and then have students predict the possible answers to the questions and write them down. Hand out the copies of Pegasus and Cerberus stories to the class. After, define Pegasus and Cerberus to the class while writing the names on the board under a headline that says Beasts/Non-Mortal beings and have students mimic the same on their T-Charts.

Have students examine the pictures of both beasts and name some similarities between the two as well as some contrasts and list them on their T-Charts while you, the teacher lists them on the board.

After a few listed on the “compare and contrast” list, read the alternating stories as a group, then have students break into pairs and discuss while marking down other ways these beasts are similar or different based on their active role in the story.

Hand out the copies of The Furies and The Fates, and repeat the process.

Explain:

After students read the passages in pairs, give them time to answer the guided questions together, then share their findings to the large group.
Elaborate:

Have students move to a clean sheet of paper and explain that we will design and thoroughly describe a mythological beast or non-mortal being. Have them draw and fully describe their beast or non-mortal being, complete with characteristics and their role in their mythology. Use the opening/engaging activity in this lesson as an example about how the students were explicit about their descriptions and encourage them to do the same in this activity.

Evaluate:

To assess that students can describe and use characteristics of mythological beasts/non-mortal beings of myths, collect and read their writing journals and grade using attached rubric.

Accommodation:

Allow students who or ESL, CLD or LD to only describe their beasts without having to draw them or on the contrary free draw a beast or non-mortal being. The work of these students will not be shared outright without permission of the student. Have students who conclude early construct the altar of their original work. For example, a student who chose to create a beast should create a non-mortal being alternatively.

Vocabulary:

Pegasus - a winged divine horse usually depicted as pure white in color.

Cerberus - a monstrous multi-headed dog, who guards the gates of the underworld, preventing the dead from leaving, and mortals from entering.

The Furies - a spirit of punishment, often represented as one of three goddesses who executed the curses set forth by the Gods

The Fates - the three goddesses who preside over the birth and life of humans. Each person's destiny was thought of as a thread spun, measured, and cut by the three Fates, Clotho, Lachesis, and Atropos.

scourge – to cause great suffering to.

sublime – to of such excellence, grandeur, or beauty as to inspire great admiration or awe.

eminence - fame or recognized superiority, especially within a sphere or profession.
NAME: ________________________________

TOPIC: 5 Elements of Greek Mythology

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Pegasus was a flying horse. He was the son of Poseidon, the Lord of the Sea. His mother was Medusa, the horrible monster with snakes for hair.

Pegasus did not mind that he was born a horse. In fact, he rather liked it. Pegasus' only problem was that people kept trying to kidnap him. After all, he was a horse that could fly. Anyone could see the value of that. When people tried to kidnap him, the gods always got involved.

So Pegasus was safe, but lonely. He couldn't live with his father under the sea. He did not want to live with his mother. He was not fond of snakes. In fact, he was not fond of his mother. The other horses shied away from him. They knew he was different. He belonged nowhere.

Pegasus kept himself busy by saving others. There are many stories of Pegasus carrying wounded Greek soldiers safely from battle.

One day, Zeus decided to adopt Pegasus as his special friend and horse. He brought him to live on Mount Olympus. Pegasus became the famous horse that Zeus rode through the stars. Zeus and Pegasus were not just friends, they soon became best friends. Finally, Pegasus had a home! And Zeus had a friend he could count on. Their friendship became the stuff of ... myth.
The Story of the Furies

The Erinyes (uh-rin-yees) resemble Gorgons with their snaky hair. In Greek mythology, the Furies were terrifying female spirits of the underworld who frightened men when they had done something bad. Greek men called them the Erinyes (uh-rin-yees), "the angry ones". They were like the voice of your conscience, or the anger of dead people.

Like Aphrodite, the Erinyes were born out of the blood when Kronos wounded his father Uranus. You could say that Aphrodite and the Erinyes are two sides of the same coin - love and hate. Like everything the Greeks associated with women, the Earth and the underworld, the Furies carried snakes.

Greek men were so scared of the Furies that they usually didn't even call them "the angry ones", but instead called them the Eumenides, "the nice ones," hoping that this would calm the spirits down, like how people say, "Nice dog" as the dog is growling at them.

The most famous appearance of the Furies in Greek myth is in the story of Orestes, who was pursued by the Furies after he murdered his mother.
The Mythical Story of the Fates

The ancients believed that the duration of human existence and the destinies of mortals were regulated by three sister-goddesses, the Fates or Moirae, called Clotho, Lachesis, and Atropos, who were the daughters of Zeus and Themis.

Picture of The Moirae: Clotho, Lachesis and Atropos

In Greek mythology, the Moirai—often known in English as the Fates—were the white-robed incarnations of destiny. They controlled the metaphorical thread of life of every mortal from birth to death. The Fates were even more powerful than the gods, though this did not stop the gods from trying and were known as the rulers of the past, present and future.

Clotho (clo-tho) (Spinner) the youngest, spins out the thread of life, which carries with it the fate of each human being from the moment of birth; Lachesis (la-hee-sis) (Apportioner) the second oldest, measures the thread; and Atropos (at-tro-pos) (Inflexible), the eldest, sometimes characterized as the smallest and most terrible, cuts it off and brings life to an end for mortals—and sometimes the gods.

Even Zeus could be subject to the decisions of the Fates. Some myths describe the Fates as spinning several threads, each representing a mortal or God. The threads could be cut, they could cross paths or be twisted in several directions.
Cerberus, The Three Headed Dog

Cerberus was a three-headed dog that guarded the entrance of the Underworld, allowing the dead to enter but letting none out. He was the son of Typhon and Echidna. Apart from his three heads, he also had a serpent's tail, a mane of snakes and the claws of a lion.

Cerberus was the twelfth and final labor that was given to Heracles by King Eurystheus. Heracles had to capture the three-headed dog without using any weapons. After learning how the enter the Underworld, and assisted by some of the gods, he managed to go to the Underworld and find Hades to ask for his permission to take Cerberus to the surface. Hades agreed under the condition that Heracles must not use any weapons. Heracles eventually managed to overpower Cerberus and brought him to Eurystheus, successfully completing his twelve labors.

Cerberus is also called Kerberos.
# Creative Report: Beasts/Non-Mortal Being Art/Writing Project

**Teacher Name:** L. Johnson Jr  

**Student Name:**

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<td>Paper includes TWO of the three required writing requirements for their paper.</td>
<td>Paper includes ONE of the three required writing requirements for their paper.</td>
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Greek Mythology: Heroes (Lesson 4)

Grade: 4th

Subject Area: Reading, Writing, and Communications

Concepts (Big Ideas):

What are characteristics of a Greek myth hero?
What role do heroes play in Greek myths?
Can a hero meet tragedy?

Standards:

Colorado State Standard 3: Writing and Composition

1. The recursive writing process is used to create a variety of literary genres for an intended audience

b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)

i. Orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally. (CCSS: W.4.3a)

Objectives:

Students will develop, write and administer their own original “12 Labors” to classmates.

Required Materials:

Writing Journals
Hercules packet - 12 Labors included in packet
Printer Paper
Miscellaneous props about the classroom
Engage:

The teacher will address the classroom:

As we now know demi-gods are capable of extraordinary things. Some would even be described as heroes, individuals who show immense courage in the face of fear. What are some characteristics of a hero? What makes someone a hero to you?

Take characteristics given by students and list them on the board under a headline of Hero. Leave list up during duration of lesson.

Explain to students that heroes come in different forms and that we will be looking at one specific hero in question familiar to Greek Myths.

Explore:

Define heroes on the board and have students copy the definition in their writing journals. Explain how Jason was considered a hero in his epic just as Oedipus was considered the hero against the Sphinx. Go father to explain that heroes can be either mortal or demi-god. We will explore both instances.

Explain:

Distribute the 12 Labors of Hercules handout and have students copy guiding questions (Big Ideas) from the board into their notebooks. Have the students break off into pairs or groups of three and have them read the packet alternating stories. (Alternate: read as a group alternating paragraphs in each short story)

Give students time to write their answers to their guiding questions in their writing journals and discuss the labors. Ask which ones seemed simple versus much more complicated and why.

Elaborate:

After reading the labors, have each student design ONE labor of their own for the class to attempt as a group in his or her writing journal. You as the teacher will attempt each labor, so dress appropriately. The rules are as follows: nothing that will bring immediate harm to another being i.e. broken glass, or striking one another, nothing offensive, can be physical challenge or a brain teaser, must be within the school grounds, props used cannot be dangerous i.e. no knives or other sharp objects, and nothing explosive. State these rules explicitly on the board.
Evaluate:

To assess that my students understand the concept, role, and purpose of heroes in Greek myths, the teacher will read their designed labors in their writing journal, and their answers to the guiding questions. Students will administer their labors to each other and allow for other schoolmates to accept challenges posted in the hallway.

Accommodation:

Allow students who or ESL, CLD or LD to only describe their labors without having to write them. For those who choose to write them, do not force them to share their labor unless it is done by choice. As per usual, the work of these students will not be shared outright without permission of the student.

Allow students who have completed their labors early to write a new set for a partner and allow them to perform the labors in a supervised secure area. Alternatively, have students explain how some of Percy Jackson's adventures are like the labors.

Vocabulary:

Hero - a person who is admired or idealized for courage, outstanding achievements, or noble qualities.

Labor - hard physical work.

Epic - long narrative poem written in elevated style, in which heroes of great historical or legendary importance perform valorous deeds. The setting is vast in scope, covering great nations, the world, or the universe, and the action is important to the history of a nation or people.
Hercules

The 12 Labors

Hercules was half man and half god. His mother was a mortal. But his father was a king - a very special king, the king of all the gods, the mighty Zeus. But Hercules did not know he was part god until he had grown into a man.

Right from the beginning, Hera, Zeus' wife, was very jealous of Hercules. She tried all kinds of ways to kill him, including sending a couple of big snakes into his crib. Hercules crushed those snakes in a flash! Hercules was incredibly strong, even as a baby!

Zeus loved his little son. He figured that sooner or later Hera might actually find a way to kill little Hercules. To keep his small son safe from attack, Zeus sent him to live with a mortal family on earth. Hercules grew up loved and noble. But he didn't fit in on earth. He was too big and too strong. One day, his earth father told him he was a god, well, part god anyway.

The rest of the story of Hercules is a bunch of little stories that together tell the tale of how Hercules earned his way into the heavens, to take his place with the gods.

As the story goes.....

Hercules had a cousin named Eurystheus (Eury for short). Eury was the king of a little village in the city-state of Argos. Eury was an evil man. He thought everyone wanted to steal his crown, especially Hercules. One day, when Hera and Eury were chatting about their mutual hatred for Hercules, Hera came up with a plan - a plan to kill Hercules!

Hera helped Eury design 12 Labors (missions or tasks) that Hercules had to complete. Supposedly, when Hercules had completed the 12 Labors, he would earn his immortality, or so Hera promised. But really, Hera and Eury were certain that one of their "labors" would surely kill Hercules, probably the very first one.

Hercules was no fool. He asked the Oracle at Delphi if this was a smart thing to do. The oracle agreed that it was. Actually, the oracle had said, "If you complete 12 Labors, immorality will be yours." Being an oracle, she never explained what she meant by "immortality" - would he live forever in legend or for real? Hercules never asked. (She would not have told him anyway.)

Hercules not only lived, he had great adventures, discovered true friends, and rid the world of some nasty critters.
The 1st Labor of Hercules
The Nemean Lion

The Nemean Lion had huge teeth, and skin so tough that it could not be pierced by arrows. Everyone in the land of Nemean was scared to death of it. Many hunters had tried to kill the beast, but none had succeeded.

The Nemean Lion was also smart. Several hunters had tried to trick it with poisoned meat. The lion never ate the meat. He did, however, eat the hunters.

The lion was strong. But Hercules was stronger. Hercules lured the beast into a trap and strangled it. He made a coat out of the lion's fur. He wore the lion's head as a helmet. With the cheers of the grateful people of Nemean ringing in his ears, Hercules headed for home, delighted with his new clothes.

When King Eury saw the lion's head approaching, he went screaming into his castle. It took Hercules most of one day to convince King Eury that the lion was dead.
The 2nd Labor of Hercules
The Lernaean Hydra

His second labor was to get rid of the Lernaean Hydra.

The Hydra was a big snake, a big big snake. It had nine heads. One of its heads was immortal - you couldn't kill it. King Eury made it quite clear that he did not want Hercules returning with any part of the serpent. No snake skin boots or hat or gloves.

King Eury and Hera both knew that anyone who approached the monster's den in the swamp was killed by the monster's poisonous breath. Hercules did not have a chance!

But Hercules lured the monster out of the swamp. With the help of his servant, Iolaus, he clubbed off the monster's nine heads. He burned them. But one head refused to die. It kept coming back to life. So Hercules crushed that head and buried it deep in the ground, and to this day, it was never seen again.
The 3rd Labor of Hercules
The Wild Boar of Erymanthus

His 3rd labor was to bring the wild boar of Erymanthus back to the castle, alive.

Boars are wild pigs with tusks that can cut you. And they're smart. And mean. The wild boar of Erymanthus was a gigantic boar, which made him even more dangerous.

Hercules chased the huge boar up and down the mountains for almost a week before the boar dropped in exhaustion. Hercules was barely winded. He was glad he did not have to kill the boar. Hercules had gotten quite fond of the tricky fellow.

Hercules slung the boar around his neck, and carried him home. By the time he arrived at the castle, the boar had begun to recover. Hercules dropped the boar at King Eury's feet. The boar lifted its heavy head and snorted angrily. King Eury screamed and ran away. No one saw the king for the rest of the day. As for the boar, he disappeared. Some say Hercules gave him a lift home, back to the forest.
The 4th Labor of Hercules
The Stag of Artemis

His 4th labor was to capture the stag of Artemis.

There were many stags in the mountains. But this one was special. The stag of Artemis was known for its incredible beauty, its golden antlers, and its remarkable speed. It was not dangerous. It was just fast.

Hercules tried to catch the stag for a very long time without success. He had hoped to catch it without injuring it. But the stag was too fast for him. Finally, Hercules shot the stag with an arrow, being very careful to hit the stag in its leg, so the wound would heal. He tied the stag gently to a tree, and left the stag there, while he looked around for a witness who would agreed to swear to King Eury that the stag had been captured. Hercules intended to let the beautiful animal go free once he could prove he had captured it.

It took a while to find anyone who was willing to speak up to King Eury, or to any king for that matter. By the time Hercules returned, dragging his witness with him, he found the goddess Artemis standing next to the empty tree where Hercules had tied the stag. Artemis was furious when she heard that King Eury had sent Hercules after her favorite stag. But she was not furious with Hercules. She offered to be his witness. As she told Hercules, she was going to be speaking soon with King Eury anyway.
The 5th Labor of Hercules
The Stymphalian Birds

His 5th labor was to kill the Stymphalian birds.

The Stymphalian birds were just plain nasty. The people in the area spent their days and nights hiding from these scary birds. The Stymphalian birds had pointed beaks and ripping claws and their feathers were made of razor sharp bronze. They were the stuff of nightmares!

What the Stymphalian birds loved to do more than anything was to fly high in the sky looking for anyone or anything they could attack. They especially loved to drop their sharp feathers on children and animals. You can see why everyone kept their children inside, and sheltered their animals as best they could.

Hercules made a large shield of sturdy bronze, to protect his body from the feathers. He used poisoned arrows to shoot all the Stymphalian birds as they flew by overhead. When the last bird fell, the people hiding inside their huts and homes rushed outside.

Hercules made many new friends that day.
The 6th Labor of Hercules
The Augean Stables

His 6th labor was to clean the Augean Stables in one day.

Augean, the King of Elis, had many sheep and cattle. All his sheep and cattle slept in the royal stables. This might sound nice, but the stables had not been cleaned for several years. It was not nice at all! The most horrible smell greeted Hercules when he stuck his nose in the stable door.

Obviously, it would take a great deal of water to wash away all the filth. Hercules used his mighty strength to push the riverbeds of a couple of nearby rivers and change their course, so that the rivers would rush through the stables and clean them out! It was a clever solution. The job was done in just a few hours.

Hercules put most of the river beds back where they were. But he left one babbling brook for the comfort of the animals.

When all of the animals who lived in the stable came home that night from the fields, they found clean beds of hay, warm buckets of oats, and fresh running water. They could not have been more happy.
The 7th Labor of Hercules
The Cretan Bull

His 7th labor was to capture the Cretan bull.

The Cretan bull had walked out of the sea. The bull found himself on the island of Crete. It was a beautiful island and a beautiful bull. The island sparkled with sunshine and happy people. The bull was huge, with silvery horns, and snow white skin. They seemed to fit.

There was a tribe of people on the lovely island of Crete. These people, the Minoans, had a favorite sport enjoyed by both boys and girls - bull jumping. Shortly after it arrived, the Cretan bull had been captured to use in the games. But the bull was not happy to be captured. The bull tossed and gored and trampled anyone who tried to leap over it. One day, it escaped.

To the Minoans, bulls were sacred. It was against their religion to kill a bull. They tried to recapture it, without harming it, but they did not succeed. The bull hid during the day. At night, it ripped destruction from one end of the island to the other.

When Hercules finally found the bull, who was hiding in the forest at the far end of the island, the bull threw its head down and pawed the earth. While the bull has its head down, and was not looking, Hercules quickly grabbed the bull by its horns and threw it to the ground. It made the bull dizzy for a minute. Before the bull could recover, Hercules had him tied tightly up with rope. Hercules carried the bull back to King Eury, much to the relief of the Minoan people of ancient Crete.
The 8th Labor of Hercules
The Girdle of Hippolyta

For his 8th labor, King Eury told Hercules that he had to bring back the golden girdle of the Amazon queen. The Amazons were a tribe of fierce women. They were very warlike. Any men they met, they captured and kept as slaves.

This was not King Eury's idea actually. It was his daughter's. Hera had told her that wearing the girdle would make her as strong as an Amazon. That was pretty strong. King Eury's daughter wanted to wear the girdle. She wanted to be as strong as the Amazon queen. King Eurystheus' daughter did not care that this was an especially difficult mission, even for Hercules. She thought only of herself.

Hercules also thought this might be a difficult labor, but he was surprised. It was not difficult, not at first anyway. Hippolyta, the Amazon queen, had heard tales of the mighty Hercules. She knew Hercules would be a good friend to have in times of war. In the spirit of friendship, she willingly gave the girdle to Hercules to take back to King Eury's daughter.

As Hercules reached for the golden girdle, the Amazon women thought Hercules was reaching for their queen. They attacked him. During the fight, Hippolyta was accidentally killed by her own people. That started a big fight among the Amazon women. While they were fighting among themselves, Hercules managed to escape with the golden girdle.
The 9th Labor of Hercules

The Cattle of Geryon

His 9th labor was to capture the entire herd of the cattle of Geryon and present the herd to King Eury.

The Geryon was part man and part monster. He had two legs, the size of tree trunks. Three bodies grew from his waist, each with its own head and arms. He was very mean. And very strong. He owned a herd of red oxen that he kept on the island of Erythia. The island helped to protect his cattle from thieves. So did his two-headed dog.

Hercules had to fight the Geryon and his two-headed dog. Finally at last, when both lay quietly, either dead or exhausted (Hercules didn't actually care by then), Hercules herded the nervous red oxen aboard his ship and sailed for home.
The 10th Labor of Hercules
The Mares of King Diomedes

His 10th labor was to capture the mares of King Diomedes.

The mares were horses. The mares were fed on human flesh. Hercules knew he needed help to capture these fearsome animals. Together with some good friends he had made on his travels, Hercules and his band of volunteers journeyed to the land of Thrace.

The mares were gentle. That surprised Hercules. He led one out of the stable. The other mares followed. Things were moving along nicely when Hercules was attacked by King Diomedes and the king's men. In the heat of battle, the king was thrown from his horse. His horse ate him.

When the king's men saw what had happened, they jumped from their horses and ran away. The mares ran after them. Hercules quickly gathered up the fleeing animals. With the help of his volunteers, Hercules muzzled the mares, then led them to King Eury.
The 11th Labor of Hercules
The Golden Apples of the Hesperides

His 11th labor was to bring the legendary golden apples of the Hesperides back to King Eury.

There was a rumor that the apples were hidden in the garden of the Hesperides. It was rumored that the apples gave immortal life to anyone who ate them, but hardly anyone believed the rumor. In fact, no mortal knew if the legendary golden apples really existed.

The Hesperides were magical creatures who lived a long way away. It took Hercules several months to reach the land of the Hesperides. When he finally reached the garden, he had to slay a dragon who was guarding the garden gate, before he could search for the apples.

The apples were poorly hidden. They were in plain sight, hanging on the apple tree in the center of the garden. It took Hercules no time at all to round them up. Hercules was tempted to take a bite and give himself immortal life. But he had heard another rumor. He had heard that the apples did not give immortal life, but rather, took immortal life away. That was not his goal at all.

Several months later, when he reached home, he gave the apples to King Eury. Eury quickly gave the apples to his wife. His wife returned the apples to the Hesperides with her apologies.
The 12th Labor of Hercules
The Capture of Cerberus

His 12th and final labor was to descend into the underworld, and bring back Cerberus, the three-headed dog who guarded the gate to underworld, home of the powerful god, Hades.

Hercules knew how much Hades loved that fierce, bad tempered dog. Hercules asked Hades' permission to briefly capture Cerberus, and told him why. Hades agreed that Hercules could try, as long as he used no weapons and did not hurt poor Cerberus.

Hercules used his bare hands. He scooped all three heads up at once, and strangled Cerberus until he was unconscious. He gently carried the dog off to King Eury's. Cerberus began to regain consciousness as Hercules approached the king. The king scurried behind his royal throne.

Hercules explained he had to get the dog home right away. King Eury stuck his head out from behind his throne and quickly agreed that Hercules should leave immediately. Hercules promised to be right back.

After Hercules delivered Cerberus safely home, Hercules quickly returned to the palace, eager to be granted immortality. But Hera was nowhere to be found. Neither was King Eury.

It was Zeus who granted Hercules immortality. Zeus proudly brought his son Hercules up to the heavens.
# Story Writing: 12 Labors of Gilcrest

**Teacher Name:** L. Johnson Jr  

**Student Name:**

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<td></td>
<td>attractive. It is free of</td>
<td>may have one or two erasures, but they</td>
<td>are attractive. It looks like parts of it</td>
<td>looks like the student just wanted to</td>
</tr>
<tr>
<td></td>
<td>erasures and crossed-out words. It</td>
<td>are not distracting. It looks like the</td>
<td>might have been done in a hurry.</td>
<td>get it done and didn't care what it</td>
</tr>
<tr>
<td></td>
<td>looks like the author took great pride</td>
<td>author took some pride in it.</td>
<td></td>
<td>looked like.</td>
</tr>
<tr>
<td></td>
<td>in it.</td>
<td></td>
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</tbody>
</table>

___/36
Greek Mythology: Mount Olympus (Lesson 5)

Grade: 4th

Subject Area: Reading, Writing, and Communications

Concepts (Big Ideas):

Why does Mount Olympus play such an important role in Greek myths?

Is Mount Olympus derived from fact or fiction?

Standards:

Colorado State Standard 3: Writing and Composition

1. The recursive writing process is used to create a variety of literary genres for an intended audience
   a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)
   i. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)

Objectives:

Students will construct their own “Mount Olympus” and explicitly describe how their original home of the Greek Gods came to be.

Required Materials:

Writing Journals

National Geographic: Mount Olympus handout

Mount Olympus of Greek Mythology handout

20+ Pounds of Sculptors Clay/ Salt Dough

4 Kool Aid Packets of each primary and secondary colors (green, blue, red, yellow, etc.)

Plastic Cups to be used as base

15+ sheets of 2x2* backer board, 2x2* sheetrock, or 2x2* sturdy cardboard (* sq.ft)

2 Pictures of Mythological and Real Mount Olympus for use on Document Camera.
Engage:

The teacher will engage students with following introduction:

In this unit, we learned a lot about Gods, Goddesses and Titans of Greek myths. We learned about the mortals and demi-gods who are influenced by them, the beasts and non-mortal beings who both serve and oppose them, and even the heroes who are tasked by them. There is one thing, however, we haven’t completely addressed about these deities yet: where do the Gods and Goddesses of Greek myths live? When you think of home, or where you live or where you’re from, what makes it home to you?

Have students jot down the answers they develop in his or her own writing journals.

Explore:

Define Mount Olympus and abode on the board. Have students copy definitions into their writing journals.

Explain how in mythos, Olympus is the renowned home of the Gods, and is known to not be visible to mortals.

Explain:

Have students copy guiding questions (Big Ideas) off the board before distributing the handouts and let students know they need to keep these questions in mind as they read the articles, and jot down their answers in their writing journals.

Distribute the Mount Olympus of Greek Mythology handout to students. Ask students to jot down notes about their findings in the article under a heading of Myths Mount Olympus. Have them break off into their reading pairs and read a paragraph each back and forth to each other. Come back together and have students discuss their findings group.

Distribute the National Geographic handout to students. Ask students to jot down notes about their findings in the article under a heading of Real Mount Olympus. Have them break off into their reading pairs and read a paragraph each back and forth to each other. Come back together and have students discuss their findings group.

Elaborate:

Have students break into their reading pairs and distribute materials. Each pair gets one 2x2 square, 1 Ziploc bag of premade Salt Dough
Show photos of the real and mythological Mount Olympus on the board, and explain to students that they will be creating their own "abode of the Gods". Explain directions as such:

**Directions for Abode of the Gods**

*Break into reading pairs and begin construction of your own home of the gods. You have full creative freedom on how you want your abode of the Gods to be. Use the plastic cups as the “skeleton” of your mountain, to build the clay around.*

*Both students in each pair will have time to get their hands dirty.*

*Use the photos on the board as reference or inspiration.*

*The straws can be the skeleton for your trees, mortals on the ground, or even the structure for the top of your mountain.*

*Use the rest of class period to complete your Abode of the Gods.*

*In your Writing Journals, name your mountain, and how it came into existence. Also, explicitly describe the features of your mountain as if one had not seen it before.*

**Evaluate:**

To assess students understanding of the importance of Mount Olympus in Greek myths, I will read and assign points per accompanying rubric to their descriptions of their original creation of a home for the Gods and examine their handcrafted artwork.

**Accommodation:**

Allow students who or ESL, CLD or LD to only describe their home of the Gods without having to build them. Allow a drawing of their mountain as an alternate assignment. For those who choose to write them, do not force them to share their creation unless it is done by choice. As per usual, the work of these students will not be shared outright without permission of the student.

As an extension, have students research more landmarks with a place in mythos.

**Vocabulary:**


*Abode* - a place of residence; a house or home.
Olympus National Park, Greece

Olympus, Greece’s highest mountain, is the main attraction in a national park rich in history, culture, and ecological diversity.

Photograph by Loukas Hapsis, IML

Name: Olympus National Park

Location: Greece

Date Established: 1938

Size: 92 square miles (238 square kilometers)

Did You Know?

* Myth-Laden Mountain Greece’s highest mountain, Olympus is also the legendary abode of the gods. The favor of the deities gave the mountain an honored place in Classical Greek culture and that mythical status has been passed down through the centuries, across Western civilization.

* Pantheon The Mountain’s highest peak, Mytikas, tops out at 9,573 feet (2,918 meters). The ancients called Mytikas “Pantheon” and believed it was the meeting place of the deities. The 12 gods were believed to have lived in the alpine ravines, which Homer described as the mountain’s “mysterious folds.”

* Olympian Games The village of Dion, on the mountain’s flanks, was a Macedonian holy city where King Archelaus (r. 414-399 B.C.) held nine days of games to honor Zeus. Today Dion houses a remarkable archaeological site, where work is ongoing, and an archaeological museum in which much of the region’s rich Classical history is on display. In the summer the Olympus Festival includes performances at the ancient theater.

* Climate Olympus is a Mediterranean mountain; summers are typically warm and dry and winters are wet. High elevations are typically covered in snow for a full seven months (November to May). During any season the climate is apt to change as one climbs—for each 100 meters of ascent the average temperature typically drops by half a degree Celsius.

* Plant Life More than 1,700 plants are found on Mount Olympus—representing 25 percent of all Greek flora. Diversity is high here because of the mountain’s different elevation zones and its proximity to the sea. Deciduous trees and bushes dominate to about 1,940 feet (500 meters), then give way to stands of black pine and fir. Higher on the mountain are cold-tested conifer forests, including the rare Bosnian pine (Pinus heldreichii). Above the tree line, at about 8,202 feet (2,500 meters), forests give way to low vegetation and, in season, wide expanses of wildflowers.

* Animal Life Larger animals prowling the park include wolves, jackals, wild cats, foxes, chamois, and deer. More than a hundred bird species live in Olympus National Park, including rare and threatened woodpeckers and golden eagles. The park is also famed for the colorful array of butterflies found here.

How to Get There

A primary base for Olympus exploration, Litochoro is 258 miles (416 kilometers) from Athens but just 57 miles (92 kilometers) from Thessaloniki. The town is nestled in the mountain’s foothills, just three miles (five kilometers) from the Aegean Sea. It’s linked by train and bus to Athens and Thessaloniki. Other park entrance points are at Dion, Petra, Karya, and Kokkinopilos.

When to Visit

The region of Olympus National Park boasts a history that is second to none, as well as a vibrant modern culture. A year-round calendar features cultural, religious, and athletic events.

How to Visit

Hiking and climbing are very popular on the mountain and there are routes for all levels of ability and enthusiasm. There are nine refuges for overnight stays; each one sleeps dozens of people and many have kitchens or even restaurants. Some refuges are seasonal so plan any visits accordingly.
Mount Olympus of Greek Mythology

On the summit of Mount Olympus Greek mythology lived and breathed as the meeting place of the gods. This mountain in northern Greece was said to be where the gods and goddesses built their homes and palaces. Any of the gods could live on the great mountain summit, but no human was ever allowed there under any conditions.

The gods would come to the central palace when summoned by the leader of the gods, Zeus. There the 12 Olympian gods and goddesses all held court, with Zeus serving as the de facto leader of the gods. Though the gods of Greek mythology didn't necessarily have the structured leadership that the humans of the time did (King, Queen, Prince, etc.), Zeus was very much considered by all to be the leader of gods and men, and Mount Olympus was his domain above all others.

The Mount Olympus of Greek mythology is portrayed a bit differently than the mountain one would see today. At its highest peak, the Olympus reaches nearly 1,000 feet above sea level and is steep, foreboding, and difficult to climb. In Greek Mythology Mount Olympus was an ideal paradise where the weather was always perfect and the gods could enjoy their feasts of divine nectar and ambrosia.

The mortal scribes and poets could only image what went on in the land of the gods, for no mortal would ever see it for themselves. In Mount Olympus Greek mythology had its stronghold - a paradise set above the clouds that only the gods could ever reach. This was once put to the test when the mortal Bellerophon tried to ride the winged horse Pegasus up to Olympus and was painfully reminded of the limits of the god's hospitality. Zeus sent a mere gadfly to attack Pegasus, who kicked and reared and accidentally threw Bellerophon from his back. The former hero severely injured his legs and went blind from the fall.

The Olympians rule over the mythical mountain was uncontested until the God of Monsters Typhon, with the help of the other monster gods, challenged Zeus for control. Most of the gods fled in fear, but a few stayed, including the war goddess Athena and the goddess of victory Nike. Together, the gods managed a victory after the hardest battle ever fought in Greek mythology.
### Design: Abode of the Gods

Teacher Name: Mr. Johnson Jr

Student Name:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Energy</strong></td>
<td>Is quite enthusiastic about the project and stayed focused on the project at all work times.</td>
<td>Shows enthusiasm and focus most of the time</td>
<td>Student works but sometimes loses focus, becomes frustrated, OR needs frequent reminders.</td>
<td>Student rarely works unless reminded or nagged.</td>
</tr>
<tr>
<td><strong>Design concept</strong></td>
<td>Student turns in a complete, interesting, and completely justified rationale for their design concept.</td>
<td>Student turns in a complete, interesting design concept and rationale, but the rationale needs to be expanded.</td>
<td>Student turns in a complete design concept, but lacks a rationale.</td>
<td>Student turns in a partial design concept.</td>
</tr>
<tr>
<td><strong>Design details</strong></td>
<td>The design captures the &quot;flavor&quot; of the topic by including several details that accurately reflect the period, culture or theme.</td>
<td>The design somewhat captures the &quot;flavor&quot; of the topic by including a few details that reflect the period, culture or theme.</td>
<td>The design is based on the logical principles of design, but has little &quot;flavor&quot;.</td>
<td>Historical and cultural details are missing from the design.</td>
</tr>
<tr>
<td><strong>Partner Participation</strong></td>
<td>Helps partner stay focused and contributions greatly helped the team achieve its goals.</td>
<td>Participates in activities willingly, contributing some valuable work and/or suggestions.</td>
<td>Participates in activities. Did not distract others.</td>
<td>Does not participate willingly AND/OR distracts others from their task.</td>
</tr>
<tr>
<td><strong>Spelling/Grammar</strong></td>
<td>Student shows ultimate understanding and demonstration of proper grammar and spelling skills with no errors present.</td>
<td>Student shows excellent understanding and demonstration of proper grammar and spelling skills with 1 to 4 errors present.</td>
<td>Student shows moderate understanding and demonstration of proper grammar and spelling skills with 5 to 10 errors present.</td>
<td>Student shows no understanding and lacks demonstration of proper grammar and spelling skills with 5 to 10 errors present.</td>
</tr>
<tr>
<td><strong>Symbols</strong></td>
<td>Student uses many design symbols accurately. Very easy to interpret renderings.</td>
<td>Student has used a few design symbols accurately. Relatively easy to interpret renderings.</td>
<td>Student has used several design symbols, but not all are used accurately. Somewhat difficult to interpret renderings.</td>
<td>No design symbols have been used.</td>
</tr>
</tbody>
</table>
Part Five: Extension, Modification, & Adaptation

Extensions:

The students will often move through some of the materials swifter than others or even ask for more information to expand their learning. While moving through the topics of Gods, Goddesses and Titans inform students of other options they can explore on a literary level, such as the ever popular “Percy Jackson” series by Rick Riordan. Inform students of book series that delve deeper into myths with alternate storylines. These alternate stories are called mythopoeia in which mythology is created by the writer of prose or other fiction borrowing elements from mythology as it stands. There are several literary works on other demi-gods and mortals within Greek mythology that shape the very foundation of the myths. Allow students to present a research report on a different demi-god or mortal that we haven’t mentioned and keep for grade replacement or to share with the class.

Alternatively, you can extend more tactile projects to students who prefer something more hands on than mechanic. For those that choose to explore for example beasts/non-mortal beings or the long list of Greek heroes, suggest having students shape and build a papier-mâché replica of the beast or non-mortal being researched. You could provide students with enough material to replicate armor worn by Greek heroes. For further information on other mythical locations within Greek mythology that share actual locations on our globe, you can utilize technology and search engines to help provide necessary material. Onward from this unit, an educator could move into the other versions of mythology that are available, such as Native American Mythology, Norse Mythology, Egyptian Mythology, and several others dependent on the continent or religious belief. Please refer to pages 12, 27, 42, 51, and 68 of Capstone for more lesson specific detail.

Adaptation:

Although the information provided can be engaging, many students may find it overwhelming and it is necessary to remember that not everyone learns at the same
pace. It is imperative that you are mindful of your ELL, CLD, and SPED children who may not find the initial material engaging.

Throughout the lessons, it can provide more benefits for the learner if the instruction workload is lightened. For assignments that require writing, developing a separate rubric that allows for points in every area makes sure the students can receive the information you are trying to convey without making them feel they are disconnected. For example, allow ESL to write in their L1 and not have to provide as much detail as originally required if key points are covered. The same applies for children with IEPs who make not grasp the material provided in instruction right away. It is best that you send home material with the students along with a newsletter making parents aware of what is being covered and giving the student extended time to complete an assignment or task. Please refer to pages 12, 27, 42, 51, and 68 of Capstone for more lesson specific detail.

**Modification:**

Various modifications of this unit may include having students express their learning in a way that feel comfortable to them. For example, as noted in the lessons, I provide various ways to allow students to meet the standards without boxing in their creativity, or placing them in a situation where they are placed on center stage. Modifications through the lessons include having a student write instead of draw or, on the contrary, draw instead of write. The purpose is to remind students that creativity has no sole shape and that they are free to show me what they know in a way that allows them to still reach the expectation of learning set before them. Just as there are various ways to learn, there are various ways to show your learning. Please refer to pages 12, 27, 42, 51, and 68 of Capstone for more lesson specific detail.
Part Six: Instructing & Supporting Students Learning

Prior to the start of the Capstone lessons/unit, I was informed that it would be a mix of two different grade levels, with 5 students from my 4th grade student teaching classroom and 7 students from the 5th grade classroom. The students showed some familiarity to each other but otherwise remained very interactive with those from their grade level. I used this observation as an opportunity to mix things up and pair students from alternating classrooms, apart from one pair that interchanged occasionally. It was my way of having students become familiar with others outside of their comfort zone and build academic relationships. By the end of the unit, students showed better evidence of interaction from individuals outside of their normal circle of social comfort. Students that would present themselves as shy or introverted, would find themselves actively participating in group activities.

Moving through the lessons, I used a captivating engagement to pull my students into the unit. As a former writer, I fully understand how important it is for one to grab the attention of the audience you’re attempting to captivate, the first time. I began the first lesson with this spoken introduction: “Long ago, deep in time, long before any of us existed, a battle was waged, between the Gods of Olympus and the Titans of Old. It was an epic battle that spawned many tales and legends for moons to come, and many souls were lost in this battle. One Titan by the name of Atlas, tried to singlehandedly take down the king of gods, Zeus. Unfortunately, the Titan was not successful, and the king of Gods punished the Titan by having him bear the weight of our universe for all eternity. This is one of many times in what we call Greek Myths, in which Zeus has been very brutal with his power. How brutal you say? Atlas’ punishment pales in comparison to what Zeus did to Prometheus.” It was enough to earn an onslaught of excited questions from my class before moving on through the lesson. I began each lesson in a similar fashion, scaffolding off the lesson prior. I encouraged the desire for more information from my students by pressing the topic without giving away the best parts. I made sure to meet
the different styles of learning by having spoken parts to the lesson, as well as visual such as using my laptop and projector to display paintings and photos of the topic in question, while having students take notes on the parts that will be used in the upcoming lessons.

During the lessons, asking and answering furthering questions was an obvious sign that my students were thinking critically and deeply about the topic, and it wasn’t just during the class period. I would have students that would approach me about the lesson taught that day during lunch period and even after school. I would also find that when discussing a topic, students would scaffold what they know by referring to links from a previous lesson. Often a student would begin their statement with “You remember when we spoke about [topic 1]? Does that mean [topic 2] is also [link between].” It was a delight to see and experience. Through this discussion, students were meeting the following standard:

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes
Prepared Graduates:
• Demonstrate comprehension of a variety of informational, literary, and persuasive texts
Grade Level Expectation: Fourth Grade

Concepts and skills students master:
2. Comprehension and fluency matter when reading literary texts in a fluent way
Students can:

c. Use Integration of Knowledge and Ideas to:
   iv. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS: RL.4.7)
My style of teaching, from an outside perspective, reflects the combined theories of Chomsky and Watson/Skinner. I have a firm belief that, with a positive learning environment in place, individuals will learn at their own pace. I can assess if my students are picking up what they are learning through informative assessment and observation. I strongly believe that anyone can learn anything they choose to apply themselves to. Developing a positive learning experience is key, however. If the students feel rushed or stressed about the topic, you produce an environment that is not conditional for learning.

Scaffolding within my lessons are conducted by borrowing elements of the lesson prior and creating another compartment related to build from. For example, the first lesson addressed the forerunners of Greek Myths: God’s, Goddesses and Titans. Moving onto the second lesson, we discuss demi-gods which are individuals belonging to the class of mortals and deities, and how that came about. Each element of mythology is tightly woven into the next and linking them is key for students to build understanding. There were various ways that I managed to address differentiation of learning styles among the students. For example, students who demonstrated difficulty with writing organization, found more solace in using the graphic organizer that was provided. It made it easier for my students to properly line up the ideas they had before putting it to paper. Modeling instruction is the larger part of my interaction with my students, while knowingly there are concepts that cannot be just dictated. I intentionally used the document camera and “My Turn, Your Turn” strategies to keep students engaged.
Part Seven: Resources Used

Rubrics made using
http://rubistar.4teachers.org/index.php

Hercules Handout borrowed from:
http://greece.mrdonn.org/greekgods/hercules.html

Mount Olympus Handouts borrowed from:
http://travel.nationalgeographic.com/travel/parks/olympus-greece/

Reader’s Theatre piece borrowed from:

Golden Fleece Handout borrowed from:

Zeus and Poseidon Handout borrowed from:
https://www.teacherspayteachers.com/Product/Ancient-Greece-Zeus-Passage-Mad-Libs-and-Vocabulary-2351515

Five Cell T-Chart
http://members.enchantedlearning.com/cgi-bin/enlarge25v/graphicorganizers/tchart/blank5.shtml?p

Ambrosia Recipe – originally developed and administered by Mr. Leroy Johnson.

Furies Handout borrowed from:
http://www.ancient-origins.net/myths-legends-europe/legendary-furies-ancient-greek-mythology-002261

Fates Handout borrowed from:
https://www.citilighter.com/history/history/knowledgecards/the-fates

Cerberus Handout borrowed from:
http://www.greekmythology.com/Myths/Creatures/Cerberus/cerberus.html
Part Eight: Evaluative Essay

Pre/Post Assessments for Capstone Unit (Chart)

<table>
<thead>
<tr>
<th>Student #</th>
<th>Pre-Test pts. (Possible 15)</th>
<th>Assessment Scors</th>
<th>Post Test pts (Possible 15)</th>
<th>Post Test %</th>
<th>Ability Lvl H/A/L</th>
<th>Pre-Test % Improvement Percentage</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>15</td>
<td>10</td>
<td>15</td>
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<td>A</td>
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<tr>
<td>2</td>
<td>4</td>
<td>15</td>
<td>13</td>
<td>15</td>
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<td>3</td>
<td>9</td>
<td>15</td>
<td>13</td>
<td>15</td>
<td>87%</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>Moved Classes</td>
<td>15</td>
<td>Moved Classes</td>
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</tr>
<tr>
<td>5</td>
<td>4</td>
<td>15</td>
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<td>6</td>
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<td>15</td>
<td>14</td>
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<td>15</td>
<td>93%</td>
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<tr>
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<td>11</td>
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<td>15</td>
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<tr>
<td>Average</td>
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<td>33%</td>
<td>13</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quantitative Analysis of Pre/Post Tests:

My students who took both the pre-test and post-test made significant improvements, overall. Initially, I began with 12 students, one who moved between the administration of pre-test and post-test and one who did not take the pre-test, therefore student test data reflects 10 students. The overall average of improvement of these 10 students was 51 percent. It represents the improvement made between the pre-test and post-test in an upward trajectory. The pre-test and post-test are the same and represent student’s understanding and comprehension of two main objectives within my capstone lessons/unit. This data represents that my students can compare characters with an understanding of how they are woven into Greek mythology with a significant skill set. Included are selected student work samples that reflect the data, to include: graphic organizers for writing, as well as their rough and final drafts, and their pre/post test samples. The work samples demonstrate their ability to comprehend their readings and link their learning to their writing. Please note the student numbers on the samples do not directly correspond with the student numbers in the chart. (see below).
When analyzing the student data above, the two high students in the class originally began with low scores then topped out with high scores, therefore one can conclude that they had little background information prior to the capstone lessons, and their post-test demonstrate mastery of content of mostly new knowledge. All students with average ability level made significant improvements from pre-test to post-test as did the low scoring students.

<table>
<thead>
<tr>
<th>ELLs’ Proficiency Level (NEP, LEP, FEP)</th>
<th>Pre-Test Score</th>
<th>Post-Test Score</th>
<th>60% Improvement</th>
<th>80% Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4/15</td>
<td>13/15</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>4/15</td>
<td>15/15</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>5/15</td>
<td>14/15</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>5/15</td>
<td>14/15</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>7/15</td>
<td>10/15</td>
<td></td>
<td></td>
</tr>
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<td>6.</td>
<td>4/15</td>
<td>14/15</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>2/15</td>
<td>14/15</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>14/15</td>
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<td></td>
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</tr>
<tr>
<td>9.</td>
<td>Absent</td>
<td>Moved</td>
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</tbody>
</table>

Quantitative Analysis of Pre/Post Tests for ELLs:

The above data shows pretest and post-test assessments for a specific group of students. As the data shows, 71 percent of the ELL student data collected displays significant improvement. My ELL students were highly engaged and participatory during this capstone unit, building further on scaffolding strategies. I find this data to hold high significance with evidence proving that, while some ELLs struggle with interference, this group excelled with their understanding of the topic. Further, they could comprehend, retain, and reapply the information presented academically.
**Qualitative Evidence:**

Interaction with my students during this unit varied at different times in each lesson. The class remained engaged most of the time during our sessions, and showed genuine excitement about the topic and anticipation of what may come next. Students who felt initially intimidated by the work progression found themselves deeply immersed in the myths and what else hid within the world of Greek Myths. My observation of the creative process my students went through to produce quality work, was particularly interesting to see, mostly because they all went about their process differently. Some students chose to draw their ideas out before putting them to paper, for example.

The effort and time the students put into their work was only rivaled by the pride they took in their work with completion. The tactile projects, such as the artwork of lesson three, or the craftwork of lesson 5, demonstrated the lively and vibrant imagination of my students and how far they will go in producing quality, original work.
Directions: Answer the questions with true or false. If false, give the correct answer.

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What are five elements of Greek myths and give an example of each.

- [ ]
Compare & Contrast Graphic Organizer

(This will become your introduction paragraph... PLUS A THESIS STATEMENT)

Item #1:
God
Zeus

Item #2:
God
Poseidon

(These will become your three body paragraphs)

Different Features:
- Zeus: younger son
- Poseidon: oldest son
- Zeus: God of Lightning & Thunder
- Poseidon: God of Seas & Tidal Waves
- Zeus has a symbol of thunderbolt
- Poseidon has symbols of a horse

Similar Features:
- Both were brothers
- Both have symbols
- Both gods

Different Features:
- Zeus: was the middle son
- Poseidon: was the God of Seas & Tidal Waves

Conclusion: All in all, Zeus and Poseidon have differences and similarities.
I know three similarities and differences between Zeus and Poseidon.

One's similarity is that they have the same father, but Zeus is smaller than Poseidon and Poseidon is the middle child. Another similarity is that they are both gods. One is the god of Lightning and thunder, and the other is the god of seas and tidal waves. The last similarity is that they both have symbols. Zeus had a symbol of a thunderbolt, Poseidon had a symbol of a horse. All in all, Zeus and Poseidon have a lot of differences and similarities.

Great Job! Just complete the final draft.
### Independent Reading - Elementary: Comparative Essay Rubric

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**Total points:** 18 / 18

-2 Late

16 / 18

**Great Job.**

Next time make sure it is on time
I know three similarities and differences between Zeus and Poseidon.

One similarity is that they have the same father, but Zeus is smaller than Poseidon and Poseidon is the middle child. Another similarity is they are both gods. One is the god of lightning and thunder, which is Zeus. Poseidon is the god of seas and tidal waves. The last similarity is they both have symbols. Zeus has a symbol of a thunderbolt. Poseidon has a symbol of a horse. All in all, Zeus and Poseidon have a lot of similarities and differences.
Directions: Answer the questions with true or false. If false, give the correct answer.

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What are five elements of Greek myths and give an example of each in complete sentences. Use the reverse side for more room.

The five elements are gods, goddesses, Titans, demi-gods, mortals, beasts, and non-mortals. However, and Mount Olympus.
Directions: Answer the questions with true or false. If false, give the correct answer.

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What are five elements of Greek myths and give an example of each.

- **Element:** Mythology
  - **Example:** The story of Theseus and the Minotaur

- **Element:** Heroism
  - **Example:** The legend of Heracles

- **Element:** Fate and Destiny
  - **Example:** The tale of Oedipus and the Oracle at Delphi

- **Element:** The Olympian Gods
  - **Example:** The myth of Zeus and the lightning bolts

- **Element:** The Underworld
  - **Example:** The journey of Persephone to Hades

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90
**Compare & Contrast Graphic Organizer**

(This will become your introduction paragraph PLUS A THESIS STATEMENT)

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<td><strong>Jason</strong></td>
<td><strong>Orpheus</strong></td>
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(These will become your three body paragraphs)

Different Features:
- golden fleece
- mortal
dead
- died

Similar Features:
- adventurous
- trustworthy
- caring
- brave
- sailed
- problem

Different Features:
- wife
- half-mortal
dad
- still alive

(This will become your conclusion paragraph)

Conclusion:
These were 3 similarities and differences between Orpheus and Jason.
These are three similarities and differences between Jason and Orpheus. First, I think they are both adventurous. I think that because Orpheus was saving Eurydice and Jason was trying to get the golden fleece. Next, I think they are loving. Orpheus had love for his wife, and Jason had love for his dad. Last, they both have a problem. Orpheus had to go to the underworld, and Jason's uncle was taking over the throne. Why was this a problem? You have to decide. Last, Jason's dad died, and Orpheus's dad is still alive. And when Jason's dad died, that is when Jason's uncle took the throne.

Those were three similarities between Orpheus and Jason.
**Independent Reading - Elementary: Comparative Essay Rubric**

Teacher Name:  
Student Name: Student 2

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**Total points:** 14/18
These are three similarities and differences between Jason and Orpheus.

First of the similarities are,
I think they are adventurous. I think that because Orpheus was trying to save Eurydice and Jason was trying to save the Golden Fleece. Next, I think they are loving. Orpheus had love for his wife and Jason had love for his dad. Jason was willing to take over the throne when his dad died. Lastly, they both have a problem. Orpheus had to go to the Underworld and Jason's uncle was taking over the throne! This was a problem because Jason's dad said it was his turn to take over the throne.

First of the differences are, Orpheus has a wife and Jason has the Golden Fleece. Next, Jason is mortal and Orpheus...
Directions: Answer the questions with true or false. If false, give the correct answer.

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<td>Zeus does have a father.</td>
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<td>Pegasus is up in the sky with Zeus.</td>
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<td>Yes, he is.</td>
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<td>Also, they can.</td>
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What are five elements of Greek myths and give an example of each in complete sentences. Use the reverse side for more room.

---

We learned about heroes such as Hercules and his 12 labors. And how he did it.

Gods/Goddesses
Demi Gods/Mortals
Beasts/Non-Mortal Beings
Mt. Olympus
Directions: Answer the questions with true or false. If false, give the correct answer.

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What are five elements of Greek myths and give an example of each.

- Example:  
- Example:  
- Example:  
- Example:  
- Example:  

0/5
Compare & Contrast Graphic Organizer

Item #1: Perseus

Item #2: Hades

Different Features:
- Perseus
  - came through
  - got tricked by Jason and the Golden Chariot
  - was killed but returned young

Similar Features:
- Both took something
- Got tricked
- Both wanted something important

Different Features:
- Hades
  - took Eurydice
  - got tricked in love
  - got Eurydice back only one day

Conclusion: They both have some similarities and differences between Perseus and Hades.
Student 3  5th Grade  9-11-16

I am going to tell you three differences and similarities. To start I will talk about the fearless Hades. One thing that Hades took Eurydice from Orpheus. Hades was tricked into releasing Eurydice by Orpheus. Hades said that Eurydice would not look back at Eurydice. Orpheus and Hades took back Eurydice and Orpheus died. Orpheus was sad because they lived a happy and good life in the underworld. Now, I will talk about Pelias. When Jason's father died, Pelias took over the throne. He was tricked by Jason and his golden fleece to give up his place. Pelias was tricked to his death by killing a sheep and being replaced with a lamb. Now I will talk about similarities. They both took something in their stories. They were both tricked; Hades was tricked with a Tyre and Pelias with a golden fleece. They both wanted something more important (what?) than Eurydice. Pelias and Hades
Independent Reading - Elementary: Comparative Essay Rubric

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Total points: 12 / 18
Student 3 3rd Grade 9-20
I’m going to tell you three differences between Pelias and Hades and similarities. To start, I will talk about the fearless Hades. One thing is that Hades took Eurydice from Orpheus. Hades was tricked to releasing Eurydice by Orpheus. Hades said that Orpheus must not look back upon Eurydice. Orpheus failed and Hades took back Eurydice. Soon Orpheus died of sorrow. Eurydice and Orpheus lived another good life in the Underworld happily ever after!

Now, I will talk about Pelias. When Jason’s father died, Pelias took over the throne. He was tricked by Jason and his Golden Fleece to his death by killing a sheep and it being replaced with a lamb.

Now I will talk about similarities. They both took something in their stories. They were born tricked. Hades was tricked with a lyre and Pelias with a Golden Fleece. They both wanted something they were Important to them. Hades wanted Eurydice and children, and Pelias wanted the Golden Fleece. Those are some things similarities between Pelias and Hades that are similar and different.
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What are five elements of Greek myths and give an example of each in complete sentences. Use the reverse side for more room.

The first element is god, goddesses, and titans. They all have different jobs. Demi-gods are half-human, half beast, and half mortal. Beings. Beast can not be half mortal. They completed 12 labors to become a hero. Mt. Olympus?
Directions: Answer the questions with true or false. If false, give the correct answer.

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What are five elements of Greek myths and give an example of each.

- X

- X

- X

- X

- X

- X
Compare & Contrast Graphic Organizer

(This will become your introduction paragraph... PLUS A THESIS STATEMENT)

Item #1: Jason

Item #2: Orphans

(These will become your three body paragraphs)

Different Features:
Jason's uncle took his throne away from him. Jason went through fire breathing bulls. Jason got his throne back.

Similar Features:
They both went through difficult situations. They both wanted what they wanted. They both were brave. They both got what they wanted till the end.

Different Features:
Orphans got hit by fire breathing bulls. Orphans went through the three headed dog. Orphans got hit back.

Conclusion:
There are three differences and similarities about Jason and orphans.
I will tell you three similarities and differences about Jason and Orpheus.

First we're gonna talk about Jason. When Jason's father died, it was Jason's turn to keep the throne, but Jason's uncle took the throne away from him. Jason went to Colchis and he had to fight fire breathing bulls to get the golden fleece. Once he got back, he took his throne away from his uncle and he claimed it as his own.

Next were gonna talk about Orpheus. Orpheus was married to Eurydice. She got was bitten by a snake and was sent to the underworld.

When Orpheus found out, he went to the underworld. Once he got to the underworld, he needed to make it past the three-headed dog. He played his lyre to get past the three-headed dog.

Once he got to the underworld, Orpheus played his lyre to get Eurydice to give him back his wife.

There are three different similarities about Jason and Orpheus.
Independent Reading - Elementary: Comparative Essay Rubric

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**Total points:** 18 / 18
I will tell you three similarities and differences about Jason and Orpheus.

First we're gonna talk about Jason. When Jason's father died, it was his turn to take the throne, but Jason's uncle took the throne from him. Jason went to Colchis and he had to fight fire breathing bulls to get the golden fleece. Once he got back, he took the throne from his uncle and claimed the throne as his own.

Next we're gonna talk about Orpheus. Orpheus was married to Eurydice. She was bitten by a viper and was taken to the underworld. When Orpheus found out, he went to the underworld to find her. Once he made it to the underworld, he needed to get past the three headed dog. He played his lyre to get past the three headed dog. Once he got to Hades, he played his lyre to convince Hades to give him back his wife.

Last we're gonna talk about one the similarities of Jason and Orpheus.

They both went through tasks to get what they want. They both were brave. They both got what they want in the end.

There are three similarities and differences about Jason and Orpheus.
Directions: Answer the questions with true or false. If false, give the correct answer.

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What are five elements of Greek myths and give an example of each in complete sentences. Use the reverse side for more room.

- Gods, goddesses, and titans; example: Zeus, Hera, Poseidon
- Beasts, monsters, and mortals; example: Pegasus, Cerberus, centaurs
- Mount Olympus; example: Mount Olympus is the home of the gods.
- Non-mortals; example: demigods, heroes
- Beasts; example: a lion, a griffin, a centaur

Example: A demi-god, Hercules, and a non-mortal beast, Cerberus, both exist in Greek mythology.
Name: **Student 5**

Directions: Answer the questions with true or false. If false, give the correct answer.

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What are five elements of Greek myths and give an example of each.
Compare & Contrast Graphic Organizer

(This will become your introduction paragraph: PLUS A THESIS STATEMENT)

Item #1: Poseidon
Item #2: Zeus

(These will become your three body paragraphs)

Different Features:
2. Poseidon had a palace.

Similar Features:
1. They are both gods.
2. They both punished.
3. Both were sons of the Titan King

Different Features:
1. Zeus is a father.
2. He was the supreme god of Olympus.
3. Zeus was the youngest son.

Conclusion:
I know three similarities and differences between Zeus and Poseidon. They're both supreme gods, however, Zeus is the supreme god of all Olympians and men.

Zeus and Poseidon are both sons of the Titan Kron, but Zeus is the youngest son.

They were both gods but Zeus was the god of thunder and lightning. Poseidon was the god of the seas, earthquakes, and tidal waves.

Zeus lived his life in the clouds. Poseidon lived in a palace made of gems and coral at the bottom of the ocean.

I need one more similarity from you.
## Independent Reading - Elementary: Comparative Essay Rubric

**Teacher Name:**

**Student Name:**

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**Total points:** 16/18
I know three similarities and differences between Zeus and Poseidon. They're both supreme gods, but Zeus is the supreme god of all Olympians and men. Zeus and Poseidon are both sons of the Titan king, but Zeus is the youngest son. They are both gods that control something in the sky or on land. Zeus is the god of thunder and lightning. Poseidon is the god of seas, earthquakes, and tidal waves. Zeus lived his life in the clouds. Poseidon lived in a palace, made of gems and coral, at the bottom of the ocean. Both Zeus and Poseidon gave punishments. Zeus's punishments were more harsh because he was his father, and other Titans to the Underworld. When Poseidon is angered, winds rise at his command.
Directions: Answer the questions with true or false. If false, give the correct answer.

1. Poseidon is the King of Gods.  
   True  

2. Mount Olympus is mythical only.  
   False

3. Zeus has no father.  
   True

4. Pegasus is a god on Mount Olympus.  
   True

5. Hercules is a demi-god.  
   False

6. Hercules completed 12 labors.  
   True

7. Mount Olympus is located underwater.  
   True

8. Beasts can also be non-mortal.  
   True

9. Non-mortals can also be beasts.  
   False

    False

What are five elements of Greek myths and give an example of each in complete sentences. Use the reverse side for more room.

Five elements of Greek myths are, gods, goddesses, demigods, mortal, and non-mortals. Beasts, heroes, and Mt. Olympus.
Directions: Answer the questions with true or false. If false, give the correct answer.

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What are five elements of Greek myths and give an example of each.
Compare & Contrast Graphic Organizer

(This will become your introduction paragraph... PLUS A THESIS STATEMENT)

Item #1: Zeus
Item #2: Poseidon

(These will become your three body paragraphs)

Different Features:
1. Lives in sky
2. Thunder bolt
3. Controlled sky

Similar Features:
1. Both gods
2. Sons of the sea king
3. Supreme gods

Different Features:
1. Lives in sea
2. Trident
3. Controlled seas

Conclusion: There siblings and sons of their king and they out then there father.
I know three similarities and differences between Zeus and Poseidon.

First, they're similar because they're both gods and sons of the Titan king, they are also supreme gods.

Next, their differences are that Zeus lives in the sky. Zeus has a lightning bolt as his symbol, being there. He is also the god of the skies.

Lastly, Poseidon lives and controls the sea. Instead of a lightning bolt, he has a trident because he is the god of the sea.

Zeus and Poseidon are gods and they are very powerful. They are sons of the Titan king. These are my similarities between Zeus and Poseidon.
## Independent Reading - Elementary: Comparative Essay Rubric

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**Total points:** 16 / 18
Zeus and Poseidon essay

I know three similarities and differences between Zeus and Poseidon. First, they're similar because they're both gods and sons of the Titan king. They are also supreme gods.

Next, their differences are that Zeus lives in the sky. Zeus has a lightning bolt as his symbol of being here. He is also the god of the skies. Lastly, Poseidon lives and controls the seas. Instead of a lightning bolt he has a trident because he's the god of the seas.

Zeus and Poseidon are gods and they are very powerful. They are both sons of the Titan king. These are my similarities between Zeus and Poseidon.
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What are five elements of Greek myths and give an example of each in complete sentences. Use the reverse side for more room.

One element is Gods. Goddesses and Titans like Hera, Zeus, and the Titan King Kronos. Another element is Beasts and monsters like Hercules, a third element is Beasts and non-mortals like the Sirens and Pegasus. A fourth element is Heroes like Hercules. A fifth element is Mount Olympus.
Part Nine: Reflective Essay

Construction of a Capstone Unit made me alert and aware of the amount of work it takes to build a unit of instruction that meets content standards. There is constant editing and shaping that occurs throughout to meet the needs of students.

This process showed me how to properly write meaningful, standard effective objectives that reflected the core of what I wanted my students to take away from the lesson. At once thought to be easy, I found that the amount of research that goes into objective writing is nothing short of phenomenal. I had to look up examples of what to do compared to what mistakes to avoid. I was not as fortunate as my colleagues who had more practice with lesson writing, granted that I am a "non-traditional student", who wasn't given the pleasure of taking a similar course at the last college I attended. Nevertheless, I had dedicated professors and supervisors who were as determined as I to overcome that hurdle. I could see how a unit is carried out from beginning to end, and how each component is woven into learning, especially one of my tailoring.

I am thoroughly satisfied with how well the unit was carried out. It was a slow start at first; trying to get my students to understand the necessity of explaining their reasoning using text evidence. I even had a few missteps along the way; having a student move to a different classroom based on academic need, and not having access to all the materials I needed. The biggest adjustment I needed to make to this lesson was condensing the instruction and discussions to shorter time frame than previously thought. 45 to 50 minutes of class time flies faster than I ever thought it could. My students were the first class I had after breakfast in the morning, so that presented a challenge having students still trying to "wake up". That quickly subsided as the days and unit progressed. I loved that my students were always engaged and excited about the unit from the beginning to the conclusion. We could relate Greek mythology to many aspects of our world today which facilitated higher level thinking and sparked a unanimous curiosity within the group. As shown by the data collected, the amount of growth made was beautiful to see.

Looking back on the lesson, I feel that the first two lessons were a little redundant, and could have been more extensive with the assessment of writing. If time were to allow, I think that I would change the second lesson assessment into a performance piece in which we as the class develop, write and perform a play. Alternatively, I could have the students perform an already written reader's theatre piece complete with costume and props. Overall, there are minimal changes I would make within the unit lessons.

http://www.cde.state.co.us/sites/default/files/TeacherRubric.pdf

The instructional responsibilities that I was tasked to complete through this unit, enabled me to enhance my skill set as an effective instructor. Using my FAF feedbacks as a guide, and the Colorado Performance Based Standards for Teacher's Rubric retrieved from the Colorado Department of Education website as a checklist, I could
affirm that I had met various competencies as outlined by the Rubric. The hyperlink is printed for your convenience. I demonstrated proficiency in the first quality standard by first structuring my lesson plans using a 5E model, to cover all avenues of instruction and keep the key points neat and organized. I intended to conduct a unit that was aligned with grade level standards and, to do so, I first researched what was to be expected with my cooperating teacher while I was still in my teaching practicum to conduct a planning period well ahead of schedule to properly fine tune my unit of instruction. Her collaboration effort to help me align my unit of instruction vertically and horizontally with the approved curriculum was of the utmost professional quality. I chose a unit that I had significant background knowledge of, and used the time to scaffold information to teach a healthy full unit, or to put it simply, I taught myself the unit first. Some of the information was refresher of what I already knew, however, some information presented was completely new. The way my students met and received the information was an exceptional event.

In line with the first quality standard, my students were constantly inquiring what would be next in the unit, as well as seeking or sharing further information about the topic. It was imperative that I designed this unit to not just further their understanding about the topic, but also develop and hone advanced reading, writing, and communication skills as aligned by CDE standards. The first two lessons were designed to specifically tend to proper writing skills and developing ideas prior to putting together a multi-paragraph essay. Oral communication during class discussion and think pair share, as well as written communication through the graphic organizers and multi-paragraph essay were critical components towards building literacy and critical thinking skills. Assessments were conducted with differentiation and accommodations in mind, knowing the ability level would vary in a mixed classroom. I was careful to address new material by doses as to not overwhelm my students with new information. As a great teacher once said, "One must go slow to go fast." Essentially, it means taking time with information processing to set a proper pace later in the unit.

Overall, the experience teaching this unit led me into a clearer understanding of teaching expectancies, as well as how dynamic and effective my instruction must be as aligned to the proper standards. The key is that it all begins with proper and thorough planning.