

Explanation of the lesson:

Reading: The class will read stories from *Read and Understand Myths and Legends* and fill out their **Notes on Gods and Goddesses** form. Students will then pick their favorite character for an independent study. Each student should select a different character and research their gods and goddesses and fill out their **Mythology Research** form. Then, they will share their findings with the class. As students present, the other students add to their **Notes on Gods and Goddesses**. The following websites are particularly helpful for this activity:

1. **<http://www.mythweb.com>:** Interactive. Students click on pictures of gods and goddesses and information comes up.
2. **http://www.desy.de/gna/interpedia/greek_myth** This website gives information about the Olympians, the Titans, lesser gods, and places in Greece.
3. **<http://www.mythman.com>:** This website gives information about gods and goddesses under the homework link. Students have a choice of major/minor Greek gods, Greek heroes, stories and creatures.
4. **<http://www.windows.ucar.edu/tour/link=/mythology/mythology.html&cdp=/windows3.html&frp=windows3.html&edu=elem>:** This website allows you to set it on different levels for all grades 4–12. It gives students information about the gods and goddesses under classical mythology characters.
5. **<http://www.coloring.ws/greek.htm>:** This website provides coloring pages of the gods and goddesses. Students may use to visualize their characters. Each page also includes information.

Writing: Once students have a good grasp of the mythological characters, I hand out the **Mythology Project Rubric**, and they complete the **Mythology in Advertisements and Products** worksheet. After they complete the worksheet, we discuss it. Next, we look at everyday advertisements to get ideas of how people sell products. The discussion introduces advertising slogans and different kinds of advertisements. We talk about the examples and act them out. Using magazines to find more examples, students complete the **Most Popular Kinds of Advertisement** and **Advertisement Slogans** sheets. We discuss the the examples we found and the slogans. Finally, working in cooperative groups, the students come up with their own mythological advertisement products in cooperative groups using the **My Mythology Product-Brainstorming Page**, the students develop their own advertisement for a product from mythology.

Science: Before beginning the lesson, I divide the students by ability to communicate science concepts and areas of interest using the **Mythology Character Card Project Graphic**. We assign students their **Gods and Goddess** based on the level of difficulty in the phenomenon behind the **Gods and Goddesses'** power. We tend to group a high achieving math/science student with a high achieving language arts/social studies student to balance out the groups and put identified students in the high categories unless we see that a student has a great interest in a particular scientific phenomenon. We give each group a copy of the **Mythology Character Card**, then allow ample research time to use the sites listed. We require the use of at least three sources for the science phenomenon research. They must use the science book as the first source followed by a book or encyclopedia of choice and the website, **<http://www.howstuffworks.com>**, which gives information on the science behind natural occurrences in kid-friendly language. In addition, the students have the option to use other sites because the areas they are researching are so diverse. Internet search engines such as Google are very useful for finding particular information.

Two other helpful websites are:

1. **<http://www.askforkids.com>** - This site gives information in kid-friendly language but is not as complete as other sites found when a question is posed in Google.
2. **<http://www.factmonster.com>** - It's a diverse site for all kinds of information in kid-friendly language.

We begin researching with a discussion about how to use and cite information gathered from sources. Next, we talk about writing to an audience, and I explain my expectation that the wording on the final card be “kid language” that a fourth grade peer would understand. I take up the notes and screen all information before the students start to add information to the card template that I provide. The template is provided on Microsoft Word, and the final product is created when the students type information and insert required photos. One quick technology tip is to have the students double click the inserted picture and put it behind the text, so it does not skew the template outline. The template is available and upon request via email. You may email me at **cocacolaraider@yahoo.com**.

This is a great activity to teach word processing as well as now to add illustration to documents. The students are required to print the source of the graphics on the card. Copyright issues are explored as the students search for pictures. Be ready to discuss intellectual property with the students in regard to photos. They are not used to regarding photos as items that have ownership.

Assessment:

Language Arts: I assess the students with the **Mythology Project Rubric**. It has five categories: billboard, advertisement, script, back drop, and the commercial. Each category has five tasks worth four points apiece. To enable the students to understand my expectations, I hand this rubric out before the activity.

Science: The students are also assessed on the **Mythology Character Card Project Rubric**. I include the areas of punctuality, attention to corrections, documentation of sources, and clear explanation of ideas.

Science Extension: The students can design their own **God or Goddess** costume and dress up for their picture on their trading card. To add the TEK 3.4-7.4 C, I have the students create a 3D model to show their phenomenon and during presentations I ask the questions, “How does this model show the phenomenon?” and “How does this model limit the viewer in observing the phenomenon?”