



Gold Seal Lesson

Author(s): Elizabeth Pierce			Lesson Title: Greek Mythology-The Myth			
Grade Span			ICLE Application Model			
K-4	5-8 X	9-12	A	B X	C	D

Instructional Focus:

Writing - Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level

Listening - Students listen for a variety of purposes appropriate to the grade level

Performance Task

The student will learn the differences between myths, folklore and fables. The teacher reads aloud several myths from several different cultures. The student identifies that traditional myths often made comprehensible what seemed incomprehensible. The student writes on the computer a myth-like story about how an event in nature came into being. (For example, a student might explain how the world came to have seven continents – Zeus became angry and stamped his foot on the one continent and it split into seven under the force of his weight; or the student might explain why Saturn has all those rings – she turned down several marriage proposals and kept the engagement rings.) The myth may or may not use a mythological god or goddess as a character, but must use descriptive language, narrative, and have a focused purpose. Graphics, drawings or any other artistic elements are encouraged. The use of angels is discouraged.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. ela1

Present information in well-organized fashion that will be clear to the target audience. ela11

Understand the personal, social, cultural and historical significance of a text. ela23

Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates. ela25

Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. ela30

Use writing as a way of expressing personal creativity. ela31

Synthesize and evaluate ideas from several selections on similar topics. ela38

Scoring Guide:

4 Points = The student uses brainstorming to develop several myth ideas to write about. He/she organizes his/her ideas so that the story is logical in its development. As he/she writes the story, he/she makes necessary modifications to his/her work. The student demonstrates an understanding of the writing process and the myth concept He/she is able to write a myth that uses descriptive language, narrative, and has a focused purpose. The student demonstrates an understanding that the myth explained the incomprehensible in a way that was comprehensible to ancient peoples. The student's writing is computer generated.

3 Points = The student uses brainstorming to develop possible myth ideas to write about. He/she makes some modification on his/her writing as he/she works through the writing process. The final writing assignment uses descriptive language, narrative, and has a focused purpose. The student demonstrates an understanding of the writing process and the myth concept. Although the writing assignment meets the criteria established, the writing is weak and detail is minimal. The student demonstrates an understanding of most of the concept of the myth and how it explained the unexplainable to ancient peoples. The student's writing is computer generated.

2 Points = The student has difficulty brainstorming and develops only a few myth ideas to write about. He/she does not make any modifications as he/she writes the myth. The student demonstrates only a limited understanding of the writing process and has a limited understanding myth concept. The writing is poorly written, and he/she has difficulty in relating the myth as a way of explaining the unexplainable to ancient peoples. The student's work is not computer generated.

1 Point = The student needs an explanation of the myth and the writing assignment before he/she can write. This conversation is not productive and he/she writes a story that is not a myth and does not convey the myth concept. The final story is very poorly written and does not include descriptive language, narrative or have a focused purpose. It does not demonstrate the student's knowledge that the myth explained the unexplainable to ancient peoples. The student has little, if any, understanding of the myth. There is little evidence of effort on the task.

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Composition Creative Writing Narrative Word Processing	Geometry	Life Science
Communications Listening	Statistics	Chemistry
Literature Fiction Genre Plot Point of View Voice World Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	