

# Greek Mythology

## Unit Lesson Plan

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Grade 4



# Greek Mythology Unit

Grade 4

## Essential Questions:

1. *How does our knowledge of Greek mythology aid us as readers in constructing meaning from texts?*
2. *What meanings did myths about gods, goddesses and heroes have for ancient Greeks?*
3. *What meanings do the Greek myths have for us today?*

## Unit Objectives:

1. Students will be able to analyze and describe how Greek mythology has shaped various cultures.
2. Students will be able to explore, discuss, and explain the background and foundations for mythological stories.
3. Students will be able to apply appropriate research skills while investigating famous myths.
4. Students will be able to collect, categorize, and apply information about various aspects of Greek mythology.
5. Students will be able to analyze a text for purpose and theme.
6. Students will be able to analyze a text for allusions, symbolism, and other literary devices.
7. Students will be able to apply a wide range of idea creation techniques to develop unique and innovative ideas.
8. Students will be able to exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
9. Students will be able to work effectively and respectfully with diverse teams.
10. Students will be able to develop, implement, and communicate new ideas to others effectively.
11. Students will be able to be open and responsive to new and diverse perspectives and incorporate group input and feedback into work.<sup>3</sup>

# Greek Mythology

## Grade 4

### Unit Overview

The purpose of our "Greek Mythology" Unit is to explain the definition of Mythology and how it has influenced Greek culture. I also want the students to gain an understanding of a myth and their purposes. Students will also learn about individual deities, their myths, what they represented and what we can learn from it.

This unit will allow students to explore how cultures explain nature's phenomenon through stories and without the use of modern science. Students will also see how Greek Mythology has left a lasting influence in today's society through constellations, language, myths and art.

This unit will also be explaining the aspect of ancient culture that will be addressed; such as the gods and goddesses worshipped, and the origins of myths. The unit would also provide a variety of opportunities for creative writing practice and allow the students to work on public speaking skills. The unit is integrated with a variety of subjects that enhance the overall understanding of Greek Mythology that are also in accordance with the New Jersey State Standards and Common Core Standards.

The unit "Greek Mythology" is composed of five different contents: art, science, social studies, language arts, and drama. Each subject is formed to include the overall Greek Mythology theme. The lessons also include more than one of the six contents in order to teach the overall subjects. For example the "Greek Vases," encompasses both social studies (through teaching about the cultural uses of the vases) and art (by having students recreate an Athenian Vase). Many of the lessons in the unit continued over a few days to be included in other subjects of study. An example of a connected lesson that continued into multiple days is the 12 Tasks of Hercules Project. This projects requires reading, analysis, writing, and drama. To insure the student's have an efficient amount of time to complete the task ,they are granted two full class periods to work.

Each lesson composes elements of multiple intelligences and is hands-on. Formative assessments can be found at the end of each lesson and are designed to guarantee student understanding. This unit is to be both insightful and enjoyable!

Greek Mythology: In The Beginning  
Lesson 1 (60 minutes)

Student Understanding:

- Students will be able to....
  - Define what a myth is.
  - Understand what main ideas and themes are of the myth, "In The Beginning" .

Material:

- Invitation to Greek Mythology
- Greek Mythology Folders
- "In The Beginning" Story
- Story analysis worksheet

Activities/ Learning Experience:

- Hook: On Rug (15 minutes)
  - The day before starting this unit, give every student an "Invitation to Greek Mythology". This invitation will tell the kids to research two Greek Gods/Goddesses.
  - The next day, the students will meet on the rug with their Greek Gods/Goddesses.
  - We will have a "group share" on the rug where everyone presents 1 out of the 2 gods/goddesses they researched for HW.
  - Once everyone is finished, everyone will receive a folder labeled "Greek Mythology" to hold the contents of this unit.
- Activities: At Desks (40 minutes)
  - Distribute "In The Beginning" handout to each student. Read it together as a class. (Popcorn, pick sticks, etc.)
  - Watch "In the Beginning" Video
  - As a class, fill out the story analysis worksheet on the Smart Board. Students should follow along and fill it in as we go. Discuss characters, themes, purpose of story, etc. Made sure to use textual support!
- Closing/Assessment : At desks (5 minutes)
  - All worksheets go into "Greek Mythology" Folder
  - "What Stuck With You?" On a sticky note, name one Greek God/Goddess and something new you learned about them. Where they a Titan or Olympian?

Common Core/ State Standards:

- CCSS.ELA-Literacy.RL.4.1
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RL.4.2
  - Determine a theme of a story, drama, or poem from the details in the text; summarize the text.

- CCSS.ELA-Literacy.RL.4.4
  - 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.ELA-Literacy.SL.4.1
  - Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and text, building on other's ideas and expressing their own clearly.

Greek Mythology: Gods and Goddesses  
Lesson 2 (60 minutes)

Student Understanding:

- Students will be able to....
  - Know who the Greek Gods are
  - Show the relationship between the Gods and Goddesses
  - Choose the best statements that apply to each God and Goddess
  - Tell which characters and situations are more important, moral, better, logical, valid, appropriate, or inappropriate.

Material:

- Meet the Greek Gods/ Goddesses Story
- Gods and Goddesses Family Tree
- Sample- Gods and Goddesses Family Tree
- "Next God/Goddess of Olympus" Worksheet

Activities/ Learning Experience:

- Hook: On Rug (5 minutes)
  - Students will meet on the rug and discuss what we remember from yesterday. ("In the Beginning" Myth) Ask them which gods/ goddesses they remember.
  - Explain that today, they will be learning about more Greek Gods and Goddesses. Some are good, and some are bad.
  
- Activities: At Desks (50 minutes)
  - Distribute "Greek Gods and Goddesses" handout to each student.
  - Working in desk groups, every group will be given a god/goddess. They will then make a character poster. It should contain their god's name, power, a picture of the god, whether they are good/bad, and who they are related to.
  - Every group will present their character.
  - Then we will watch the "Gods and Goddesses" Video (<https://www.youtube.com/watch?v=eJcm8W5RZes>)
  - Hand out Greek Family Tree and explain the project.
  
- Closing/Assessment : At desks (5 minutes)
  - Have students complete the "Next God/Goddess of Olympus" Worksheet as an exit slip.
  - To review who is who, they will complete a Greek Family Tree (To be completed for homework)

Common Core/ State Standards:

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  - Determine a theme of a story, drama, or poem from the details in the text; summarize the text.
- CCSS.ELA-Literacy.RL.4.3
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
- CCSS.ELA-Literacy.RL.4.4
  - 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.ELA-Literacy.SL.4.1
  - Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and text, building on other's ideas and expressing their own clearly.

Greek Mythology: Terms to Know  
Lesson 3 (60 minutes)

Student Understanding:

- Students will be able to....
  - Define terms related Greek Mythology
  - Select the definition that best applies to each term
  - Choose the best statements that apply to each term

Material:

- Definition Worksheet
- Greek Mythology Word Search
- Greek Mythology Terms Sentences
- Fill in The Blank Greek Mythology

Activities/ Learning Experience:

- Hook: At Smart Board (15 minutes)
  - Have the words listed on the Smart Board and ask students if they know the definition word by word.
  - Call up a student to reveal the definition. Go over each term as they are revealed.
- Activities: At Desks (30 minutes)
  - Make "Vocab. Posters" with terms.
  - In pairs, give each group a word and a poster. The poster should include the word, definition, image to help them remember, and synonym.
  - Every group will present their poster.
- Closing/Assessment : At desks (15 minutes)
  - Working alone, students will have to complete the definition worksheet, and 2 out of the 3 practice worksheets. (To be completed for homework)

Common Core/ State Standards:

- CCSS.ELA-Literacy.L.4.4
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-Literacy.RL.4.4
  - 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).



Greek Mythology: Hercules  
Lesson 4 (120 minutes)

Student Understanding:

- Students will be able to....
  - understand the importance of storytelling and oral traditions
  - summarize and act out a story
  - analyze the theme, purpose, characters, and meaning of the story.

Material:

- Hercules's 12 Tasks Story
- iPad, basic art supplies

Activities/ Learning Experience:

- Hook: At Desks (15 minutes)
  - Ask how many of the students know who Hercules is. (Disney Hercules)
  - Explain Hercules' relationship to the Greek Gods, and how he had to complete 12 Tasks.
  - Read "Hercules: 12 Tasks" Intro.
- Activities: At Desks (50 minutes)
  - Split the students into 6 groups of 3.
  - Every group is assigned a task. They then have to reenact the task through a video skit.
  - They should spend one day writing the 2 page script and creating props.
  - The next day should consist of filming their skit with the iPads.
- Closing/Assessment : At desks (5 minutes)
  - At the end of each day, we will watch one group's skit
  - Each skit will act as a quiz grade. Based on creativity, group effort/participation, ability to summarize the story and accuracy to actual story.

Common Core/ State Standards:

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  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RL.4.2
  - Determine a theme of a story, drama, or poem from the details in the text; summarize the text.
- CCSS.ELA-Literacy.RL.4.3
  - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
- CCSS.ELA-Literacy.RL.4.4
  - 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.ELA-Literacy.SL.4.1
  - Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and text, building on other's ideas and expressing their own clearly.

Greek Mythology: Nature and Myths  
Lesson 5 (120 minutes)

Student Understanding:

- Students will be able to....
  - find the relationship between nature and Greek Mythology.
  - apply their knowledge of Gods and Goddesses to further understand the story.
  - propose an alternative story for an element of nature.

Material:

- "The Myth of Atlas"

Activities/ Learning Experience:

- Hook: On Rug (20 minutes)
  - Explain that Greek Mythology can be used for many different reasons. (Entertainment, Culture, etc.)
  - Today, we will be reading the Myth of Atlas. The Greeks wrote this myth to explain why something happened in nature. Often, if the Greeks didn't know why something happened, they would write a myth about it explain it. As we read try to figure out what it is.
  - Read "The Myth of Atlas" to the class
  - What were the Greeks trying to explain? (Shooting stars)
- Activities: At Desks (90 minutes)
  - Distribute "Write Your Own Myth" Planning guild to each student.
  - Read it together, and explain that they will make up their own myth to explain why something in nature happens or how something in nature began.
  - The rest of the day will be planning out their myths and getting them approved by the teacher.
  - The remainder of the next day will be writing their myths.
- Closing/Assessment : At desks (5 minutes)
  - When they finish, they are to mount them on construction paper and will be hung up around the room.
  - Their myths will be a graded assignment as test their writing abilities as well as use of Greek Mythology terms, themes, and characters.

Common Core/ State Standards:

- CCSS.ELA-Literacy.RL.4.1
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RL.4.2
  - Determine a theme of a story, drama, or poem from the details in the text; summarize the text.
- CCSS.ELA-Literacy.RL.4.3

- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
- CCSS.ELA-Literacy.RL.4.4
  - 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.ELA-Literacy.SL.4.1
  - Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and text, building on other's ideas and expressing their own clearly.
- CCSS.ELA-Literacy.W.4.2
  - Write informative/explanatory texts to examine a topic and convey idea and information clearly.
- CCSS.ELA-Literacy.W.4.5
  - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
- CCSS.ELA-Literacy.W.4.10
  - Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Greek Mythology: Constellations  
Lesson 6 (60 minutes)

Student Understanding:

- Students will be able to....
  - Define what a constellation and hemisphere is.
  - Relate constellations to Greek Mythology.
  - Locate countries based off of their hemisphere.
  - Design their own constellation.

Material:

- PowerPoint: Constellations according to the Greeks
- Projector and SkySkope
- Star Stickers, Basic Art supplies
- Constellation Worksheet

Activities/ Learning Experience:

- Hook: At Desks (15 minutes)
  - When the students come into the classroom, have the PowerPoint open with the first slide on. (Title: Constellations) Ask them if anyone can guess what we will be talking about today.
  - Next, ask them what their prior knowledge of a constellation is. Once students have discussed their knowledge on constellations ask students the two following questions: Are the stars or constellations in the same place every evening? Can we see all the constellations in the night sky?
- Activities: At Desks (40 minutes)
  - Explain Orion, Ursa Major, and Perseus. Hand out worksheet. With each constellation explain what hemisphere they can be viewed in.
  - Turn off all the lights and set up a projector in the middle of the room. Open to (<http://www.solarsystemscope.com/>) and explore some constellations.
  - With Orion discuss how students can identify the constellation in the night sky; the three stars in of his belt and the star Betelgeuse.
  - When discussing the Ursa Major constellation ask the students if they know what well know constellations makes up the interior section of Ursa Major (the Big Dipper)
  - Pass out blank paper to each student. Have students create their own constellation, using 8 star stickers to represent the stars in their constellation.
- Closing/Assessment: At desks (5 minutes)
  - Each student has to write on the back of their constellation, what hemisphere their constellation is in and what country it would be able to be seen from.

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Greek Mythology: Greek Vases  
Lesson 7 (60 minutes)

Student Understanding:

- Students will be able to....
  - Distinguish the difference in shape and purpose of a Greek vase
  - Understand the ornate decorations on the vases and what they represent to Greek culture and mythology.

Material:

- Styrofoam Cup
- Basic art supplies
- (<http://www.dl.ket.org/humanities/connections/class/greecerome/vases.htm>)

Activities/ Learning Experience:

- Hook: At Desks (15 minutes)
  - Show students the different kinds of vases the Greeks used in Ancient times. (<http://www.dl.ket.org/humanities/connections/class/greecerome/vases.htm>)
  - Ask the students what they think they are and what they are used for. Also, have students identify figures on the vases. (Students should be able to recognize many of the gods or goddesses on the vases).
- Activities: On Rugs to their Desks (40 minutes)
  - Read "The Myth of Persephone"
  - Discuss what happened in the story.
  - Have students go back to their desks and decorate a Styrofoam cup to match what happened in the story.
- Closing/Assessment : At desks (5 minutes)
  - "What Stuck With You?" Sticky note why you decorated your "vase" the way you did.

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