7th grade Lesson 5

Creating an Origin Myth

“Publish”



**Objectives:**

Vocabulary: Recognizing important words for this lesson and for future lessons. Consult general and specialized reference materials.

Reading Literature: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Language: Spell correctly.

Speaking & Listening: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study).

1. **Vocabulary**: Recognizing important words for this lesson and for future lessons. Have students become familiar with the words below. Refer to previous lessons for ideas on teaching vocabulary words.
   1. Clarify
   2. Hades and the Underworld
   3. Ferry

1. **Reading Informational:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
2. Have students look at the following website about Orpheus:
3. <http://www.hipark.austin.isd.tenet.edu/mythology/orpheus.html>
4. Students need to answer the questions below using evidence from the text to support each of your answers.

|  |  |
| --- | --- |
| Questions | |
| 1 | How does Orpheus’s great talent almost get him his wife back? Use examples from the text to back up your reasoning. |
| 2 | What is the moral of this story or theme of this piece? Use examples from the text to back up your reasoning. |
| 3 | How does the pacing work for this myth? Too fast, too slow, just right, explain why using words that deal with plot structure (climax, resolution, etc.) Use examples from the text to back up your reasoning. |
| 4 | Write a short summary, which explains this myth. Use examples from the text to back up your reasoning. |
| 5 | Orpheus was so worried that his bride hadn’t followed him. Do you think that the setting of where Orpheus had to go had anything to do with why he turned around at the last second? Use examples from the text to back up your reasoning. |
| 6 | What do you think would have happened if Orpheus hadn’t turned around? Use examples from the text to back up your reasoning. |
| 7 | What do you think the author was trying to do when they were writing this story? What were they trying to teach their audience? Remember these are people that believed and worshipped Greek gods and goddesses. They believed in rituals and sacrifices. Use examples from the text to back up your reasoning. |
| 8 | Who do you think loves the other more and why? Use examples from the text to back up your reasoning. |
| 9 | Would you have looked back? If it had been you attempting to bring back the person that you loved most would curiosity and the fact that you’re in Hades cause you to look back? Use examples from the text to back up your reasoning. |

1. **Writing:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
2. **Language**: Spell Correctly
3. By now you have checked students’ final drafts of their myths.
4. Students need to fix everything suggested. Students need to make sure that everything is spelled correctly including their cover letter. Make sure and teach them how to create a cover letter.
5. Students need to find a website where they can strive to publish their myths. Possibly research on your own various publishing websites.
6. Students need to publish their myth on the website making sure to include a cover letter.
7. They should turn in the fixed myth, cover letter, and website to you.

1. Speaking & Listening: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study).
2. Students need to create a Cartoon Strip with at least 10 slides in it. The Cartoon Strip should include dialogue and pictures or their myth. Each picture should have something from their myth written below it. (The example below is based on the myth example that I’ve been given previously). They are turning their myth into a quick cartoon strip. Students could use a table with pictures and dialogue like the one written below or draw one.
3. Students need to review two other people’s cartoon strips and their myth by answering the following questions.
   1. How did the cartoon strip help clarify the myth? If it didn’t, why not?
   2. What is the main idea or theme of their myth? Use evidence from the myth to back up your reasoning.
4. Students need to answer all questions posed to them and turn in their cartoon strip.

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| “Why aren’t you gross Derrick?” Ben asked. | The sky outside got blacker as did Derrick’s eyes. | Derrick scooped her into his arms and ran out the door. | Derrick ran across a sand pit and disappeared into it. | It was somehow Derrick and he was chasing us through sand. |
|  |  |  |  |  |
| We ran as fast as we could back towards the building. | I pulled my already exhausted body to the roof and dragged the fire hose behind me. | I knew Derrick’s weakness, water. | Phil turned the hose on and we started saturating the sand storm that was surrounding the school. | She kissed me on the cheek and I turned twelve shades of red. |

Rubrics

Writing

|  |  |  |
| --- | --- | --- |
| Questions | Yes | No |
| Did they fix their myth and turn it in? |  |  |
| Did they turn in a cover letter? |  |  |
| Did they turn in a website? |  |  |

Reading

|  |  |  |
| --- | --- | --- |
| Description | Yes | No |
| Did they fill out the worksheet correctly answering the questions? |  |  |
| Is it obvious that they read/evaluated the text? |  |  |
| Did they use examples from the text to support every answer where applicable? |  |  |

Language

|  |  |  |
| --- | --- | --- |
| Description | Yes | No |
| Did they spell everything correctly on their myth? |  |  |
| Did they spell everything correctly on their cover letter? |  |  |

Speaking and Listening

|  |  |  |
| --- | --- | --- |
| Description | Yes | No |
| Did they share their fixed myth with partners? |  |  |
| Did they share their cartoon strip with partners? |  |  |
| Did their cartoon strip include: 10 slides, 10 pictures, Dialogue, and something written under each slide? |  |  |
| Did they answer the following questions while sharing with partners: How did the cartoon strip help clarify the myth? If it didn’t, why not?  What is the main idea or theme of their myth? Use evidence from the myth to back up your reasoning. |  |  |
| Did they answer all questions posed to them? |  |  |