EDTECH 511 - FINAL PROJECT
Lesson Plans
Greek Gods

Georgia Konstantinou
Boise State University
March, 2022

TABLE OF CONTENTS

LESSON PLAN 1

CHARACTERISTICS OF MYTHS

Grade/Age Level: Grade 6

Subject Area: English Language Arts

Expected Time for Lesson completion: 1-2 hours

Short Description of the activity:

In this lesson students will utilize the lesson's web page to gather information about Myths, their characteristics and differences from Legends and Fables. They will discuss with their teacher what constitutes a myth and they will explore and research this topic by visiting web pages, watching interactive videos and utilizing interactive elements. Finally, they will develop a PowerPoint presentation to communicate their findings.

State Curriculum Standards met in this activity:

This lesson will cover the following 6th grade Next Generation ELA standards:
6R2, 6R4, 6W3, 6W5, 6W6, 6W7, 6SL2
(http://www.nysed.gov/common/nysed/files/68elastandardsglance.pdf or
http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf)

6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.
6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing
6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
6W6: Conduct research to answer questions, including self generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources
6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.

Instructional Objectives

Students will be able to
- Identify the following characteristics of Greek Myths:
  - explain natural phenomena, the origins of the world or how people acquired basic things in the past (fire, wine etc.)

- include god/goddess, magical creatures or heroes with supernatural powers
- they were told as if they were real events
- could contain magic
- distinguish myths from legends and fables
- recall Greek Myths and know the reason of their existence

Instructional Procedures:

A. Starter Activity: *Classroom discussion - What do students know about Myths?*

The teacher asks students to narrate a myth and uses a [Mind map program](#) to jolt down the name of the myth and its characteristics. The purpose of the activity is to engage students in the subject matter, get them thinking about it, recall any previous knowledge, provide a concise focus and create a purposeful atmosphere in class.

B. Main Lesson: *Use of the [lesson's webpage](#) to watch interactive videos, collect information from external web pages & formative assess what they know about the subject matter.*

After the above exploratory/starter activity, the teacher asks students to visit the [lesson's web page](#) that holds all students' activities and necessary instructions, in order to watch two interactive H5P Videos, the "Elements of a Myth" & the "Intro to Myths, Fables, Legends, and Fairy Tales", and visit a number of selected websites. The first video is about the elements of myths while the second one is about the differences between Myths, Legends, Fables and Fairy Tales. Both videos contain interactive questions, such as multiple choice, True or False and Fill in the blanks, offer links to other websites with more information about some topics and have a summary of their content at the end. The websites listed expand further on the topic by offering more information on the characteristics of Myths. During their research, students are requested to gather information in a [google document](#). The document with its questions guides students' research.

After the completion of this activity, the teacher leads students to a second discussion about the information acquired so far and further enriches the mind map created by the whole class.

Next, students are asked to visit the lesson's webpage once again and this time use an H5P drag and drop interactive element about Myths, legends and Fables. The purpose of this activity is for students to understand and identify the features of each type of fiction in a clear and concise manner.

C. Activity Closure: *Construct a PowerPoint presentation*

At the conclusion of the lesson the teacher asks students to utilize their google documents' notes to develop a powerpoint presentation about Myths. [A document](#) is provided that contains detailed instructions on how to accomplish this task as well as a rubric for assessing students' work.

Adaptation for special learners: Both H5P Interactive Elements used in this activity are compliant with ADA standards[1]. Also, the webpage constructed to host all students instructions and activities is 100% compliant with the WCAG 2.1 level AA (Appendix, picture 1).

Assessment/Evaluation:

Formative Assessment: The Interactive elements of this lesson (H5P interactive videos and Drag the word) serve as a formative assessment for the students while also assisting them in acquiring the essential knowledge/information to develop their PowerPoint presentation. Students will learn what a myth is, what it entails, and how it differs from fables and legends by completing these interactions.

Summative Assessment: Students' knowledge on the topic will be measured through the construction of a PowerPoint presentation on Myths. A rubric is set up to guide and assess their work.

---

[1] https://documentation.h5p.com/content/1290410474004879128

LESSON PLAN 2

THE OLYMPIANS

Grade/Age Level: Grade 6

Subject Area: English Language Arts

Expected Time for Lesson completion: 1-2 hours

Short Description of the activity:

In this lesson students watch videos and visit webpages to research about the Greek Gods/ Goddesses, their abilities, domains, symbols and myths associated with them. Also, they utilize two interactive modules, an H5P and a Twine, and a Google Form's Escape room to explore further the topic and assess their knowledge on it. The modules not only offer students the ability to learn more about each god/goddess but also formatively assess their knowledge through the use of Multiple choice, True False, Matching, Fill in the Gaps and Summary review activities.

State Curriculum Standards met in this activity:

This lesson will cover the following 6th grade Next Generation ELA standards:
6R2, 6R4, 6W5, 6W6, 6W7, 6SL2
(http://www.nysed.gov/common/nysed/files/68elastandardsglance.pdf or
http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf)

6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.
6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
6W6: Conduct research to answer questions, including self generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources
6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.

Instructional Objectives

Students will be able to identify the twelve main gods and goddesses of Greek mythology, their symbols and domains.

Instructional Procedures

A. Starter Activity: *Classroom discussion - Name a Greek God!*

The teacher makes the connection between this lesson and the previous one by asking students to identify Gods or Goddesses from the Myths they explored in the previous lesson and discuss what they know about each one of them. This small discussion helps students make the connection between the previous lesson and the 1st activity of this one.

B. Main Lesson: *Using the website's module of* Lesson 2 *to learn about Greek Gods and Goddesses.*

Teacher asks students to visit the lesson's webpage and follow the instructions setup for them there. The first activity requests students to watch two videos and visit two web pages in order to collect information about the Greek Gods. A google slides presentation guides their research by identifying the elements they need to research and study for each gods or goddess (name, domain, symbol, sacred animal, parents, myth related to him/her, image). The students are instructed to share this presentation with their teachers once they have completed their research and all the activities on the web page.

Alternatively to the activity below, an H5P Cornell Notes Content type could be used - when it's improved by H5P[2] - to help students jolt down notes about the Greek gods & goddesses while watching the video and researching the websites.

When students complete the above activity, they are instructed to use the other three interactive elements on the web page to research the topic further and evaluate what they have learned. The other three interactive elements on the webpage are the following:
1) An H5P branching scenario (The Olympians) that contains information and interactive exercises (multiple choice and match) about the Greek Gods
2) a Twine Interactive Fiction activity (Greek Gods in Distress) and
3) a Google Form's Escape room (Escape the Olympians).

All three activities intend through playful repetition and interactive tasks to reinforce and assess what students have learned so far and give them instant feedback as well as an opportunity to further investigate the topic.

---

[2] The H5P Cornell Notes content type gives students the ability to jolt down their notes and ideas as they derive from watching the specific video and resources, BUT it doesn't have a SAVE button yet, so although it temporarily saves the data on the browser, they can not be saved permanently. A recent post in their forum informs us that this feature will be shortly available https://h5p.org/comment/45116

C. Activity Closure: *What have you learned?*

At the end of the lesson the teacher asks students to share with him/her their powerpoint presentations' notes about the Greek Gods/Goddesses.

Adaptation for special learners: According to the H5P documentation H5P course presentations content types are compliant with ADA standards[3]. Also, the webpage constructed to host all students instructions and activities is 100% compliant with the WCAG 2.1 level AA (Appendix, picture 2). As for the other two interactive elements used in this lesson, Twine IF activity and Google Form's Escape room, have been tested with the web accessibility checker[4] and they are ADA compliant with a health score of 70% and 90% respectively.

Assessment/Evaluation:
Formative Assessment: The Interactive elements used in this lesson (H5P Course presentation, Twine Interactive Fiction activity and Google Form's Escape room) serve as a formative assessment for the students. Also, the powerpoint presentation with the students' notes about each god/goddess can also serve as proof of their studying/researching the topic.

Summative Assessment: No Summative assessment is necessary for this lesson since the students will have the ability through multiple interactions and note keeping to reinforce and test their knowledge.

---

[3] https://documentation.h5p.com/content/1290410474004879128
[4] https://www.webaccessibility.com/

LESSON PLAN 3

CREATE A GOD & WRITE A MYTH

Grade/Age Level: Grade 6

Subject Area: English Language Arts

Expected Time for Lesson completion: 1-2 hours

Short Description of the activity:

At the beginning of this lesson, students watch videos about three Greek Myths of their choice. These videos provide them with ideas about Gods' characteristics and related myths. Then they engage in a Twine Interactive Fiction activity that, if they manage to complete, will give them the opportunity to create their own God/Goddess and develop a myth associated with him/her.

State Curriculum Standards met in this activity:

The unit will cover the following 6th grade Next Generation ELA standards:
6R4, 6W3, 6W4, 6W5, 6W6, 6W7, 6SL2
(http://www.nysed.gov/common/nysed/files/68elastandardsglance.pdf or
http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf)

6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing
6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
6W6: Conduct research to answer questions, including self generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources
6SL2: Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study.

Instructional Objectives

Students will be able to
- create their own God/Goddess using mythological criteria and
- develop a myth that will include their newly invented god/goddess as well as existing Greek gods/goddesses.

Instructional Procedures:

A. Starter Activity: *Visit the lesson's* [webpage](#) *to watch three myths of your choice*

Students are instructed to watch three videos relevant to Greek Myths and write down Gods' and Goddesses' characteristics and Myths' ideas to be used in the development of their own Greek God/Goddess and myth.

B. Main Lesson: *Complete* [the Twine interactive Fiction Activity](#) *to create your own God and Myth*

When they complete the above activity, students are asked to work on [Myth, Legend or Fable?](#), a Twine Interactive Fiction activity, that reviews differences between myths, legends and fables and at the end asks students to develop their own God/Goddess and create a myth related to him/her. The Twine Interactive Fiction activity assesses students' knowledge and forces them to start over in order to reach the level mentioned above. When they manage to reach that level, a [three step document](#) with detailed instructions and [a form](#) guides students through the process, offering ideas about Greek Gods/Goddess' names, domains, symbols and myths. When students complete the activity, their work is sent to their teacher for evaluation through the form. Students' work is evaluated based on a [rubric](#) presented to them at the beginning of the activity.

C. Activity Closure: *Class Reflection & Discussion*

At the end of this lesson, since it's the completion of the unit, the teacher helps students reflect on what they have learned, what they enjoyed, what they found unusual, what they would like to change if they had the ability to re-do the activity.

Adaptation for special learners: The webpage constructed to host all students instructions and activities is 100% compliant with the WCAG 2.1 level AA (Appendix, picture 3). Also, the Twine IF activity used in this lesson has been tested with the web accessibility checker[5] and it is ADA compliant with a health score of 70%.

Assessment/Evaluation:
Formative: The Twine Interactive fiction activity serves as a formative assessment for the students and it has a dual purpose:
a) It allows students to assess their understanding and go through the activity again and
b) it serves as a review of the whole unit.

Summative assessment: This lesson's summative assessment involves the construction of a God/Goddess and the formulation of a myth about him/her. Students' work will be evaluated through a [rubric](#) constructed specifically for that purpose.

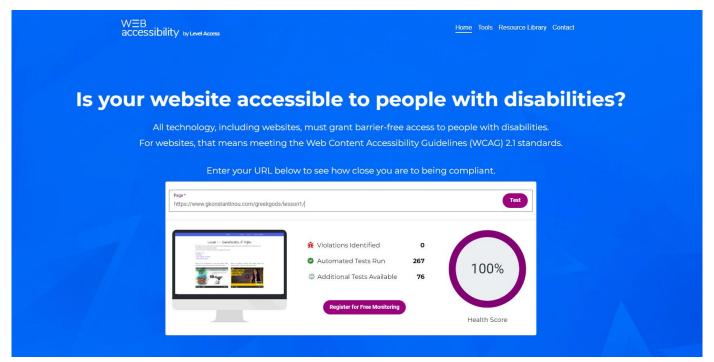[5] https://www.webaccessibility.com/

REFERENCES:

H5P (2022). Getting Started. Retrieved from https://h5p.org/getting-started

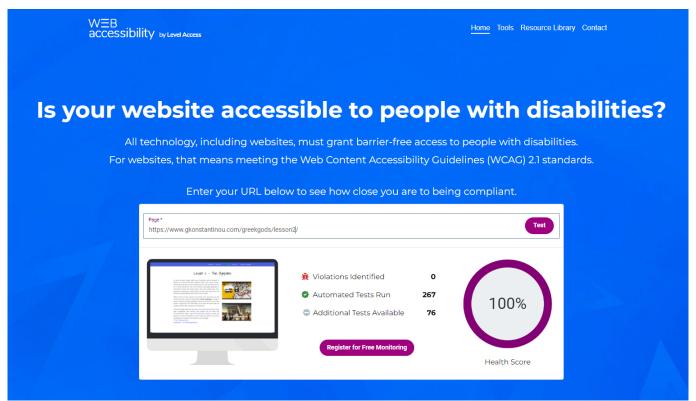New York State Education Department. (2017). New York State Next Generation English Language Arts Learning Standards. (2017) Retrieved from http://www.nysed.gov/common/nysed/files/68elastandardsglance.pdf   or http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf

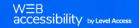Twine (2009). Twine Cookbook. Retrieved from https://twinery.org/cookbook
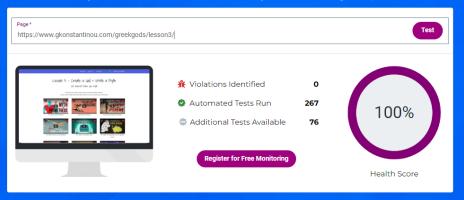
APPENDIX

[Accessibility checker, Picture 1]

[Accessibility checker, Picture 2]

[Accessibility checker, Picture 3]