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*Worksheets and student work in folders following lesson plans.
Unit Goals and Rationale

1. What is the purpose of your unit?

   - The purpose of our “Greek Mythology, Gods, Goddesses and Myths” unit was to explain the definition of Mythology and how it has influenced Greek culture. We also wanted the students to gain an understanding of a myth and what are its purposes. A third factor that we wanted our students to learn about is the individual deities, their stories (myths), what they represented and what fell under their realm of power. Also, prior to our lesson the students in our class were reading stories about Greek Mythology and displayed a great interest to learn more about the gods and goddesses.

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

   - Students will learn how to create myths to explain a constellation, create Athenian Black and Red Vases with designs that tell a story of their choice, and participate in a Readers Theater play on the Greek gods and goddesses. They will also design a new god or goddess of their chose displaying their knowledge on what they have learned about the gods and goddesses of Greek Mythology.

   - The key questions or ideas that continue throughout the unit are: individuals create stories (myths) in order to explain things they don’t understand, and each god or goddess of Greek Mythology had a certain domain in which he or she ruled that included everyday activities of life.

   - This unit could be described to both parents and colleagues by 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 national and state standards.

2. How does your unit topic relate to grade level curriculum?
Students are required to gain an understanding of a world culture. Throughout our lesson we discuss how Mythology influenced the Greek culture and people in the society. Greek Mythology plays a huge role in the lifestyles of Ancient Greek citizens. We display this concept particularly in our social studies lesson on Athenian Black and Red Vases.

3. Why is the learning in this unit important in the life of an elementary student?

   -The students in our class have been reading a book called “The Lightening Thief,” by Rick Riordan. The book follows a boy as he learns he is the son of Poseidon and his rendezvous with many different gods and goddesses. Students in the fourth grade read a variety of books and texts that incorporate myths and mythology. A myth is an important literary element that students need to understand both its definition and purpose. The Greek culture has also provided us with a variety of words that have bases within our modern language. Fourth graders will be faced with a variety of these words and having a foundation of their history will aid in their understanding and comprehension.

4. What makes this a unit and not just a collection of lesson?

   -The unit “Greek Mythology, Gods, Goddesses and Myths,” is composed of six different contents: art, science, social studies, language arts, mathematics, and drama. Each subject is formed to include the overall Greek Mythology theme. The lessons also incorporate more than one of the six contents in order to teach the overall subjects. For example the “Greek Vases, Athenian Black and Red,” encompasses both social studies (through teaching about the cultural uses of the vases) and art (by having students recreate an Athenian Black and Red 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 Readers Theater “The Gods and Goddesses Bake-Off.” The Readers Theater was practiced every day and was performed on Friday but was also incorporated into the math lesson “Math Bake-Off.”

5. What other background information would be helpful for teachers to know so they can successfully teach this unit?

   -For the conclusion of this lesson, we had the class perform “The Gods and Goddesses Bake-Off” and asked the parents to send a bed sheet to school with their child to be worn as a toga. Keeping in mind different economic statuses, we brought in some extras for those students whose parents could not send one. Also, when making the ambrosia, allergies must be noted and accommodated for.
**Unit Daily Schedule**

**Friday April 24**
9:10: When students return from P.E. have the invitations with gold chocolates on their desks

**Monday April 27**
8:30-9:10: Gone for music
9:10-9:20: Spelling Pre-Test
9:20-10:20: Handout Mythology Folders & Introduction
   - Mythology Discussion, “In the Beginning,” and “Meet the Greek Gods”
10:50-11:00: Read Myth “The Story of Cadmus”
11:00: Hand out notes to parents
11:00-11:40: Literature Circle Group Meetings

**Tuesday April 28**
8:15-8:30: Read Myth “Demeter and the Princeling”
8:30-9:10: Gone for P.E.
9:10-9:30: Spelling Packet page 1
9:30-10:20: Day 2 of “The Gods and Goddesses Bake-Off” Designate Parts
10:20-11:40: Spring Program Practice
11:40-12:30: Lunch
12:30-12:45: Read Aloud *The Penderwicks*
12:45-2:15: Spring Program
2:15: Early Out

**Wednesday April 29**
GONE ALL DAY FOR FIELDTRIP

**Thursday April 30**
8:15-8:30: Read Myth “Persephone”
8:30-9:10: Gone for Music
9:10-10:40: Constellations and Myths (Science)
10:40-11:00: Spelling Packet page 2
11:00-11:40: Play practice
12:40-1:40: Math Bake-off
2:30-2:45: Recess
2:45-3:25: Play practice

**Friday May 1**
8:15-8:30: Read Myth “Arachne”
8:30-9:10: Gone for P.E.
9:10-9:30: Spelling Test
9:30-10:30: Greek Vases: Athenian Red and Black
10:30-11:00: Ambrosia Salad
11:00-11:40: Dress Rehearsal
11:40-12:40: Lunch
12:40-1:10: Reading Groups
1:10-2:15: Make head things/Togas/Prep for party
2:15-2:30: Read Myth
2:30-3:25: Toga Party and Play/Eat and Party!
Introduction to “Greek Mythology: Gods, Goddesses, and Myths”
Erin Brinkman & Mandie Secord
Frenchtown Elementary

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4th grade</th>
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</table>
| Duration    | 15 minutes for Day 1  
90 minutes for Day 2 |
| Subject Area(s) | Language Arts |

**NCTE Standards for the English Language Arts**

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

**MT State Standards (OPI)**

- **Reading Standards**
  - Content Standard 2—Students apply a range of skills and strategies to read
  - Content Standard 4—Students select, read, and respond to print and nonprint material for a variety of purposes
    - identify a variety of purposes for reading
    - perform tasks for a variety of purposes by reading
    - read and interpret information from a variety of documents and sources

**Objective/student understandings**

Students will learn what Greek Mythology is. Students will also understand the difference between the Titans and Olympians.

**Resources**

- Invitations, one for each student
- One piece of chocolate wrapped in gold for each student (optional)
| Preparation | Gather materials.  
**Day 1:** Cut invitations into desired size. While the students are out of the classroom, place the invitation with a gold piece of candy on each student’s desk. Do not talk about the invitations, and if students ask, avoid answering the question.  
**Day 2:** Decorate the classroom with hanging lightning bolts and “Mount Olympus: Home of the Gods” outside of the classroom while the students are gone. Also hang gold tinsel curtain in doorway. |
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<tbody>
<tr>
<td>Motivation/Hook</td>
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</table>
| Instruction | **Day 1:** Place the invitations on each student’s desk. When they come back to the classroom, be extremely vague and avoid answering any questions. This will leave them wondering what is going to happen on Monday.  
**Day 2:** While the students are out of the classroom, transform it into Mount Olympus with the decorations.  
1. When they return, hand out the Mythology Folders. Give them time to decorate them, write their names on it, and Greek Mythology. Tell them these will be their folders for the week.  
2. Mythology Discussion  
   - Ask students what they know about mythology.  
   - Provide students with a definition of Mythology: A collection of myth to a certain peoples or race that is used to address their origin, history, deities, ancestors, and heroes.  
   Have students further discuss the concept of Mythology after hearing the definition and ask students for examples.  
3. Pass out “In the Beginning...” to each student. Read aloud with the class the creation story according to Greek Mythology. Give the students time to fill in the family tree at the bottom. Discuss the story and any questions they might have.  
4. Hand out “Meet the Greek Gods” to each student. Alternating readers, have the students read the short descriptions of each god or goddess. This will be their first glimpse of the deities |
<p>| Assessment | The discussion on Mythology will clearly portray students understanding about the new material. Also evaluation of assessment will be seen with the completion of the “In the Beginning...” worksheet which shows the division between the Titans and the Olympians. |</p>
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4th Grade</th>
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</table>
| Duration             | 40 minutes
                 | 4 days, 10 minutes each |
| Subject Area(s)      | Language Arts |
| NCTE Standards for the English Language Arts | Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world, to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. Students read a wide range of literature from many periods in many genres to build and understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. |
| MT State Speaking and Listening Content Standards (OPI) | Content Standard 2- Students distinguish among and use appropriate types of speaking and listening for a variety of purposes. Speak and listen effectively for a range of purposes (e.g., reading aloud and listening to oral readings, sharing and listening to personal experiences, presenting and listening to oral reports, clearly giving an understanding directions and instructions). Identifying and use different types of listening appropriate to the listening situation (e.g., casual, appreciative, attentive) |
| Objective/Student Understandings | In order to further enhance students' knowledge throughout the duration of the unit; they will hear a myth read aloud daily. |
| Preparation          | Find age-appropriate myths to read aloud to the class. |
| Motivation/Hook      | Before reading the myths, students have learned the definition of a myth: a story used to explain things with an unknown answer. In order to further enhance their experience with Greek Mythology, they will be excited to hear different myths. |
| Assessment           | Readings were strictly for students' enjoyment and to expand their knowledge of various myths. |
# Mythology Spelling Unit

Erin Brinkman & Mandie Secord  
Frenchtown Elementary

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4th Grade</th>
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<tbody>
<tr>
<td>Duration</td>
<td>80 minutes total</td>
</tr>
<tr>
<td></td>
<td>4 days, 20 minutes each day</td>
</tr>
<tr>
<td>Subject Area(s)</td>
<td>Language Arts</td>
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**NCTE Standards for the English Language Arts**

6. Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

**MT State Standards (OPI)**

**Language Arts Content Standards**

Content Standard 1—Students write clearly and effectively. apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

Content Standard 3—Students evaluate and reflect on their growth as writers.

set goals and become aware of successes in their own and others’ writing.

**Objective/Student Understandings**

Students will be given a list of spelling words that they will learn to correctly spell and define throughout the week. Students will correctly use words throughout their creative writing.

**Resources**

- Spelling List (One for each student)
- Pages 1 & 2 of the Spelling Packet (One for each student)

**Preparation**

Gather materials

**Motivation/Hook**

Give the pretest to the students on Monday morning. Students participate in weekly spelling tests, with the pretest an opportunity for them to challenge their abilities to correctly spell words. This week’s words will all have something to do with Greek Mythology.

**Instruction**

**Day 1:** After the pretest, correct and hand out the spelling list attached to the students’ work. Have them study their spelling words. In accordance with their weekly spelling units, write the ones they misspelled ten times each. Also, have the students keep a running vocabulary list, defining each of their spelling words as the week progresses. Encourage them to set goals for themselves, defining a certain number of words a day.

**Day 2:** Have the students complete page one of the spelling packet, the crossword. Point out to the students that this crossword might help them with their definitions.

**Day 3:** Allow twenty minutes for the completion of page two from the spelling packet. If students finish early, remind them to keep up with their vocabulary list. Also, tell the students again that their test is tomorrow and to be studying for it.

**Day 4:** Hand in spelling packets to the spelling folder. Give the
Once the students complete the final test, have them hand those in to the spelling folder as well.

<table>
<thead>
<tr>
<th>Links to relevant websites</th>
<th><a href="http://puzzlemaker.discoveryeducation.com">http://puzzlemaker.discoveryeducation.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Collect students’ packets and final tests. Determine students’ comprehension of vocabulary through the spelling packet and their creative writing in which they were challenged to use their spelling words. Evaluate students’ progression of spelling mythology words (high-frequency words for the week) correctly, comparing the pretest to the final test.</td>
</tr>
</tbody>
</table>
myth
mythology
god
goddess
mortal
immortal
Greek
Greece
ambrosia
nectar
Titans
Olympians
Mythology Spelling Unit

Across
1. food of the gods
3. a person from Greece
5. a male member of a deity
6. a person that can die
8. drink of the gods
9. people that lives on Mount Olympus
10. home of the first Olympics

Down
2. a person who lives forever
4. traditional story dealing with supernatural beings or heroes; often explains aspects of the natural world
5. a female member of a deity
6. collection of myths explaining a culture's origin, history, deities, or heros
7. the sons of Uranus and Gaea
MYTHOLOGY SPELLING PACKET

Fill in the blanks with the correct spelling word.

1. The _______ of wisdom and intelligence was Athena.
2. _______ do not live forever.
3. The 2004 Summer Olympics where held in _______.
4. Zeus and Posiedon both decided to order _______ for dinner.
5. Cronus and Rhea were the _______ who ruled heaven and Earth.

Circle the words that are spelled wrong in the paragraph. Correctly write the misspelled words in the spaces provided.

The Olimpains decided to have a dinner party. Ares and Apollo decided to make a Greak salad. Athena and Aphrodite poured nectar and Hestia set the table for the other imortals. The Gods and goddesses were hungry and ready to eat their delicious meal of ambrosia and nectar.
"The Gods and Goddesses Bake-Off"
Erin Brinkman & Mandie Secord
Frenchtown Elementary

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4th grade</th>
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<tbody>
<tr>
<td>Duration</td>
<td>Approx 5 hours over the course of a week</td>
</tr>
<tr>
<td>Subject Area(s)</td>
<td>Language Arts &amp; Drama</td>
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<thead>
<tr>
<th>NCTE Standards for the English Language Arts</th>
<th>Language Arts Content Standards</th>
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<tbody>
<tr>
<td>Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</td>
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<thead>
<tr>
<th>MT State Standards (OPI)</th>
<th>Reading Content Standards</th>
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<tbody>
<tr>
<td>Content Standard 2—Students apply a range of skills and strategies to read adjust fluency, rate, and style of reading to the purpose of the material with guidance</td>
<td></td>
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<tr>
<td>Content Standard 4—Students select, read, and respond to print and nonprint material for a variety of purposes identify a variety of purposes for reading perform tasks for a variety of purposes by reading read and interpret information from a variety of documents and sources</td>
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| Objective/student understandings | Through the Readers Theater “The Gods and Goddesses Bake-Off,” students will practice reading skills of: fluency |
| Resources | Materials:  
One copy for each student of “The Gods and Goddesses Bake-Off” from  
One highlighter for each student |
| --- | --- |
| Preparation | Make copies of the play.  
Cut papers into small pieces so students can write their names on them and place them into a hat.  
Make a schedule of practice times and the final performance. |
| Motivation/Hook | Randomly assign parts and read aloud as a class. Inform the class that we will be performing this at the end of the week, so start thinking of who they would like to be. |
| Instruction | **Day 1:** After reading aloud, remind the students to be thinking of who they would like to play in the final performance. Tell the students to think about it overnight.  
**Day 2:** Pass out the little sheets of paper, giving each student approximately five pieces. Tell them now we will be designating parts for the play. If you would like to be a character, put your name in the hat when we get to that specific one. Inform them that they are allowed and encouraged to put in for more than one part, since they might not get the one they really want. Read the list of characters (one at a time) and walk around the room with a hat, allowing students to place their name in for the parts they want. Pick out one name from the hat to decide who will be which character. Remember, once a student has a part, they may not put their name in the hat again. Be sure to emphasize the importance of the chorus, how crucial it is for them to be able to recite their lines together. After the students have their parts, give them time to highlight their lines with the provided highlighters. To conclude, read through the play again, each student reading their newly assigned role. Encourage students to start memorizing their lines!  
**Day 3:** Run through “The Gods and Goddesses Bake-Off,” once in the morning from their seats. Later in the afternoon, give students time to start thinking of props. Allow them an opportunity to gather and create any necessary materials. After that, begin assigning places for each character, then practice again with movements. Challenge those students who have their lines memorized to not use their scripts.  
**Day 4:** Dress rehearsal in the morning. Give the students
time again to work on their costumes and props. Final performance in the afternoon!

<p>| Assessment | Throughout the practices and rehearsals, check for students’ progression in fluency, tone, expression, and accuracy. |</p>
<table>
<thead>
<tr>
<th><strong>Grade Level</strong></th>
<th>4th grade</th>
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</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>Approximately 1.5 hours</td>
</tr>
<tr>
<td><strong>Subject Areas</strong></td>
<td>Science (Language Arts, Art)</td>
</tr>
<tr>
<td><strong>Central Science Question</strong></td>
<td>Why can we not see all the constellations in the night sky? Why do the constellations move every night? Where do the names of many constellations come from?</td>
</tr>
<tr>
<td><strong>Student Understandings</strong></td>
<td>Students will review basic concepts of Astronomy: Stars, Constellations, Hemisphere. Students will also review about the rotation of the earth. Students will become familiar with three constellations and the myths attached to them. Students will create their own constellation and write a myth about their creations.</td>
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<tr>
<td><strong>National Science Content Standards</strong></td>
<td>Earth and Space Standards K-4 1. As a result of their activities in grades K-4, all students should develop an understanding of Properties of earth materials Objects in the sky Changes in earth and sky  <strong>Language Arts Standards</strong> 1. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 2. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes</td>
</tr>
<tr>
<td><strong>Montana State Science Standards (OPI)</strong></td>
<td>Science Content Standards  <strong>Content Standard 4</strong>—Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth’s systems and other objects in space.  <strong>Content Standard 5</strong>—Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies  <strong>Language Arts Content Standards</strong>  <strong>Content Standard 1</strong>—Students write clearly and effectively. - demonstrate awareness of personal voice, sentence structure, and word - apply conventions of standard written English (e.g., spelling, punctuation usage) appropriate for grade level and purpose  <strong>Content Standard 2</strong>—Students apply a range of skills and strategies in the writing</td>
</tr>
</tbody>
</table>
process.
plan writing by generating and organizing ideas and by considering purpose and audience.

Content Standard 4—Students write for a variety of purposes and audiences.
- identify the purpose for their writing and write appropriately
- experience writing in different genres (e.g., descriptive writing).

Resources

Materials:
- Computer with the prepared powerpoint presentation
- Projector
- Night Sky Atlas by Robin Scagell
- Greek and Roman Mythology by Frank Edgar
- Blank paper, lined paper, one for each student
- Pencils

Science Background Information

In order to teach this lesson, one must understand these concepts:

Star - a burning sphere of gases
Constellation - a pattern or group of stars in the sky; many ancient peoples (like the Greeks) saw constellations as outlines of objects, mythological characters, or animals; few constellations really resemble what they represent; the sky is divided up into 88 constellations
Hemisphere - one of the halves of the earth divided by the equator into northern and southern parts

Engage

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.

Explore

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?

Explain

Continue with the powerpoint.
Be sure to expand on constellations and have the students use their schema to answer the questions.
- On the lined paper, have students write the definition of a constellation.
Repeat “a.” for the definition of a star and a hemisphere.
Using a globe, have a student point out the equator and the northern and southern hemispheres.
Ask students if the people living in South Africa view the same stars and constellations as people living in Alaska.
Have them using the globe explain their answers to the class.
Demonstrate the rotation of the Earth and have a student represent a constellation or star while you rotate the globe. Ask students to explain the process.
Select students to read aloud the constellation myths on each slide of the powerpoint.
Be sure to emphasize that the purpose of a myth can be told to explain why a constellation is in the sky. Ask the students if they know of any myths associated with constellations. Using the powerpoint and the Night Sky Atlas, show the students pictures of how we see the night sky and what the constellation is supposed to represent. Also, read the myths found in Greek and Roman Mythology. Explain Orion, Ursa Major, and Perseus. With each constellation explain what hemisphere they can be viewed in. 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).

<table>
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<tr>
<th>Evaluate</th>
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<tr>
<td>- Pass out blank paper to each student. Have students create their own constellation, using the 8 star stickers to represent the stars in their constellation.</td>
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<tr>
<td>- Have the students write a myth to explain why their constellation is in the sky. This can either be on the same piece of paper or lined paper.</td>
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<tr>
<td>- Students should also explain what hemisphere their constellation is in and what country it would be able to be seen from.</td>
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<th>Reference</th>
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<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Assessment and understanding should be viewed through their myths and constellation drawings. Students’ constellation myths and drawn constellations should explain a story. The drawn constellation should create a shape or figure corresponding to their myth. Students should also correctly identify the constellations hemisphere and corresponding country.</td>
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# Math Bake-off

*Erin Brinkman & Mandie Secord*

*Frenchtown Elementary*

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4th Grade</th>
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<tbody>
<tr>
<td>Duration</td>
<td>2 class times, 60 minutes each</td>
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<tr>
<td>Subject Area(s)</td>
<td>Mathematics</td>
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### NCTM Content Standards and Process Standards

**Math Content Standards**

- **Number and Operations**
  - Understand numbers, ways of representing numbers, relationships among numbers, and number systems
  - Recognize equivalent representations for the same number and generate them by decomposing and composing numbers
  - Use models, benchmarks, and equivalent forms to judge the size of fractions
  - Understand meanings of operations and how they relate to one another
  - Understand various meanings of multiplication and division

- **Measurement**
  - Understand measurable attributes of objects and the units, systems, and processes of measurement
  - Understand such attributes as length, area, weight, volume, and size of angle, and select the appropriate type of unit for measuring each attribute
  - Understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems
  - Carry out simple unit conversions, such as from centimeters to meters, within a system of measurement
  - Understand that measurements are approximations and understand how differences in units affect precision

### Montana Math Content Standards (OPI)

**Math Content Standards**

- Content Standard 1 - Students engage in the mathematical processes of problem solving and reasoning, estimation, communication, connections and applications, and using appropriate technology.
- Content Standard 2 - Students demonstrate understanding of and an ability to use numbers and operations.
- Content Standard 3 - Students use algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems.

### Objective/Student Understandings

- Students will figure the number of servings that will be needed to feed the entire class
- Students will determine the amount of each ingredient
needed. Students will convert all measurements to cups. Students will calculate the necessary ingredients for an ambrosia recipe needed to serve the class. Using their conversion charts, they will also convert ounces to cups. They will then follow a given recipe and figure out the appropriate measuring tools and make ambrosia themselves!

**Resources**
- Students’ conversion charts made in class last week (if unavailable, they will need a chart with conversion of measurements including ounces, cups, pints, quarts, and gallons)
- Set of measuring cups, enough needed so students can all see them

**Preparation**

<table>
<thead>
<tr>
<th>Day 1:</th>
<th>Gather a copy of the ambrosia recipe, one for each student. Gather four sets of measuring cups, one for each group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2:</td>
<td>Figure out how much of each ingredient will be required to make 8 batches. Gather materials including: the appropriate amount of needed ingredients set of three measuring cups 3 bowls for the workstations, plus 1 more to make a batch without nuts, and 2 big bowls to make 2 additional batches 3 mixing spoons</td>
</tr>
</tbody>
</table>

**Motivation/Hook**

Ask the students how many of them have baked or cooked before and if they have had to measure out ingredients. (By asking the students about their personal experiences with cooking we are relating math to real world situations.) Ask them if they remember what their vocabulary word was from the following week and how it would relate to cooking. Once the students are done discussing tell them: “For the Toga Party and the Final Performance of The Gods and Goddesses Bake-off, we will be making ambrosia (the food of the gods) and need to figure out the appropriate amount needed to feed our entire class.”

**Instruction**

| Day 1: | Have the students take out their conversion charts they made last week in class and a pencil. Pass out the measuring cups to each group. Review the capacity of each measuring tool. As a class, review a few conversions. (e.g. If I drink 16 ounces of water, how many cups did I drink? **2 cups** Imagine we have 32 ounces of pineapple juice, how many cups of pineapple juice do we have? **4 cups**) Practice enough for the class until they seem ready for their task. These should be written on the board. Next, review what needs to be done to a recipe if you want
more of it. Then, figure out how many batches are needed for the recipe in order to feed the whole class. (three batches to feed 18 students)
Pass out the ambrosia recipe to each student. Let them know they can use the measuring tools if desired.
Have them figure the amount of the given ingredient and write their solution next to the ingredient. Have them convert the first two solutions into cups.
As students are working, observe their progress and answer any questions they might have.
Collect students’ work.

**Day 2:**
Set up the ingredients and mixing tools needed for ambrosia, along with the recipe, into 3 stations.
Divide the students into three groups to make the ambrosia. Be sure they have the appropriate amounts of ingredients on their recipe sheet. Ask the class if we have three groups and we are all making a single batch, how many batches will we end up with? Three batches, enough to feed the entire class of eighteen students
In their work stations, have the students follow the recipe provided. Help students as needed.
Once they have completed the ambrosia, place it in a refrigerator to chill for at least one hour.

| Assessment | Observe students’ progress both for Day One and Two. Assess students’ work from Day one through their solutions on their recipe worksheets and determine if they have correctly solved each question, found the number of servings required and converted each ingredients to cups. Additional observation of student understanding may be viewed while students are making the ambrosia. |

*Because of an assembly that our cooperating teacher was informed of the morning of Day 2, the students were unable to finish making the ambrosia. Miss Brinkman and Miss Secord completed the recipe during the students’ lunch. Also, to accommodate for parents, guests, and allergies, we made additional batches, four for parents and guests, and one without nuts.*
Ambrosia Recipe (Serves 6)

1 can (20oz.) chunk or crushed pineapple in juice or syrup

1 can (11 oz.) mandarin orange segments

1 ½ cup seedless grapes

1 cup miniature marshmallows

1 cup flaked coconut

1 cup walnuts or pecans

¾ cup sour cream

1 tablespoon sugar

Directions:

1) Drain pineapple and mandarin oranges.

2) Combine pineapple, oranges, grapes, marshmallows, coconut, and nuts in large bowl.

3) Mix sour cream and sugar together in a small bowl.

4) Stir the sour cream-sugar mixture into the fruit mixture.

5) Chill 1 to 2 hours and dig in!
**Grade Level**: 4th grade  
**Duration**: 60 mins.  
**Subject Area(s)**: Language Arts, Art  

### NCTE Standards for the English Language Arts

**Language Arts Content Standards**
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**Fine Arts Content Standards**

**USING KNOWLEDGE OF STRUCTURES AND FUNCTIONS**
- Students know the differences among visual characteristics and purposes of art in order to convey ideas.

### MT State Standards (OPI)

**Writing Content Standards**
- **Content Standard 1**—Students write clearly and effectively.  
  - demonstrate awareness of personal voice, sentence structure, and word  
  - apply conventions of standard written English (e.g., spelling, punctuation usage) appropriate for grade level and purpose.
- **Content Standard 2**—Students apply a range of skills and strategies in the writing process.  
  - plan writing by generating and organizing ideas and by considering purpose and audience.
- **Content Standard 4**—Students write for a variety of purposes and audiences.  
  - identify the purpose for their writing and write appropriately  
  - experience writing in different genres (e.g., descriptive writing).

**Art Content Standards**
- **Content Standard 1**—Students create, perform/exhibit, and respond in the Arts.  
  - identify their own ideas and images based on themes, symbols, events, and personal experiences.

### Objective/student understandings

- Students will use their knowledge learned through the unit on the gods and goddesses of Greek Mythology to compose a new god through creative writing. Students will also use correct sentence or paragraph structure in their creative writing. Students will use spelling words in
their writing to show comprehension of the words.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Overhead</td>
</tr>
<tr>
<td></td>
<td>Large white or cream construction paper</td>
</tr>
<tr>
<td></td>
<td>– Colored pencils, crayons, or markers</td>
</tr>
</tbody>
</table>

| Preparation        | Gather materials.                                                                                   |

| Motivation/Hook    | Read the introduction to “The 2009 Mt. Olympus Competition.”                                        |

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Explain the directions for “The 2009 Mt. Olympus Competition.”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students must create a name for their new god or goddess.</td>
</tr>
<tr>
<td></td>
<td>Explain what their god or goddess will be the god of.</td>
</tr>
<tr>
<td></td>
<td>Who will their god or goddess be related to? Example: brother to Zeus.</td>
</tr>
<tr>
<td></td>
<td>Students must create a picture of their god or goddess.</td>
</tr>
<tr>
<td></td>
<td>The descriptions and writing should include spelling words from the week.</td>
</tr>
<tr>
<td></td>
<td>Students may compose their writing in either complete sentences or through paragraph format.</td>
</tr>
<tr>
<td></td>
<td>Students should also use personal voice in their descriptions.</td>
</tr>
</tbody>
</table>

| Assessment         | Students will use their creative writing skills to display their knowledge of the gods and goddesses of Greek Mythology. Correct paragraph structure and/or sentence structure will be assessed through their writings. Students' understanding of spelling words will also be evaluated through “The 2009 Mt. Olympus Competition” creative writing. |
The 2009 Mt. Olympus Competition

The gods and goddesses have become restless on Mt. Olympus. In order to cure their boredom they have decided to host a competition. The winner of the competition will be granted immortality and become the newest god or goddess on Mt. Olympus. In order to convince the gods that you should be the next god or goddess you must:

1. Create a name
2. Explain what you will be the god or goddess of.
3. Who you will be related to.
4. A picture of you as a god or goddess.

Good Luck!
# Greek Athenian Black & Red Vases

Erin Brinkman & Mandie Secord

Frenchtown Elementary

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Subject Area(s)</td>
<td>Social Studies &amp; Art</td>
</tr>
</tbody>
</table>

### National Social Studies Standards

**Social Studies Culture Content Standards**
Describe ways in which language, stories, folktales, music, and artistic creations serve as expression of culture and influence behavior of people living in a particular culture

**Fine Arts Content Standards**

**UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES, AND PROCESSES**
Students use different media, techniques, and processes to communicate ideas, experiences, and stories

**UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES**
Students know that the visual arts have both a history and specific relationships to various cultures
Students identify specific works of art as belonging to particular cultures, times, and places
Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

### Montana Social Studies Content Standards OPI

**Social Studies Content Standards**

**Content Standard 4**—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
- identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.

**Content Standard 6**—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.
- describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).

**Art Content Standards**

**Content Standard 5**—Students understand the role of the Arts in society, diverse cultures, historical periods
recognize ways in which the Arts have both a historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression.
identify and describe specific works of art belonging to particular cultures, times and places.

**Content Standard 6**—Students make connections among the Arts, other subject areas, life, and work.
identify interrelated elements among the Arts and other subject areas.

Content

- Students will understand the purpose and importance of Greek Vases
### Objectives
throughout Greek culture.
- Students will understand and be able to identify the variety of shapes of Greek Vases and their specific capacity purposes.
- Students will understand the ornate decorations on the vases and what they represent to Greek culture and mythology.
- Students will also be able to identify similar objects that are present in today’s society, that are used to hold specific things. (Wine glasses, perfume bottles, etc.)

### Resources
Website and link in PowerPoint:
http://www.dl.ket.org/humanities/connections/class/greecerome/vases.htm

### Process/Objectives
Through creating their own individual replica of an Athenian Black and Red Vase and presenting them to their peers, students will express their knowledge of the different kind of vases and the decorations or pictures on the sides of the vases and how they relate to mythology. Students will also display their understanding of similar current objects of capacity through a class discussion.

### Preparation
- Have overhead and computer ready to bring up the PowerPoint
- Have supplies for Greek Athenian Black and Red Vases:
  - Styrofoam cups
  - black and red pastels
  - pencils
  - pipe cleaners or straws

### Motivation/Hook
Show pictures of a variety of Greek Vases. 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).

### Instruction
1. While displaying the three different pages of Greek Vases on the PowerPoint explain the importance of vases too the Greek culture.
   - Many of the vases were discovered through archeological digs.
   - The vases have provided an insight into the lifestyle and culture of ancient Greeks.
   - The vases were created (especially Athenian Black and Red Vases) in 650-400 b.c.e.
   - The vases were used in everyday activities and for basic purposes.
2. Discuss the carvings and decorations on sides of the vases.
   - The decorations display daily activities, stories, and myths of gods and goddesses.
   - Read the myth of Persephone’s abduction from Greek and Roman Mythology, and point out the deities (or have students identify them) on the Greek Vases on page three of the PowerPoint.
   - Also explain that the vases are two sided and the decorations continue around the vase.
3. Explain that Greek Vases each had a different purpose according to their shape. Show page four of the PowerPoint.
   - Have students take turns reading what each vase represents and how they are used.
   - Before reading the definition of the “Hydra” ask students what or where they have heard the word hydra before. Discuss the correlation between the words meaning and its purpose as a Greek Vase.
   - On page five of the PowerPoint continue to link and explore a greater variety of Greek Vase shapes and purpose in Greek Culture.
4. Randomly ask students questions about the different shapes and have
them recall their uses.
5. Read the statement on the variety of vases in the PowerPoint.
6. Continue to page seven in the PowerPoint and begin to discuss the Athenian Black and Red Vases.
   - Show pictures of Athenian Black and Red Vases.
   - Have students describe the Athenian Black and Red Vases.
   - Explain that the vases gave insight to both everyday life and specific beliefs of mythology that the Greek culture had.
   - Also explain that the negative and positive spaces were painted in different colors in order to highlight the shapes of the decorations.
   - Explain negative and positive space.
7. Ask students what are similar objects of capacity that we use in today’s society to hold specific substances.
8. Change to the last slide and explain their assignment.
   - Students will recreate their own Athenian Black and Red Vases.
   - Their Athenian Vase needs to tell a story, myth, or a daily activity through their drawings or decorations. Students should also incorporate a border or pattern onto their vase.
   - Students must decide on what kind of vase they will create and its corresponding purpose.
   - Students must first create a rough draft of their vase. The vases will only use two colors; black and red pastels.
   - Students will be presenting their vases to the class and explaining their stories, myths, or activities and describe what kind of vase they created.
9. Explain how to create an Athenian Black and Red Vase.
   - Students should gently carve their drawings into the Styrofoam cup.
   - Students must color the negative space one color and the positive space the other color in order to highlight the characters.
   - In order to recreate the vase of their choice, students may use pipe cleaners or straws to create handles for the vase.

<table>
<thead>
<tr>
<th>Links to relevant websites</th>
<th><a href="http://www.dl.ket.org/humanities/connections/class/greecerome/vases.htm">http://www.dl.ket.org/humanities/connections/class/greecerome/vases.htm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Through students’ presentation and recreation of Athenian Black and Red Vases, evaluation of student understanding of the shapes and their purposes will be seen. Also through their presentations students will display their knowledge about the decorations on the vases and what they depict. Students’ comprehension on similar objects used in modern society will be viewed through their discussion and response to the question, “What are similar objects of capacity that we use in today’s society to hold specific substances?” (Think, Pair, Share)</td>
</tr>
</tbody>
</table>
## Erin Brinkman & Mandie Secord
Frenchtown Elementary

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>1hr 30mins</td>
</tr>
<tr>
<td>Subject Area(s)</td>
<td>Preparation for Readers Theater Play and Toga Party no certain subject.</td>
</tr>
<tr>
<td>Objective/student understandings</td>
<td>Students will create Laurel Wreaths for Readers Theater play and learn about their origins. Student will also dress in togas.</td>
</tr>
</tbody>
</table>
| Resources         | Materials:  
- One sheet for each student (or blanket)  
- A variety of ribbons curled  
- Star garland in a variety of colors formed in 5 in circles |
| Preparation       | Gather materials. |
| Motivation/Hook   | Show a picture of an Olympian wearing a Laurel Wreath. |
| Instruction       | Discuss that Laurel Wreaths were given to Olympians after they won an event and they symbolize power and strength.  
- Have students choose three ribbon colors and wrap them around the garland of their choice.  
- Have them place on their head for the Readers Theater performance.  
Show students pictures of ancient Greeks wearing togas.  
- Show students how to wrap their sheet  
- Help them with their togas and pin in place |
| Assessment        | Students will wear both the Laurel Wreaths and togas for their final Readers Theater performance. |

### Assessment and Summary of Student Understandings
<table>
<thead>
<tr>
<th>Goals</th>
<th>How were these achieved?</th>
<th>Assessment</th>
<th>Student Performance and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of Greek Mythology &amp; its influences on Greek culture</td>
<td>Students explored the impact of Greek Mythology on the Greek culture through the lesson Athenian Black and Red Vases (page 24-26). Students learned about the different types of vases and saw how many of them were decorated with one or more of the gods or goddesses, or made in honor of a particular deity. They learned about the different purposes of the vases and their everyday use in an Ancient Greek society.</td>
<td>The students presented their vases to the class, along with their rationale for creating (or the myth associated with) their vase and what they were used to hold.</td>
<td>Students successfully completed both their presentation and recreation of the Athenian Black and Red Vases. Students demonstrated their knowledge of the purposes of each vase and correctly explained their individual stories or myths displayed on each one. (Athenian Vases can be viewed in the folder at the end of page 26).</td>
</tr>
<tr>
<td>Understand what a myth is and its significance</td>
<td>Students were read myths aloud daily in class. They discussed the meaning of a myth numerous times throughout the week. To check for understanding students created their own myth in the Science Constellations and Myths Lesson (page 16-18); Students' myths were collected after the constellation lesson.</td>
<td>Students created their own individual myths explaining the constellations they produced. Students handed both their constellation and myth in at the end of the lesson.</td>
<td>The students created excellent constellations but needed to be limited to the number of stars used to create each one. The student’s myths were very creative and followed the guidelines provided. Many students used their myth to explain a concept but more instruction could have been provided in order help students have a clearer understanding of what was expected.</td>
</tr>
<tr>
<td>Understand individual Greek deities, their sphere of power and</td>
<td>Students were continuously exposed to information on the Greek gods and goddess. Students participated in a Readers Theater play that examined each one of the sections of the “Big Twelve’s” power. The students were also provided information sheets discussing each god and goddess. Students were also required to use their creative writing skills in order to display their knowledge on the Greek gods and goddesses (“The 2009 Mt. Olympus Competition, pages 22-23).</td>
<td>Through the Readers Theater play students learned the specifics details about the character they acted out. Students memorized this information and presented it through their performance. Students were also required to practice their creative writing skills and create their own god or goddess relating their stories back to the different gods or goddesses of Greek Mythology.</td>
<td>“The 2009 Mt. Olympus Competition,” displayed the students understanding of the Greek gods and goddesses through explain who they were related to and the powers of their relative gods. Students seem to have a good grasp on the different deities as was seen through their creative writing. Although, in hindsight it may have been a good idea to concentrate on a smaller number of individuals in order to have a greater more comprehensive understanding on the key gods or goddesses.</td>
</tr>
</tbody>
</table>