

NOTE: At the beginning of this class, hand out the Individual Hero Myth Checklists. By the end of the next period, all students should have completed everything on the checklists. For today, have the students quickly review the lists and make sure they have everything—except the brainstorm—in the classroom folders. They should leave all of it in their folders until the next class when they hand their packets in.

TITLE OF LESSON

English 1 Unit 1 Lesson 35 – Mythology: Hero Myth 1st PD and T-Chart

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 3.0, 3.3-4, 3.6, 3.12; L/S1.1

MATERIALS

Theseus and the Minotaur – Reading

Plot Diagram – Student Page

Hero T-Charts – Student Page

Individual Hero Myth Checklist – Student Page

LESSON OBJECTIVES

- To effectively categorize thoughts using a T-Chart
 - To infer ideas through examination
 - To demonstrate comprehension of the role of hero myths in understanding the values in cultures
 - To begin to consider the qualities of the hero in their lives, in our culture
 - To use the method of predicting to strengthen reading comprehension
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded work and have students place it in their folders.
 - 2) Agenda – Have students copy the agenda you have written on the front board.
 - 3) Hero Chart – Draw a chart on the board with four columns: title the first, *Names*, the second, *Hero*, the third, *Not Hero*, and the fourth, *Don't Know*. Put the names of some people in the first column. Choose ten to fifteen names from the list below or come up with your own. The idea is not that all people on the list be heroes, but that the students decide which they think are heroes and why. Some possibilities are: Bill Clinton, Hillary Clinton, Malcolm X, Gandhi, Mother Theresa, Sally Ride, Martin Luther King Jr., Idi Amin, Michael Jordan, Abraham Lincoln, Anne Frank, Nelson Mandela, Geronimo, Jesus, Sammy Sosa, Chaka Zula, Maya Angelou, Mohammed, Grant Hill, Yomo Kenyata, Arnold Schwarzeneger, Bruce Lee, Pocahontas, Joan of Arc, Spike Lee, Jaime Escalante, Desmond Tutu, Niki Giovanni, John Legusalmo, Thomas Jefferson, Denzel Washington, Cesar Chavez, Mark McGuire, Oprah Winfrey, etc. Ask the students to close their eyes. While they have their eyes closed, call out each of the names on the list and ask students to raise their hands for "hero," "not hero," or "I don't know." As they raise their hands, take a count and write the numbers in the corresponding boxes on the chart. Once you have finished this, discuss the results. From here, go directly into the group definition for the hero myth.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Group Definition** of Hero Myth – Refer to Lesson 4.
2. Instructions – Hand out the plot diagrams and the **Hero T-Charts**. Review parts one and two of the T-chart,

especially the depiction of the hero as representing the values and reality of the culture.

3. **Predicting** – Before you start reading, write the word "prediction" on the board and ask for definitions. Explain that that is the reading strategy you will be studying for hero myths. Point out that whenever they're watching a movie and they say, "Oh, now's he's going to..." or, "I know, so-n-so did it!" they're predicting.
 4. **Reading** – Students break into reading groups or pairs. You begin to read aloud and model predicting. After you've modeled a few paragraphs, encourage them to try predicting. Again, make sure that your focus is on predicting while covering the hero myths. Use a random paragraph from each myth to review summarizing, questioning, and clarifying, but spend most of your time on predicting. Individually students will be filling in the **Plot Diagram** and the **Hero T-chart** while the group is practicing predicting.
 5. T-Chart Part 3 – Once the students have finished the myth and have completed the plot diagram and parts one and two of the T-chart, have them work in pairs to review what they've come up with and consider part three.
 6. Together they should complete part three. Have them finish and put their papers away in their binders before the bell rings.
 7. **Revisit Group Definition** – Be sure to revisit your group definition when you have finished and make any changes necessary based on new information about heroes students may have received while reading and discussing. Remember to ask students what the qualities of a hero are. Ask them if they see any differences between heroes then and heroes now. Point out that at that time heroes were usually either half god or descendants of gods.
 8. **Homework Assignment** – Using backward writing, students should brainstorm their tribe hero myth. They do not have to write the myth tonight, but they should have the foundation work done for their contribution of ideas.
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GROUP ROLES

All students will be acting as predictors in this period.

DOCUMENTATION FOR PORTFOLIO

Trickster Myth
Monster Myth
Creation Myth