## HISTORY LEARNING PLAN

<table>
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<tr>
<th>Topic of lesson:</th>
<th>Origins of drama and mythology</th>
<th>Subject Area:</th>
<th>History</th>
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<td>Grade level:</td>
<td>Cycle 1, Secondary 1</td>
<td>Unit:</td>
<td>Ancient Greece</td>
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### Big Idea:
Culture and Religion

### Essential Questions:
- How has Ancient Greece influenced western society? What aspects of this society do we continue to use today? What sort of cultural artefacts did Ancient Greece produce?

### Understandings:
Explanation, Interpretation, and Perspective

### Relevance:
- Ancient Greece has gifted modern society a variety of different cultural artefacts and customs. Drama and mythology in particular continue to play a big part of our culture. By studying the origins of these customs, students will learn about how present society has been influenced by one that existed more than two thousand years ago.

### Resources required:
- Computers, projector, poster paper, creative utensils (markers, pencil crayons) cheat sheet template

### QEP Subject Area Competencies
- History and Citizenship Cycle One
- Competency 1: Examines social phenomena from a historical perspective. Students will examine cultural features of Ancient Greece.
- Competency 2: Interprets social phenomena using the historical method. Students will then use their knowledge of these cultural aspects to analyze how they still apply in the modern world.

### Student will know (learning objectives):
- Students will know key terms and proper historical vocabulary (democracy, mythology, philosophy, citizenship, phratries, symposium, Bacchae, Olympics etc.), important people (Socrates, Plato, Aristotle, Zeus), and key dates.

### Student will understand (learning objectives):
This lesson places an emphasis on investigation, communication, and group skills. The activities allow students to investigate and research, while bringing back their knowledge to share with the rest of the class. These skills will form the basis of the competencies within the History and Citizenship program but also for cross-curricular competencies.

### Cross Curricular Competencies:
This particular lesson focuses the greatest on Competency 1, Competency 8 and Competency 9, uses information, cooperates with others and communicates appropriately respectively. Students will have to consolidate their knowledge about the subject, discuss and share ideas with their peers to enrich their knowledge.

### Broad Areas of Learning:
- This lesson is closely attached to Media Literacy as the focus on Greek mythology allows students to analyze how these myths have continued into contemporary society media. A second broad area of learning would be Citizenship and Community Life: in analyzing Greek organizational structure, it will allow students to reflect more deeply on the organization structure of their own world.

### Differentiated Instruction:

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1. Based on a modified version of Understanding By Design (UbD)
The next component will be the further discussion of political goddesses, and their mythology fit together, the relationships between gods, used to check for understanding. The final deliverable will be asked to create a short story, newspaper article, or from the information packet about Greek mythology. They will be in class. Also these presentations will be largely to explain to the rest of the class the importance and functioning of these organizations and institutions in the greater context of Ancient Greek society.

2. Mythology Activity/ Deliverable
Watch the following videos from Disney’s Hercules (1997) https://www.youtube.com/watch?v=swpN-h5KPC https://www.youtube.com/watch?v=Jxg0W6QQ_Ac Excerpt for Hercules being Zeus and Hera’s son, the clip is fairly accurate in depicting Greek mythology and their symbols. Greek gods and symbols depicted in this clip include Zeus, Hera, Athena, Poseidon, Ares, Hades, Hephaestus, Orpheus, Dionysus, River Styx, Cerberus, and of course, Hercules. Each student will choose an aspect of Ancient Greek mythology portrayed in these videos and then do their own research on the subject, judging the truthfulness of the depiction in Hercules. Students might then find more accurate representations of these mythological creatures in the media, discovering more about their symbolism. Deliverable: Each student will put together a cheat sheet about their chosen mythological being for other students to peruse and learn about. This cheat sheet will consist of information of how each god, goddess, or creature relates to each other, and placing them in the larger context of Greek mythology. Other information would include in what ways these myths are represented in contemporary society. This cheat sheet will be photocopied and distributed to students as an information packet to be used for the final deliverable.

3. Final Deliverable
Students will make up their own myth using at least 3 aspects from the information packet about Greek mythology. They will be asked to create a short story, newspaper article, or other written format, using the information packet about Greek mythology as well as the knowledge gained from the first activity. Information on this first activity will have been distributed from the instructor prior so students can brush up on their knowledge. Each deliverable will be assessed for evidence of achievement however the final deliverable will demonstrate the culmination of Greek mythology and other organizational aspects of Greek life.

Conclusion (check for understanding, what next)
The final deliverable, as well as the other activities will be used to check for understanding. The final deliverable will demonstrate if students understand how the piece of Greek mythology fit together, the relationships between gods, goddesses, and their original stories. The next component will be the further discussion of political

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<th>Further considerations:</th>
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<td>Activities:</td>
<td>Technology is incorporated through the introduction of video and film clips to stimulate interest. It will also be used to allow students to research their different components for the presentation and cheat sheet. Creativity will be demonstrated in the informal presentation as well as the created myth in the final deliverable.</td>
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<td>1. General overview activity:</td>
<td>Each student will choose an aspect of Ancient Greek mythology portrayed in these videos and then do their own research on the subject, judging the truthfulness of the depiction in Hercules. Students might then find more accurate representations of these mythological creatures in the media, discovering more about their symbolism.</td>
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<td>Students will be broken into groups and will have the opportunity to research and put on a short presentation about a particular aspect of Greek culture (Olympics, fraternities, Socrates, Plato, democracy).</td>
<td>The research done for the cheat sheet will allow students to become critical of the things they are learning; because they are mostly in charge of this activity, it is up to them to be proficient in their research with minimal check ups from the instructor. It will allow students to be reflective of their research because these cheat sheets will be relied upon in the final deliverable.</td>
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<td>The research presented will take on a variety of forms: either as a traditional lecture or with students having to do the research themselves. Introductory content will be given through the media of film as it attracts wider attention from students. As well the deliverables vary between informal presentations before the class, informal writing, and finally a more formal writing piece to maximize the ways in which students can demonstrate their understandings. By using multiple formats, technology, and self-research, this lesson hopes to stimulate interest and motivation for learning.</td>
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<td>Deliverable: Each student will put together a cheat sheet about their chosen mythological being for other students to peruse and learn about. This cheat sheet will consist of information of how each god, goddess, or creature relates to each other, and placing them in the larger context of Greek mythology. Other information would include in what ways these myths are represented in contemporary society. All of these cheat sheets will be photocopied and distributed to students as an information packet to be used for the final deliverable.</td>
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<td>Students will make up their own myth using at least 3 aspects from the information packet about Greek mythology. They will be asked to create a short story, newspaper article, or other written format, using the information packet about Greek mythology as well as the knowledge gained from the first activity. Information on this first activity will have been distributed from the instructor prior so students can brush up on their knowledge.</td>
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FORMATIVE - Assessment FOR learning:
The informal presentation will be primarily used to assess for learning. Research skills and ability to convey information clearly will be assessed so the instructor might be able to make comments to each student as they progress farther into this lesson and complete the other activities.

FORMATIVE - Assessment AS learning:
The research done for the cheat sheet will allow students to become critical of the things they are learning; because they are mostly in charge of this activity, it is up to them to be proficient in their research with minimal check ups from the instructor. It will allow students to be reflective of their research because these cheat sheets will be relied upon in the final deliverable.

SUMMATIVE - Assessment OF learning:
Each deliverable will be assessed for evidence of achievement however the final deliverable will demonstrate the culmination of Greek mythology and other organizational aspects of Greek life.

Comment [LJS4]: I like this. Be sure to include something that will help to regulate the quality. A problem will arise if one of them is of poor quality but others are depending on the information to learn.

Comment [LJS5]: You may need to scaffold the learning by providing them with specific websites to start from otherwise they could spend the majority of the time searching inadequate websites.

Comment [LJS3]: I suggest providing everyone with a basic summary created by you as well as the package the students contribute to to ensure a base level of quality.
institutions and the functioning of democracy in Athens.