

GREEK MYTHOLOGY

Lesson Plans

Day	Part 1	Part 2
1	Introduce Greek myths. (power, responsibility, punishment)	
2	Read Chapter 1 of the Lightning Thief.	Research of characters.
3	Discuss Chapter 1 & respond. Read Chapter 2.	Research of characters.
4	Discuss Chapter 2 & respond. Read Chapter 3.	Begin story arc. (book 1)
5	Discuss Chapter 3 & respond. Read Chapter 4.	Finish character research.
6	Discuss Chapter 4 & respond. Read Chapter 5.	Introduce 10 solutions.
7	Discuss Chapter 5 & respond. Read Chapter 6.	Introduce 10 solutions.
8	Discuss Chapter 6 & respond. Read Chapter 7.	Introduce 10 solutions.
9	Discuss Chapter 7 & respond. Read Chapter 8.	Collaborative activity (power, responsibility, punishment)
10	Discuss Chapter 8 & respond. Read Chapter 9.	Introduce 10 solutions.
11	Discuss Chapter 9 & respond. Read Chapter 10.	Design signs for each team.
12	Discuss Chapter 10 & respond. Read Chapter 11.	The Quest (researched, researched, researched)
		The Quest (researched, researched, researched)

Lesson Plans

Part 1	Part 2
Discuss Chapter 11 & respond. Read Chapter 12.	Assign (researched, researched, researched)
Discuss Chapter 12 & respond. Read Chapter 13.	Assign (researched, researched, researched)
Discuss Chapter 13 & respond. Read Chapter 14.	Assign (researched, researched, researched)
Discuss Chapter 14 & respond. Read Chapter 15.	Read "Paradox & Anecdote" (researched, researched, researched)
Discuss Chapter 15 & respond. Read Chapter 16.	Draw a map of mythology.
Discuss Chapter 16 & respond. Read Chapter 17.	Complete the myth with the song "Mythical California."
Discuss Chapter 17 & respond. Read Chapter 18.	Assigns test
Discuss Chapter 18 & respond. Read Chapter 19.	Argumentative writing (researched, researched, researched)
Discuss Ch. 19 & respond. Read Chapter 20.	Argumentative writing (researched, researched, researched)
Discuss Chapter 20 & respond. Read Chapter 21.	Argumentative writing (researched, researched, researched)
Discuss Chapter 21 & respond. Read Chapter 22.	Argumentative writing (researched, researched, researched)
Discuss Chapter 22 & respond.	Argumentative writing (researched, researched, researched)
Panel & complete story arc. Bonus test	Argumentative writing (researched, researched, researched)
	Argumentative writing (researched, researched, researched)

LESSON PLANS

Greek Mythology Lesson Plans High School

Sandra Stotsky



Greek Mythology Lesson Plans High School:

101 Internet Activities: High School , **Differentiation in Middle and High School** Kristina J. Doubet, Jessica A. Hockett, 2015-07-14 In this one stop resource for middle and high school teachers Kristina J Doubet and Jessica A Hockett explore how to use differentiated instruction to help students be more successful learners regardless of background native language learning style motivation or school savvy They explain how to Create a healthy classroom community in which students unique qualities and needs are as important as the ones they have in common Translate curriculum into manageable and meaningful learning goals that are fit to be differentiated Use pre assessment and formative assessment to uncover students learning needs and tailor tasks accordingly Present students with avenues to take in process and produce knowledge that appeal to their varied interests and learning profiles Navigate roadblocks to implementing differentiation Each chapter provides a plethora of practical tools templates and strategies for a variety of subject areas developed by and for real teachers Whether you re new to differentiated instruction or looking to expand your repertoire of DI strategies Differentiation in Middle and High School will show you classroom tested ways to better engage students and help them succeed every day 20 Ideas for Teaching Gifted Kids in the Middle School and High School Joel E. McIntosh, 2023-04-21 Imagine taking your gifted and talented students to a mysterious old graveyard in town and teaching them to conduct history research using the information they gather teaching gifted children the concepts behind great literature using modern science fiction allowing your students to conduct independent research in their mathematics classroom or encouraging your students to plan and participate in exotic travel around the world without ever leaving your classroom In this book you will receive the best ideas and lessons for teachers of secondary gifted kids developed by master teachers across the nation This exciting book features ideas for starting a mentorship program teaching history using scientific surveys using simulations to teach content organizing historical debates producing documentaries and much more 20 Ideas features exciting activities and lessons such as Be a Capitalist in Jolly Old England an exciting activity for the world history classroom Creative Thinking Skills in Mathematics producing innovative ways to solve problems Creating Simulations for the History Classroom tips for using simulations with gifted students Another Fine Mess building creative problem solving activities that help teach subject area content and many more creative ideas and lessons Bring some of the most innovative and inspirational lessons being offered today into your classroom with 20 Ideas Grades 5 12 Culturally Responsive Standards-Based Teaching Steffen Saifer, 2011 Teaching children from diverse backgrounds begins with simple questions What is my culture What are my students cultures How does culture affect how I teach and how my students learn Can I learn to value and honour the unique experiences and cultures of my students These are essential questions for educators with a sincere desire to help all students succeed This comprehensive guide provides detailed examples that show why and how to create culturally responsive standards based CRSB instruction in the classroom schoolwide and at the district level Results of effective programs include

increased academic success for all learners engaged and motivated students development of critical thinking skills necessary for higher learning and strengthened partnerships between students families and communities This new edition is enhanced with nationwide examples up to date resources and tools that can be implemented immediately Principals administrators K 12 teachers curriculum and staff developers and college instructors will find this handbook a valuable and powerful tool for promoting student engagement and improving struggling schools **Resources in Education** ,1998 Journal of Education ,1892 **The Death and Resurrection of a Coherent Literature Curriculum** Sandra Stotsky,2012-06-14 This book is addressed to teachers who know that the secondary literature curriculum in our public schools is in shambles Unless experienced and well read English teachers can develop coherent and increasingly demanding literature curricula in their schools average high school students will remain at about the fifth or sixth grade reading level where they now are to judge from several independent sources This book seeks to challenge education policy makers test developers and educators who discourage the assignment of appropriately difficult works to high school students and make construction of a coherent literature curriculum impossible It first traces the history of the literature curriculum in our middle schools and high schools and shows how it has been diminished and distorted in the past half century It then offers examples of coherent literature curricula and spells out the cognitive principles upon which coherence is based Finally it suggests what English teachers in our public schools could do to develop a literature curriculum that gives all their students an adequate basis for participation in an English speaking civic culture Set Up to Fail: 100 Things Wrong with America's Schools Kathleen Loftus,2006-09-24 A collection of research supported observations by a school parent educator and former State school monitor providing a hard hitting behind the scenes look at many of the underlying systemic problems with America s schools in the 21st century **Using Chinese Classics for Intercultural Communicative Competence** Jinai Sun,Xuehua Xiang,Li Ye,2024-08-05 Using Chinese Classics for Intercultural Communicative Competence presents new strategies and tools for integrating Mandarin language teaching with fostering intercultural competencies through contemporary global lenses on Chinese classic texts Chinese classic texts are canonical works in Chinese culture published before 1911 They offer a window into deeply held cultural values which learners of the Chinese language would benefit from studying to facilitate meaningful intercultural dialogues With chapters covering classic Chinese texts such as Journey to the West Dream of the Red Chamber and The Romance of the Three Kingdoms this book will demonstrate the value importance and feasibility of teaching Chinese classic works for ICC development in the Chinese world language classroom and equip teachers with carefully planned classroom tested lesson models that demonstrate the innovative integrative models advocated in this book This book will be valuable for pre and in service Mandarin Chinese teachers across various institutional settings at different levels looking for ready materials and professional development resources The book can also be used as core material for teacher training programs **New England Journal of Education** ,1906 *The Publishers Weekly* ,1924 *Learning and Memory*

Marilee Sprenger, 1999 Brain research is much in the news but what is its relevance in the classroom Are there ways to take what brain researchers are discovering about learning and memory and apply it to the situations that educators face every day Practicing teacher and author Marilee Sprenger tells how to do just that in this book Sprenger has spent years studying neurological research and training other educators in brain compatible teaching methods This background combined with her long career as a classroom teacher has given her priceless knowledge of what works in a multitude of classroom situations Current brain research is as amazing as it can be confusing This book discusses in plain terms the structure function and development of the human brain The author describes the five memory lanes semantic episodic procedural automatic and emotional and tells how they function in learning and memory She offers dozens of practical suggestions for teaching and assessing in brain compatible ways Bridging the gap between theory and practice the book offers valid usable What you can do on Monday ideas to incorporate into the classroom This is an approach to brain research that educators at all levels can apply in their daily work Teaching Classics Worldwide Steven Hunt, John Bulwer, 2025-02-06 Designed for instructors in schools and universities as well as stakeholders and policy makers in education everywhere this book is a systematic guide to contemporary school teaching of classical languages literature and civilisation in major countries across the world This book examines the trends and assesses the rationale for such diversity in programmes of study and asks the question What are classical subjects for in today s schools Each chapter is arranged by geographical area and draws on the experiences of teachers and other education experts in each country commenting on contemporary practices Themes such as the impact of national education policies enrolment assessment accessibility and inclusion are discussed The teaching of Classics has wide variations in practices and purposes from one education system to another in some the teaching of Classics continues to be focused on the mastery of language and grammar in others active use of the ancient languages is growing in popularity and yet in others the focus is shifting towards the study of the languages and civilisations in translation Presenting an overview survey and comparison of practices across the world this book is essential reading for instructors and teaching training courses in the world of classical education *101 Internet Activities: Middle School* , Social Studies for the Twenty-First Century Jack Zevin, 2023-03-17 Now in its 5th edition this popular text offers practical interesting exciting ways to teach social studies and a multitude of instructional and professional resources for teachers Theory curriculum methods and assessment are woven into a comprehensive model for setting objectives planning lessons units and courses choosing classroom strategies and constructing tests for some of the field s most popular and enduring programs The reflective and integrative framework emphasizes building imagination insight and critical thinking into everyday classrooms encourages problem solving attitudes and behavior and provokes analysis reflection and debate Throughout the text all aspects of curriculum and instruction are viewed from a tripartite perspective that divides social studies instruction into didactic factual reflective analytical and affective judgmental components These three components are seen as supporting one another

building the groundwork for taking stands on issues past and present At the center is the author s belief that the heart and soul of social studies instruction perhaps all teaching lies in stimulating the production of ideas looking at knowledge from others viewpoints and formulating for oneself a set of goals values and beliefs that can be explained and justified in open discussion This new edition is heavily revised and condensed to promote ease of use Build Your Own Lesson additions to each chapter encourage improvisation and inquiry based teaching and learning across subjects A Companion Website offers additional activities lessons and resources for pre service and practicing social studies teachers **A Guide for Using the Odyssey in the Classroom** Stacy Mantle,2000-04 Classroom Instruction that Works Robert J. Marzano,Debra Pickering,Jane E. Pollock,2001 Describes nine different teaching strategies which have been proven to have positive effects on student learning and explains how those strategies can be incorporated into the classroom **Building Vocabulary: Level 11 Kit** Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton,2010-06-09 Building Vocabulary from Word Roots provides a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Over 90% of English words of two or more syllables are of Greek or Latin origin Instead of learning words and definitions in isolation students learn key roots and strategies for deciphering words and their meanings across all content areas Building Vocabulary from Word Roots Level 11 kit includes Teacher s Guide Student Guided Practice Book Each kit includes a single copy additional copies may be ordered in quantities of 10 or more Assessments to support data driven instruction and Digital resources including modeled lessons 50 bonus activities and more **Department of the Army Pamphlet** ,1951 **DOD Pam** United States. Office of Armed Forces Information and Education,1957

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